

# **HANDBOOK OF FIELD WORK PRACTICE PROGRAM ACTIVITIES**



**COMPILED BY**

**FIELD WORK PRACTICE**

**ANIMAL SCIENCE DEPARTMENT**

**FACULTY OF AGRICULTURE-ANIMAL SCIENCE  
UNIVERSITY OF MUHAMMADIYAH MALANG  
2022**

## FOREWORD

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

السلام عليكم ورحمة الله وبركاته

Thank God we convey to Allah SWT who has bestowed His mercy, so that we can complete the "Guidebook for Field Work Practice Program Activities (PKL)" well. Accompanied by our greetings to the Prophet Muhammad SAW who became our bright light in life and life in this world. This PKL program guidebook is intended for all students majoring in the FPP UMM, Faculty of Agriculture-Animal Science, University of Muhammadiyah Malang as a guide for the PKL program from debriefing to reporting preparation.

This PKL Program Guidebook is prepared in order to provide direction, standards and assessment methods in the Implementation of the PKL Program. All the provisions contained in this book are expected to be able to equalize the perception between majors within the FPP UMM, partner PKL partners, PKL field supervisors, PKL supervisors, PKL Program Participants, PKL Program Committees and related institutions.

This PKL Program Guidebook broadly contains four things, namely: (1) Introduction, (2) Pkl Program Provisions, (3) PKL Program Activity Mechanism, and (4) Format Attachment as a reference for activities. Especially for PKL field supervisors, a PKL Program Implementation Value Sheet is provided which is compiled in this PKL Program Manual.

Hopefully this PKL Program Manual is useful in an effort to improve the skills of Animal Science Department students so that they can become professional managers and meet competency standards. Thus, hopefully the PKL program guidebook will be very useful later, God willing, in the future. Amen

والسلام عليكم ورحمة الله وبركاته

Malang, January 2020

Final Project Commission

## IDENTITY OF PKL PROGRAM PARTICIPANTS

### A. STUDENT IDENTITY

1. Full Name : .....
2. N I M : .....
3. Study Program : .....
4. Address : .....
5. Mobile Number : .....
6. Group Members

### B. PKL Program Description

1. Supervisor : .....
2. Field Guide : .....
3. PKL Partners : .....
4. PKL partner address : .....

### C. PKL Identity

1. Title : .....
2. Implementation : .....
3. Exams : .....
4. Report : .....

Malang, .....

Pkl Participating Students

Nim. ....

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

The University of Muhammadiyah Malang as a Superior, Modern and Islamic Higher Education Institution, according to its vision is constantly improving the quality of education so that its graduates can enter the world of work easily. One of the spearheads to produce quality graduates is the major major in the FPP UMM environment. So far , the departments within the FPP UMM have tried their best to educate students to achieve the vision and mission of the university. The department hopes that after graduation, the student will have the character of a worker who is smart, superior, and ethical.

One of the expected graduate profiles from majors in the FPP UMM environment is to become professional and skilled personnel. Students have been equipped with various theories of science in accordance with their respective fields of learning and practice about the world of agriculture at large, however, they have not been honed in directly dealing with work practices in the field. Therefore, it is necessary to improve the quality of learning that can direct professional students in the world of agriculture at large so as to produce quality graduates who will be accepted in the world of work. One of the efforts in this case is the need for a development program through student Field Work Practices to PKL partners by observing the work process, reviewing activities, developing improvement efforts, and evaluating activities. The PKL program to PKL Partners The impression needs to be appreciated by all parties, both by the Faculty and the University of Muhammadiyah Malang. Therefore, majors in the department within the FPP UMM University of Muhammadiyah Malang try to anticipate all forms of programs to be carried out optimally and in line with the Strategic Plan of the University of Muhammadiyah Malang. With the implementation of this activity, it is hoped that students participating in PKL will have attitudes, understanding, passion, motivation and skills as prospective managers who in time have competencies with professional qualifications that are smart, superior, and ethical.

## **B. Basic Implementation of the PKL Program**

PKL is a compulsory course in the department within the FPP UMM University of Muhammadiyah Malang which must be taken by students at each stage which is determined based on:

1. Law of the Republic of Indonesia No. 20 of 2003 on the National Education System.
2. Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers.
3. Law of the Republic of Indonesia number 12 of 2012 concerning Higher Education.
4. Ministerial Regulation (Permen) RI No. 19 Th 2005, on National Standards of Education
5. Guidelines for Muhammadiyah Central Leadership on Muhammadiyah Universities.
6. Statute of the University of Muhammadiyah Malang.
7. Decree of the Rector of the University of Muhammadiyah Malang Number 40 of 2013 concerning the Academic Curriculum for the Year 2013-2014
8. Academic Handbook 2013-2014 University of Muhammadiyah Malang
  - a. The basis for the development of the PKL Program in principle is 4 (four) important things, namely:
    - 1) The PKL program in the S-1 Program of majors in the FPP UMM environment is carried out once with a specified time
    - 2) PKL has a credit weight that has been determined by the department , namely 4 credits
    - 3) This PKL activity is carried out at PKL Partners
    - 4) Guidance is carried out by PKL Supervisors who meet the requirements as determined
  - b. The basic concepts of implementing PKL activities are as follows:
    - 1) PKL activities are activities that provide experience to build students' identity at work, strengthen professional competence, strengthen the practical abilities of prospective managers, develop cognitive, affective and psychomotor skills in building areas of expertise
    - 2) PKL activities are a program of activities whose realization of activities is managed by the department
    - 3) PKL activities focus more on managerial and learning fields at PKL Partners

- 4) PKL activities are academic and practical activities that are also expected to develop student creativity in academic and professional fields

### **C. Understanding the PKL Program**

The PKL program is an academic activity listed in the curriculum of the department within the FPP, University of Muhammadiyah Malang. This program is a learning by doing activity in order to form knowledge, skills, attitudes and managerial.

### **D. Principles of the PKL Program**

1. PKL is an important part and is a precondition of a professional human resource preparation system.
2. PKL is carried out in a structured manner and is a separate learning load that is carried out independently after meeting the sks requirements (according to the provisions of at least 80 credits), with a load of 4 (four) credits
3. PKL is guided by PKL supervisors and field supervisors
4. Pkl implementation requires a strong partnership with PKL Partners
5. Pkl implementation Requires systematic PKL management, such as debriefing, scheduling, placement, PKL process, and evaluation (assessment)
6. The implementation of PKL Requires financial support so that the implementation of PKL is in accordance with the target.
7. Implementation of PKL Requires a good, structured and systematic mentoring system

### **E. Vision and Mission of PKL Program**

The PKL program is a vehicle for the formation of professional prospective personnel and provides experience to students in applying theory and practice in the true scope, so that majors in the FPP UMM FPP, FPP, University of Muhammadiyah Malang can prepare / produce smart, superior graduates, ethical and professional in the world of agriculture at large.

## **1. Pkl Program Vision**

PKL prepares / produces graduates who are prepared to become professional personnel, broad in their knowledge, have high creativity, and foster professional attitudes and behavior patterns.

## **2. Mission of PKL Program**

- a. Producing prospective professionals who have values, attitudes, knowledge, professional skills and in accordance with professional academic competence
- b. Integrating and implementing the knowledge he has mastered into practice according to the field of science.
- c. Have professional, pedagogic, personality and sound competencies in accordance with the related fields of study and science
- d. Increased ability to solve problems encountered in the PKL place in a real way

## **F. Objectives of the PKL Program**

The objectives of the PKL program can be categorized as follows:

1. Implementing basic pedagogic, personality, social and professional competencies in the form of direct involvement in activities at the PKL premises
2. Strengthening student understanding through observation and activities at the PKL place
3. Building the foundation of students' identity by directly experiencing the culture of work in the field
4. Observing managerial systems and strategies in the PKL premises
5. Participate in management activities at the PKL premises
6. Carrying out managerial tasks in the premises of the PKL
7. Produce PKL (individual) reports and PKM AI or GT proposals (groups according to the location and provisions of the higher education)

## **G. Benefits of pkl program**

### **1. For Students**

- a. Increase understanding and passion about activities at PKL Partners
- b. Gaining experience on how to think and work according to disciplines, so as to understand the relationship between knowledge in overcoming problems at PKL Partners

- c. Obtaining reasoning power in studying, formulating and solving problems at PKL Partners
- d. Gaining experience and skills to carry out managerial activities at PKL Partners
- e. Getting the opportunity to be able to act as a motivator, facilitator, dynamicator and help thinking as *a problem solver*

## **2. For PKL Partners**

- a. Obtaining opportunities for cooperation with universities
- b. Get help with thinking, energy, science, and technology in planning and solving problems to support the development of PKL Partners.

## **3. For Faculty**

- a. Obtaining feedback from the implementation of the PKL Program at PKL Partners, in order to improve the higher education curriculum that is tailored to the needs of the community
- b. Obtaining various learning resources and finding various problems for research and education development
- c. Establishing good cooperation with PKL Partners for the development of the Tri Dharma of Higher Education

## **CHAPTER II**

### **PKL PROGRAM PROVISIONS**

#### **A. Activity Status of PKL Program**

1. The PKL program is a compulsory course for all students majoring in the department within the FPP UMM FPP, University of Muhammadiyah Malang and is mandatory to pass
2. The PKL program is an intracurricular academic program and is a compulsory course that can only be followed by students who meet the predetermined requirements

#### **B. Rules of Conduct for PKL Participants**

##### **1. Behavior and ethics**

Students must comply with the provisions of existing regulations in the faculties, departments, and partners of pkl. Behavior while in the PKL environment, students must be disciplined, responsible, behave politely and not interfere with the smooth running of the PKL program. Students must carry out worship in accordance with their religion. Students participating in pkl must try not to cause problems in the PKL place, if youen cause problems in the PKL place, it will be resolved in a familial manner. If no settlement has been found , it is resolved formally between institutions.

##### **2. Discipline**

During the PKL time, PKL students must be present and fill out the attendance list at the PKL place. If the student is unable to attend, there must be an official statement (sick letter from a doctor and so on) to the PKL Supervisor / PKL field supervisor. The consequences of the absence of PKL students who have no information (skipping) imposesanctions in accordance with the regulations for pkl places and departments within the FPP UMM.

##### **3. Personal Completeness**

In general, PKL students are required to wear clothes that are in accordance with the regulations of PKL partners. PKL students are required to wear alma mater suits upon arrival and return

### **C. Limitations and Conditions of the PKL Program**

#### **1. Sending College (PT Sender)**

Sending Universities are universities that send PKL students to take part in the PKL program at PKL Partners based on the MoU agreed with the departments within the FPP UMM.

#### **2. PKL Partners**

Partners are partners of PKL / Institutions / SMEs / Centers / Agencies engaged in agriculture, food technology, animal Science, fisheries, and forestry that meet the criteria for each major in the FPP environment

#### **3. PKL Supervisor**

The PKL Supervisor is a lecturer who is given an assignment by the Dean of the FPP, University of Muhammadiyah Malang to assist the gi of PKL participants who carry out PKL activities.

#### **4. PKL field supervisor**

PKL field supervisors are personnel who are assigned by the leadership of PKL Partners to guide PKL students

#### **5. PKL Participants**

PKL participants are FPP UMM students as prospective professionals who are placed in PKL partners.

### **D. Job Description**

#### **1. PKL Students**

- a. Prepare group proposals for PKL place applications with the guidance of PKL coordinators in each department.
- b. Prepare individual proposals for pkl work programs with guidance perapproval of PKL supervisors.
- c. Conducting PKL for at least 1 month as evidenced by a report on the list of daily student activities at the PKL location which is filled out every day,

- d. Consulting with a PKL Supervisor, as evidenced by filling out a mentoring consultation form. Consultation on the preparation of PKL reports with PKL Supervisors at least 2 times,
- e. Preparing PKL reports is guided and approved by PKL supervisors, field supervisors and endorsed by PKL Partners, PKL places and PKL Supervisors,
- f. Prepare a PKM AI-or PKM GT proposal approved by the departmental reasoning team based on the PKL report (group according to the location and provisions of higher education) as a condition for conducting the PKL exam
- g. Conduct a PKL exam which is attended by PKL examiners and students of at least 10 people no later than 3 (three) months after the end of the PKL implementation. If it passes the 3-month deadline, it is mandatory to repeat the PKL
- h. Prepare and collect reports on the daily agenda of the PKL to the PKL Commission no later than 1 (one) month after the implementation of the PKL exam

## **2. PKL Partners**

- a. Providing opportunities for students to carry out their duties as well as possible in accordance with the provisions applicable to the PKL institution
- b. Directing, and guiding PKL students so that activities are carried out according to the objectives
- c. Preparing a place for the PKL
- d. Assigning PKL field supervisors for PKL students
- e. Coordinate with sending colleges

## **3. Faculty**

- a. Establishing supervisors and PKL Partners for PKL places through the Decree of the Dean of FPP UMM
- b. Accommodating the needs of PKL participants
- c. Coordinate with relevant parties for the implementation of the PKL Program

## **4. PKL Supervisor**

- a. Guiding and directing PKL students regarding the situation, conditions and problems in the field theoretically
- b. Help meet the data and information needs needed by PKL students

- c. Provide directions for the preparation of PKM AI or PKM GT proposals and reports and daily lists of PKL
- d. Provide evaluation of the performance of PKL participants based on reports, PKM proposals and **exams**

## **5. PKL field supervisor**

PKL field supervisors are professional personnel who are assigned tasks by the leadership of PKL Partners to assist PKL participants who carry out PKL activities, which include, among others:

- a. Provide direction to PKL participants on activities that need to be carried out in accordance with the work program created.
- b. Providing technical guidance on the implementation of PKL
- c. Coordinate with pkl partner leaders, PKL supervisors and related parties in the implementation of the PKL Program.
- d. Provide an evaluation of the performance of each PKL participant which is the responsibility of the PKL field supervisor.

## **6. Komite PKL**

Providing administrative, academic and technical services related to student PKL activities, namely: starting from the preparation stage, implementation, to the evaluation of PKL activities.

## **E. Time and Location of PKL Program Activities**

The implementation of this activity must be coordinated in advance with the PKL partner party where the PKL is located, so as not to interfere with activities on both sides.

### **1. Time of PKL Program Activities**

- a. PKL Program Time

The PKL Program time is carried out once for a minimum of 30 working days which is carried out in each end of semester holiday

- b. Schedule of PKL Program Activities

The schedule of activities of the PKL Program is regulated by adjusting the academic calendar that has been prepared by the University with the following sequence of activities:

No.	PKL ACTIVITIES	TIME (vacation odd semester)	TIME (vacation even semester)
1.	Activity Socialization and hunting pkl partner location	End of term even 4	End of term odd 5
2	PKL Payment	November – middle December	March – middle April
2.	Registration of PKL Program Participants	The beginning of the middle December	Early in April
3.	PKL Program Debriefing	Mid-December	Mid-May
4.	Certainty of pkl partner location	End of December	End of May
5.	Implementation of the PKL Program	Mid- January – Mid-February	Mid-July - mid-September
6.	Withdrawal of Program Students  PKL	Mid-February	Mid-September
7.	PKL Exam	Mid-March	Mid-October
8.	Deadline for Submitting Reports  PKL	Mid-April	Mid-November

## 2. Activity Location and Number of PKL Partners

The location of the PKL Program is the position of PKL Partners who are prioritized to be in the East Java area. The location of PKL activities in areas outside East Java, transportation, consumption and accommodation of supervisors during monitoring are borne by PKL students if deemed necessary to visit.

## **CHAPTER III**

### **MECHANISM FOR IMPLEMENTING THE PKL PROGRAM**

#### **A. PKL Program Preparation**

Some things that need to be known and prepared by students and managing institutions, PKL dan Partners of related agencies in the PKL Program are as follows:

##### **1. Pkl Participant Requirements:**

- a. Registered as an active student of the S-1 Program at FPP UMM in the semester of pkl activities
- b. 5th semester students who have completed lectures, the minimum credits obtained are 80 credits (evidenced by KHS). Special requirements are imposed if there is a company request or certain conditions.
- c. Meet the administrative requirements set by the PKL Commission
- d. Have taken a package of courses in the required semester (Evidenced by KHS)
- e. For students who have a risk of certain diseases that are harmful to themselves if they do PKL, they are required to consult with the Komisi PKL
- f. For female students who are pregnant for more than 5 months are not allowed to take part in the PKL Program, while for female students whose gestational age is less than 5 months must attach a health certificate from a doctor (related to pregnancy) and a written letter from the husband that all risks that occur are not the responsibility of the PKL Commission

##### **2. PKL Procedure**

- a. Students of prospective PKL participants are required to register with the PKL Commission majoring in the FPP UMM FPP, University of Muhammadiyah Malang, by fulfilling the registration requirements, as follows:
  - 1) Recorded as an active student in the current semester
  - 2) Pay off the administration to the BANK and submit the Original Receipt
  - 3) Transcripts up to the previous semester are at least 80 credits that have passed. Or have participated in lecture activities for 5 semesters.

Except for special provisions for PKL at the request of the company and on special conditions.

- 4) Have taken and passed the specified prerequisite courses
- b. Students look for /choose PKL partners independently or in groups. Students can also choose PKL partners from industries / companies that are partners in practicum locations and previous PKL partners in the Department.
- c. The PKL Commission has the right to regulate the number of students in partners in accordance with the scale of PKL Partners.
- d. Students apply for the chosen PKL partner.
- e. Students must compile a PKL proposal in accordance with the conditions and activities in the partner industry / company, with the direction and guidance of the Supervisor or PKL commission team
- f. PKL proposals that have received approval from the PKL Supervisory Lecturer are reproduced by 4 copies with conditions, 1 copy for PKL partners, 1 copy for supervisors, PKL Commission 1 copy and archives. For submission to PKL Supervisors and PKL Partners, it is carried out by the students themselves
- g. PKL's proposal to get a Letter of Introduction for PKL Permit Application in industry / Partners which is paraphrased by the Head of the Department and signed by the Assistant Dean 1 FPP UMM. Cover Letter for pkl permit application is made by the admin in the Department.
- h. Letter of Introduction to pkl permit application is attached to pkl proposal, delivered or sent by yourself to industry / partners by students participating pkl.
- i. Students are advised to monitor the letter of request. If within 2-4 weeks there is no answer or there is certainty of rejection from pkl partners, students again apply for PKL partners.
- j. Students submit a Statement of Willingness from PKL partners to the Department admin for document archives.
- k. Students who have obtained PKL partners are required to take part in pkl debriefing.
- l. For students who are prospective PKL participants who are rejected with PKL Partners where PKL is located, it will be regulated /placed by the PKL Commission

- m. Students participating in the PKL go to the PKL place by bringing the administrative completeness of the PKL (letter of willingness to be the place of the PKL from

- PKL partners, cover letters, Decrees of PKL Supervisors and so on)
- n. During the implementation, students participating in pkl are required to make a report on the daily list of activities and consult with field PKL supervisors and PKL partners.
  - o. PKL Supervisors and field supervisors provide direction to the report on the list of daily activities of the PKL
  - p. The PKL Management Team of the Department / study program only visits the PKL location in accordance with the priority of the problem, distance and the interests of the institution.
  - q. After completing the PKL, students participating in the PKL must refine the daily activity list report into a PKL report by being guided and approved by the PKL Supervisor accompanied by a Pkl Completion Certificate (See Sheet A6).
  - r. The examination by the PKL Supervisory Lecturer can be done through presentations, oral or written exams no later than one month after the implementation of the PKL.
  - s. The PKL report was reproduced as many as 4 (four) copies approved by the PKL Supervisor and field supervisor and endorsed by PKL partners and the Dean of the FPP, University of Muhammadiyah Malang, 1 (one) copy for the committee, 1 (one) copy for the PKL Supervisor, 1 (one) copy of pkldan partner 1 (one) copy for the student concerned.

### **3. Registration Procedure**

Students who will take part in the PKL Program are required to register themselves as a pkl participant ca lon with the following procedures:

- a. Take and fill out the registration form provided by the major,
- b. Request the approval of the PKL Commission by attaching:
  - 1) Photocopy of required KHS
  - 2) Original receipt of PKL registration
  - 3) Students apply and provide a complete identity of PKL partners.
- c. Submit a form that has been approved by the Head of the Study Department to the PKL Commission
- d. Obtaining permission and willingness of PKLyang partners to be addressed
- e. Participating in the PKL Program Debriefing Activities organized by the PKL

Commission

- f. Determine the time of implementation and obtain field guidance and determine the topic plan or title of the PKL study that is adjusted to the field of study at the intended PKL partner.

#### **4. Socialization and Debriefing**

Before the implementation of the PKL Program activities, it is necessary to provide briefings to prospective PKL participants as follows:

- a. Purpose of Socialization and Debriefing,
  - 1) Understand and live the basic concepts, meaning, objectives, approaches, programs, implementation, monitoring and evaluation of PKL Program activities
  - 2) Obtain information about the situation, conditions, potential of PKL Partners in the previous period.
  - 3) Have knowledge of manners and life ethics at PKL Partners
  - 4) Have insight into management and development at PKL Partners
  - 5) Have the provision of knowledge and practical skills in order to be able to carry out programs and tasks at PKL Partners
  - 6) Have the knowledge to be able to behave and work in groups in order to complete tasks at PKL Partners
  - 7) Develop the ability to use time efficiently
  - 8) Develop a group work strategy
- b. Debriefing and Training Materials.

The PKL that will be implemented consists of various PKL including :

  - 1) Comprehensively implement pedagogical, professional, social, and personality competencies in PKL Partners
  - 2) Strengthening the understanding of students through observation at PKL Partners
  - 3) Building the foundation of student identity by directly experiencing the culture of work in the field
  - 4) Observing managerial systems and strategies at PKL Partners
  - 5) Preparing the initial abilities of prospective PKL students related to the ability to develop theoretical skills to be applied in the field
  - 6) Participate in the activities and tasks of pkl partner management

- 7) Providing direct experience for prospective PKL students to get involved in PKL partners with a balanced proportion of time

## **B. Implementation of the PKL Program**

Some of the stages of implementing the PKL Program that must be followed by participants, both individually and in groups, are as follows:

### **1. Pre Program PKL**

Prior to the implementation of the PKL Program, all PKL participants who are members of a PKL Program working group must carry out the following activities:

- a. Prepare a PKL work program guided and approved by the PKL Supervisor and ratified by the Assistant Dean I of FPP UMM.
- b. Consulting with a PKL Supervisor, as evidenced by filling out a consultation form. Consultation on the preparation of the PKL program with pkl supervisors at least 2 times.

### **2. Preparation of the PKL Program Design**

The design of the activity program that must be made by PKL participants must not be separated from the targets of the PKL Program that have been determined, as follows:

<b>PKL Program</b>
<ol style="list-style-type: none"><li>a) Comprehensively implement pedagogical, professional, social and personality competencies in the form of conducting activities in the field</li><li>b) Building the foundation of pkl students' identity by directly experiencing the culture in the field</li><li>c) Strengthening pedagogical competence through direct observation and reflection in the field</li></ol>

- d) Implementing learning outcomes related to Academic competencies in the field of study
- e) Examining managerial systems and strategies
- f) Take part in management activities
- g) Preparing the abilities of prospective PKL students by experiencing directly working in certain fields in a Limited time

### **3. Implementation of the PKL Program**

#### **a. Building Commitment**

In implementing the PKL Program, participants must strive to be able to:

- 1) Complete a program of activities on time
- 2) Establishing cooperation with colleagues and related agencies
- 3) Exploring and developing potential goals
- 4) Record all activities in the daily activity list report
- 5) Consider wisely if in the process of implementing the program there is a request from PKL Partners to hold a certain program of activities
- 6) Report and consult with supervisors if there are incidental activities
- 7) Reflecting on the performance that has been done

#### **b. Creating a PKL Report**

- 1) Compile a report on the list of daily activities which is then refined into a PKL report by being guided and approved by the PKL Supervisor and field supervisor then ratified by the PKL venue partner and the Dean of the FPP, University of Muhammadiyah Malang.
- 2) Prepare and collect PKL reports to the PKL Commission according to the predetermined time limit.

#### **c. Field Visit/PKL Monitoring**

Field Visit activities are carried out by supervisors and or the PKL Management Team of the Department / study program, only visiting the location of the PKL in accordance with the priority of the problem, distance and the interests of the institution. PKL field visit activities are arranged as follows:

- 1) Monitoring, guiding and assessing student PKL activities under the supervision of majors / study programs through field supervisors with documentation and reporting approaches.
- 2) Students' daily activities at the PKL location are monitored through a book (*Log Book*) or a daily activity report sheet (*Log Sheet*) which is paraphrased by a field supervisor and if possible when there is a Field Visit from the department / study program
- 3) If the location of the PKL is too far away and is not included in the priority scale of the institution, while the PKL participants are very willing to get a visit from the pkL team of the study program, then the cost of sports arrangements and additional accommodation will be borne by the PKL participants.

d. PKL Exam

Students who have completed field activities at PKL partner locations are required to make a report on the results of the PKL and be consulted with the supervisor. For students whose laporannya has been approved by the supervisor, they can carry out the PKL Exam whose technical implementation is determined as follows:

- 1) Register for the PKL Exam to the PKL Team/coordinator, to obtain an invitation form and minutes of the exam.
- 2) Participants in the PKL Exam are at least 10 people.
- 3) The final report of the PKL after being tested, corrected and approved and signed by the Supervisor is endorsed by the Head of the Department submitted to the Department.
- 4) The final score of the PKL is an accumulation of assessment points and will be announced by the PKL Team / Coordinator of the department / study program.
- 5) Students who are declared dead in their PKL , must repeat in the next period.
- 6) The PKL report is also written in the form of a Scientific Article, in PKM-AI format and guided and endorsed by a PKL or PKM Supervisor.

## **C. Evaluation of the PKL Program**

Evaluation of the PKL Program has 2 (two) interests, namely for the purposes of assessing student achievement and improving the PKL Program.

### **1. Final Value of PKL Program**

The final value of the PKL Program is determined by the committee based on the accumulation of:

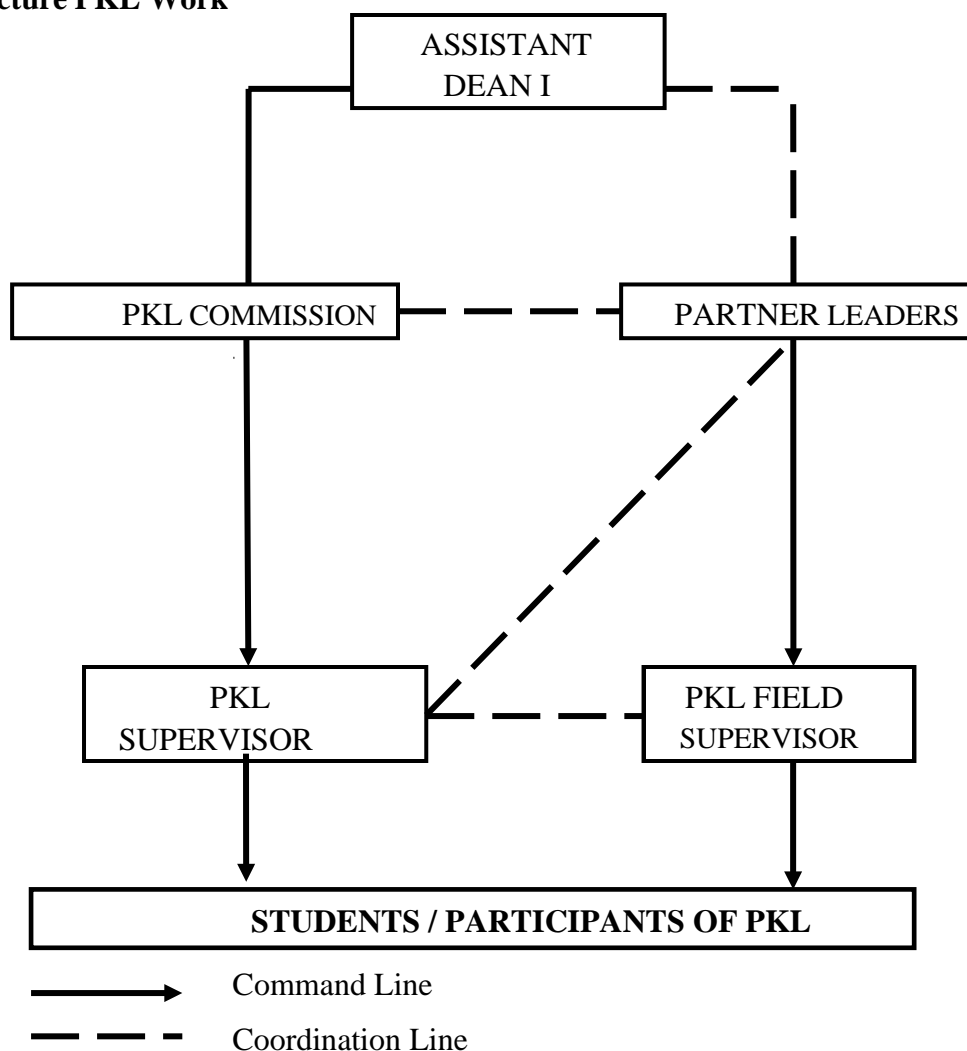
- a. The value of the Provision for the Implementation of the PKL Program, namely an assessment of the aspects of:
  - 1) Presence in debriefing
  - 2) Discipline of PKL participants
  - 3) Neatness of PKL participants
  - 4) Activeness in following debriefing
  - 5) Courtesy in following the debriefing
- b. The value of the IMPLEMENTATION OF THE PKL Program from the PKL field supervisor, namely the assessment of the aspects of:
  - 1) Presence
  - 2) Manners and ethics
  - 3) Discipline
  - 4) Leadership
  - 5) Collaborate
  - 6) Creativeness
  - 7) Understanding the vision and mission of PKL Partners
  - 8) Passion for basic pedagogic, professional, personality and social competencies
  - 9) Social relationships and adaptation
  - 10) Involvement of work activities
- c. The value of the PKL Program Implementation Report , which is an assessment of the aspects of:
  - 1) Accuracy of submission
  - 2) Systematics of writing
  - 3) Grammar and language
  - 4) Completeness of the content of the report
  - 5) Neatness and layout of components
  - 6) Readability level
  - 7) The logic of the order of presentation
  - 8) Conclusion of suggestions and attachments

## 2. Assessment Criteria.

The assessment criteria are carried out after the PKL exam is carried out by collecting 3 (three) assessment components with a division of 1 (one) part of the debriefing value, 1 (one) part of the implementation value and 1 (one) part of the report value of the daily activity list which is recapitulated into the final value. The guidelines for transferring the value of the PKL Program are as follows:

Value		Letter Notation
Letter	Number	
A	3.50 - 4.00	Special
B+	3.00 - 3.49	Very Good
B	2.50 – 2.99	Good
C+	2.00 - 2.49	Good Enough
C	1.50 – 1.99	Enough
D	1.00 – 1.49	Less
E	0	Less Once

### D. Structure PKL Work



## CHAPTER IV

### P E N U T U P

The entire PKL Program is designed with the aim of developing competencies and growing the professionalism of PKL participating students as prospective managers and entrepreneurs in the hope that they can have a more meaningful impact on pkl participating students and PKL partners themselves. The series of activities of the PKL Program provide a complete experience for pkl participating students, PKL partners, universities and related agencies, so that they can be utilized to develop and improve their respective tasks and functions. Therefore, it is necessary to build a high commitment from all related components to support each other in the activities of Program PKL.

Departments in the FPP UMM environment must always improve themselves to improve the quality of graduates through quality assurance, therefore it is necessary to involve PKL partners and *stakeholders* so that all shortcomings that occur can immediately be able to fixed for the implementation of subsequent activities. Through the PKL Program, it is hoped that the University of Muhammadiyah Malang will collaborate with PKL partners and *stakeholders*, so that there is a *link and match* in providing a complete and complete experience to loyalstudents participating in PKL as prospective managers and professional entrepreneurs.

## Attachment.

### Terms of PKL Partners

#### 1. Farm:

- a. Broilers of at least 15,000 heads of production per cycle
- b. Laying hens of at least 10,000 broods
- c. Turkeys, ducks, geese and entoks of at least 25,000 heads of the mixture
- d. Quails and pigeons of at least 50,000 mixed heads
- e. Goats and sheep of at least 1,500 heads
- f. Beef cattle as big as minimall 500 heads
- g. Dairy cows of at least 100 heads
- h. Pigs of at least 625 heads
- i. Buffaloes are at least 375 heads and horses are at least 250 heads
- j. 5,000 rabbits
- k. Have a legal entity and are willing to implement the PKL Program based on the agreed MOU

#### 2. ITP

## APPENDIX 1 :

### FIELD WORK PRACTICE PROPOSAL (PKL)

The PKL proposal is an attachment to the Permit Application Letter at PKL partners. In the form of an activity proposal, consisting of three parts, the initial part, the main part and the complementary part.

#### 1. The initial part of the PKL proposal

This section consists of a front cover page, a title page and an approval page

- **Front cover page**
  - a. contains the words: PKL title, PKL proposal and PKL Partner Name / company / institution / PKL partner institution, Emblem of Muhammadiyah University, Institution Name (Department in the first line, Faculty in the second line, University in the third line), month - year of completion of the proposal.
  - b. Printed on thick paper (buffalo/concorde) with warna the base of the cover is white. It can be given a picture for example the UMM Campus, but it is simple, and does not interfere with the Cover Format. Cover paper of the plain/smooth type is not textured and bound directly or spirally. Logo, Arrangement/systematics and contents as attached.
- **The title page of the proposal**, this page contains exactly the same as the front cover, is only printed in white and plus the Name and NIM of the PKL Team. (See example).
- **The approval/endorsement page** contains the words: PKL proposal; PKL title/topic (if applicable); filed by; student name; NIM; Place and date, Assistant Dean 1 FPP UMM (See Example)

#### 2. Main Parts of the PKL Proposal

The main part of the proposal consists of the introduction (background, identification of PKL partners / Partners and the purpose); the place and time of the implementation of the PKL; methods of implementing PKL activities (implementation methods, methods of collecting complementary information/data), and preparing reports. Equipped with an attachment to the data of the Field Work Practice Team (PKL).

- I. The introductory** chapter cannot be more than 1 page and contains the background and purpose. Background explains the reasons for choosing the focus of activities as well as institutions where

PKL and the importance of studying the topic. The explanation refers to various sources of data and the latest information so that the problems raised are really important to be studied. The

pattern of writing in expressing reasons with a pattern of pursuing, meaning that in explaining it starts from the widest information, information or data to very narrowed to the focus of the topic / title.

The objectives of the PKL explain the target objectives or intentions to be achieved through PKL activities, including:

- a. Studying the management applied in an enterprise
- b. Technology used
- c. Work activities, Problems occurring in the production process, aspects of management
- d. Know, find and determine the distinctiveness, advantages, advantages, problems and alternative solutions / solutions, how to method)

## **II. Literature Review**

It should not exceed 3 pages and contain citations relevant to the topic of pkl as well as specific tasks.\*\*\*) \_ if needed.

The literature review contains theoretical concepts that are necessary for the study of production processes applied by an enterprise. The literature review refers to scientific library sources, primary library sources (scientific journals, dl data journals) or secondary library sources (book texts). The selected theories are adjusted to the problems posed.

The purpose of preparing the theoretical basis is so that PKL students, prepare themselves in advance with the necessary knowledge before entering the field. The theoretical basis is also used as a comparison with the conditions of observation results in the field at the time of PKL, so that it can help students to observe and identify activities and problems in the field and find distinctiveness, advantages, alternatives to solving the problem to disrupt the flow of thought. good scientific.

## **III. Implementation Methods**

The chapter of the method of implementation should not exceed 2 pages. This chapter contains a schedule of work plans, ways of collecting supporting data (if urgently needed) as well as information in the field. The schedule of the work plan is drawn up in the form of a Table.

- Describe the place of the agency where the pkl implementation takes place, complete with the address
- Explain the time for the implementation of the PKL, starting from the time of arrival at the PKL location until the completion of PKL activities in the field
- Describe various aspects of data collection through documentation, interviews, observations and others.
- Types of data collected, for example (brief historical data of the company, location, organizational structure, employment power, marketing, technological aspects of PKL partners and others

which is in accordance with the topic / title of the focus of the study or the problem raised). This type of data supports work activities and the main objectives of PKL and can be described into variables in detail, if deemed necessary.

- Methods and steps for data collection, for example (work procedures and practical activities in the field, observation, surveys, document tracing, audio / audio-visual documentation, interviews). Each of them is explained in detail about the way the data is collected, for example the results of the interview with whom, the time of the interview and the location where) what, who, when, where
- Describe the steps or techniques of analysis and discussion carried out to process the data that has been collected, or descriptive analysis to identify describing and explaining the series of activities in pkf partners. Remember, that pkf activities are not research!!!
- Explain about the plan of activities to be carried out, complete with the implementation time (*time schedule*). Its presentation should be in the form of tabulation.
- The bibliography contains all the libraries used by students in preparing and completing their PKL proposals/reports. The Bibliography is included if in the proposal it is written point Bibliography.

#### **IV. Cover**

Briefly explain why this proposal was drafted, hope and thank you. Example :

"Thus, this Field Work Practice Proposal (PKL) was prepared, with the hope that it can be used as a reference in the implementation of PKL activities. Hopefully what is planned can run well, so that maximum results and real experience are obtained for pkf participants and the agencies concerned. For all the opportunities, assistance, and guidance provided, we thank you."

## Example of PKL Proposal Cover

Using A4 size paper with a left side distance of 4 cm, right side 3 cm, top 4 cm and bottom, 3 cm

**PROPOSAL**  
**FIELD WORK PRACTICES**  
**At**  
**NAME OF PKL PARTNER**

Times New  
Roman/Arial 18 **Bold**  
Capital 1.15



the shape of the logo is in  
accordance with the statute  
of the UMM pentagon with  
a midline measuring 5 cm  
x 5 cm

**HEADING:**

.....  
.....

- Listed, if there is a  
PKL title/topic, missal  
Management  
Application  
.....
- Times New roman/Arial  
**Bold** 14 spaces 1

**DEPARTMENT .....**  
**FACULTY OF AGRICULTURE ANIMAL SCIENCE,**  
**UNIVERSITY OF MUHAMMADIYAH MALANG**  
**Month, Year**

Times New  
roman/Arial 14 spaces  
1 **Bold**

Note:

Cover color: White

**YARD CERTIFICATION**

Times New roman/Arial 12  
Capital Bold

**PROPOSAL (PKL/INTERNSHIP/PUP)**

**PTP NUSANTARA XIII EAST KALIMANTAN**

Times New  
Roman/Arial  
14 **Bold**

By or Team PKL :

Times New roman/Arial 12 spaces 1

**SERVANT GOD**  
**SERVANT OF GOD**  
**SERVANT OF GOD**

**NIM: .....**  
**NIM: .....**  
**NIM: .....**

Times new romance  
/ Arial **Bold** 12  
spaces 1

Malang, .....

It has been checked and approved by :

Approve :  
Head of Department

PKL Supervisor:

.....  
NIP : .....

.....  
NIDN : .....

A.n. Dean of FPP Umm  
Vice Dean I

Times New novel / Arial  
12 spaces 1

..... **Nip.**  
.....

*Note:*

*This endorsement page is used as evidence that the student concerned has compiled a PKL planning proposal. On the signature of the Assistant Dean I of FPP UMM, it is affixed with the stamp of the Faculty.*

**ATTACHMENT IDENTITY PARTICIPANTS or Team-PKL**

: Times new roman / Arial 12 spaces  
1.15 Put on the very back of the  
proposal

**Field Work Practice Team of Students of the Department of the Faculty of Agriculture and  
Animal Science University of Muhammadiyah in PT. Perk Bumi Sari Songgon Banyuwangi**

Name / Nim : .....

Place Date of Birth : .....

Origin : .....

Address in : .....

Mobil : .....

e-mail : .....

Name / Nim : .....

Place Date of Birth : .....

Origin : .....

Address in : .....

Mobil : .....

e-mail : .....

## APPENDIX 2 :

### FIELD WORK PRACTICE REPORT (PKL)

Field Work Practice (PKL) as a learning by work (*Learning By Doing*) activity in order to form knowledge, skills and attitudes. Field Work Practice (PKL) is an activity carried out by students according to their field of study to study problems in the field whose results are compiled in the form of a report. Field Work Practice Report (PKL) a scientific work prepared based on the results of practice or observation of problems in the field that are studied scientifically and have been disseminated.

The field work practice (PKL) activity report consists of three parts, namely the initial part, the main part and the complementary part.

#### THE INITIAL PART OF THE PKL REPORT

1. Cover Page / Title – Hardcover

The color of the cover is Light yellow. Cover paper of the plain/smooth type is not textured. On the logo, Arrangement or cytamatics and contents are attached

2. Attestation page

See example.

3. Foreword Page

4. Table of Contents page

The table of contents page is typed on the new page. The title of the TABLE OF CONTENTS is typed in capital letters without ending in a period and placed in the middle of the top paper. In the table of contents are contained tables , a list of figures, a list of attachments, chapter titles and sub-chapter headings, a bibliography (if any) and attachments. Chapter titles are all typed in capital letters while sub-chapter headings are typed in lowercase except the first letter of each word is typed using capital letters. All titles don't end in the dot. Chapter numbers use roman numerals and sub-chapters use arabic numerals or a combination of letters with arabic numerals. Typing distance 1.15 spaces. Each end of the sub-chapter is equipped with the page number the sub-chapter is located.

5. Table page (if applicable)

The table list page is typed on the new page. Table headings are typed in capital letters without ending in periods and placed in the middle of the top paper. Each table heading ends with the page number the table is located on.

6. Image List page (if applicable)

The picture list page is typed on the page of the baru. Title of the LIST OF IMAGES is typed in capital letters without ending in a period and placed in the middle of the top paper. Each image/illustration title ends with the page number the image is located on.

7. Appendix List page

The attachment list page is typed on the new page. The title of the ATTACHMENT LIST is typed in capital letters without ending in a period and placed in the middle of the top paper. The attachment list page contains the attachment title. The title of the attachment list must be the

same as the title of the attachment. All attachments are numbered page.

8. Illustration of Images and Tables

Illustrations in the form of photos, drawings, school plans, diagrams, graphs, histograms, charts, maps are referred to as drawings. Illustration The table is a table created in the form of a whole line adjusted to the length and width of the paper. All images and tables must be numbered and titled, and have a source or caption.

## **SYSTEMATICS OF PKL REPORTS**

### **Title Page/Cover**

**The Endorsement** Page, signed and known by the Supervisor, Head of Department and Dean of FPP UMM. See Example.

### **Summary**

### **foreword Table**

### **of contents**

### **CHAPTER I. INTRODUCTION**

- 1.1. Background of PKL Activities
- 1.2. Purpose of PKL
- 1.3. Benefits of PKL

### **CHAPTER II. LITERATURE REVIEW**

- 3.1. ....
- 3.2. ....

### **CHAPTER III. PKL IMPLEMENTATION METHOD**

- 2.1. Time and Place
- 2.2. Business Scale of PKL Partners
- 2.3. Materials and Tools or fittings pkl
- 2.4. Methods and Technical Implementation of PKL

### **CHAPTER IV. PROFILE AND OVERVIEW OF PKL PARTNERS**

- 4.1. Vision and Mission of PKL Partners
- 4.2. Organizational Structure of PKL partners
- 4.3. Duties and authorities of field supervisors of PKL Partners
- 4.4. PKL Partner Profile and PKL Partner Overview
- 4.5. \_ other info about PKL Partners that you feel needs to be included.

### **CHAPTER V. RESULTS AND DISCUSSION OF PKL ACTIVITIES**

- 4.1. General Conditions
- 4.2. Special Conditions :
  - A. Production of selected Commodities
  - B.Management.....
  - C. ....

Note: This Chapter IV point can be adjusted to the conditions of PKL partners and the topic of discussion of Field activities.

## **CHAPTER VI. CONCLUSIONS AND SUGGESTIONS**

5.1. Conclusion

5.2. Suggestions (Discuss and Consult with field supervisors of PKL Partners and Supervisors and avoid suggestions that cause problems with the industry / MitraPKL.

## **APPENDIX**

BIBLIOGRAPHY

MINIMUM 10 PHOTOS OF ACTIVITIES ETC.

## EXAMPLE OF PKL REPORT COVER:

Using A4 size paper with a left side distance of 4 cm, right side 3 cm, top 4 cm and bottom, 3 cm

### FIELD WORK PRACTICE REPORT

Times New  
Roman/Arial 14 **Bold**  
capital 1.15

HEADING:

Times New roman/Arial 12 spaces 1 **Bold**

At  
NAME OF PKL  
PARTNER

- Listed, the title / topic of pkl, in accordance with the guidance of the Partner Field Supervisor and or PKL Supervisor
- Times New Roman/Arial **Bold**



the shape of the logo is in accordance with the statute of the UMM pentagon with a midline measuring 5 cm x 5 cm

By:

SERVANT OF GOD

NIM:

.....

SERVANT OF GOD

NIM:

.....

SERVANT OF GOD

NIM:

.....

Times New roman/Arial  
12 spaces 1.15 **Bold**

DEPARTMENT .....  
FACULTY OF AGRICULTURE AND ANIMAL SCIENCE  
UNIVERSITY OF MUHAMMADIYAH MALANG  
Year

Times New  
roman/Arial 14 spaces  
1 **Bold**

Note:

Cover color: Light Yellow  
Layout can be set by  
yourself

## EXAMPLE YARD CONSENT/ENDORSEMENT

### REPORT (PKL/INTERNSHIP/PUP)

Times New  
Roman/Arial 14 **Bold**

HEADING:

Times New roman/Arial 12 spaces 1 **Bold**

At  
**PARTNER NAME (PKL/INTERNSHIP/PUP)**

- Listed, the title / topic of pkl, in accordance with the guidance of the Partner Field Supervisor and or PKL Supervisor
- Times New

Roman/Arial **Bold**

By or Team PKL :

Times  
New

SERVANT GOD  
SERVANT OF GOD  
SERVANT OF GOD

NIM: .....  
NIM: .....  
NIM: .....

Times new romance  
/ Arial **Bold** 12

Malang, .....

It has been checked and approved by :

Head of  
Department.....

**Field Supervisor of PKL**  
Partners  
**(DELETE)/OPTIONAL**

Supervisor

.....  
Nip. ....

.....  
NIDN : .....

Times New novel / Arial  
12 spaces 1

Know :

Vice Dean I of the Faculty of Animal Science  
Agriculture,  
University of Muhammadiyah Malang

.....  
Nip. ....

*Note:*

*This endorsement page is used as evidence that the student concerned has compiled a PKL planning proposal. On the signature of the Assistant Dean I of FPP UMM, it is affixed with the stamp of the Faculty.*

**EXAMPLE OF SUMMARY FORMAT:**

Explain the location of the industry / MitraPKL, the focus or topic / title of the PKL, the method of implementation, a brief profile and the results of the discussion of PKL activities. Maximum 1 page with 1 (one) space

### **SUMMARY**

**Title :**.....

Compiled by : Name/NIM; Name/NIM,.....

Abstract Contents ☐ directly written!

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**Keywords :** .....(maximum 5 words)

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## EXAMPLE LIST TABLE

### TABLE LIST

	No.Text	Thing
1	Weekly Production Capacity .....	10
2	Production Quality.....	Standards 15

## EXAMPLE LIST PICTURE

### LIST OF IMAGES

	No.Text	Thing
1 Organizational.....		Structure of PT.
INDOLAKTO.....		7th
Dst		

## EXAMPLE LIST

## APPENDIX LIST

	No.Text	Thing
1 Production Volume, Export Value and Productivity .....		Data 77
Dst		

## EXAMPLE

.....

**Table 1. Production Volume, Export Value and Productivity**

<b>Product Type</b>	<b>Production Volume (00 tons)</b>	<b>Price (Rp)</b>
Indomilk 1000 ml	....	18.000
Indomilk 500 ml	....	9.000
Indomilk 250 ml	....	4.500

Dst

Source ..... (year)

The beginning of the paragraph.....

## EXAMPLE WRITING LIST BOOK

### a. Journal

Baroh I, Hanani N, Setiawan B, Koestiono J, 2014, Indonesian Coffee Competitiveness in the International Market: Review from the Demand Side, International Journal of Agriculture Innovations and Research Volume 3, Issue 2, ISSN (Online) 2319-1473 :605-609.

Blonigen, Bruce. A, Wesley W. Wilson. 1999. Explaining Armington: What Determines Substitutability between Home and Foreign Goods? The Canadian Journal of Economics/ Revue canadienne d'Economie, Vol. 32, No. 1 (Feb., 1999), pp.1-21.

Suprihatini, R. 2000. Factors Influencing the Low Price of Indonesian Tea at Jakarta Tea Auction. Plantation Commodity Review. Palm Oil, Rubber, Sugar, Coffee, Cocoa, and Tea Vo.1. No.1. September – November 2000. The Indonesian Plantation Research Association (APPI) and the Directorate General of Plantations.

### b. Book

Branson, W.H. and J.M. Litvack. 1981. Macroeconomics of Production. John Wiley & Sons Inc., Washington D.C.

Salvatore, D. 1997. International Economics. Haris Munandar. [translator]. Erlangga, Jakarta.

### c. Chapters in the book

Dugan Jr LR. 1996. Lipids. In OR Fennema (ed). *Food Science : A Series of Monographs*. Marcel Dekker Inc., Connecticut

### d. Thesis

Name.th.title.dissertation doctor. University (Brief, example : UMM). City (example : Malang)

### e. Internet

Name.th.title.viewed/accessed January 23, 2015. <http://www.jed.or.kr/full-text/34-1/1.pdf>

Webb, Michael S. and Hall, Viv B, 2009. Application of A Dynamic Panel Data Estimator To Cross-Country: A Tale of Two Eras. Journal of Economic Development. Volume 34, Number 1, June 2009. <http://www.jed.or.kr/full-text/34-1/1.pdf>

### f. Patent

Name. Th. Heading. United States Patent No. 7,226,771

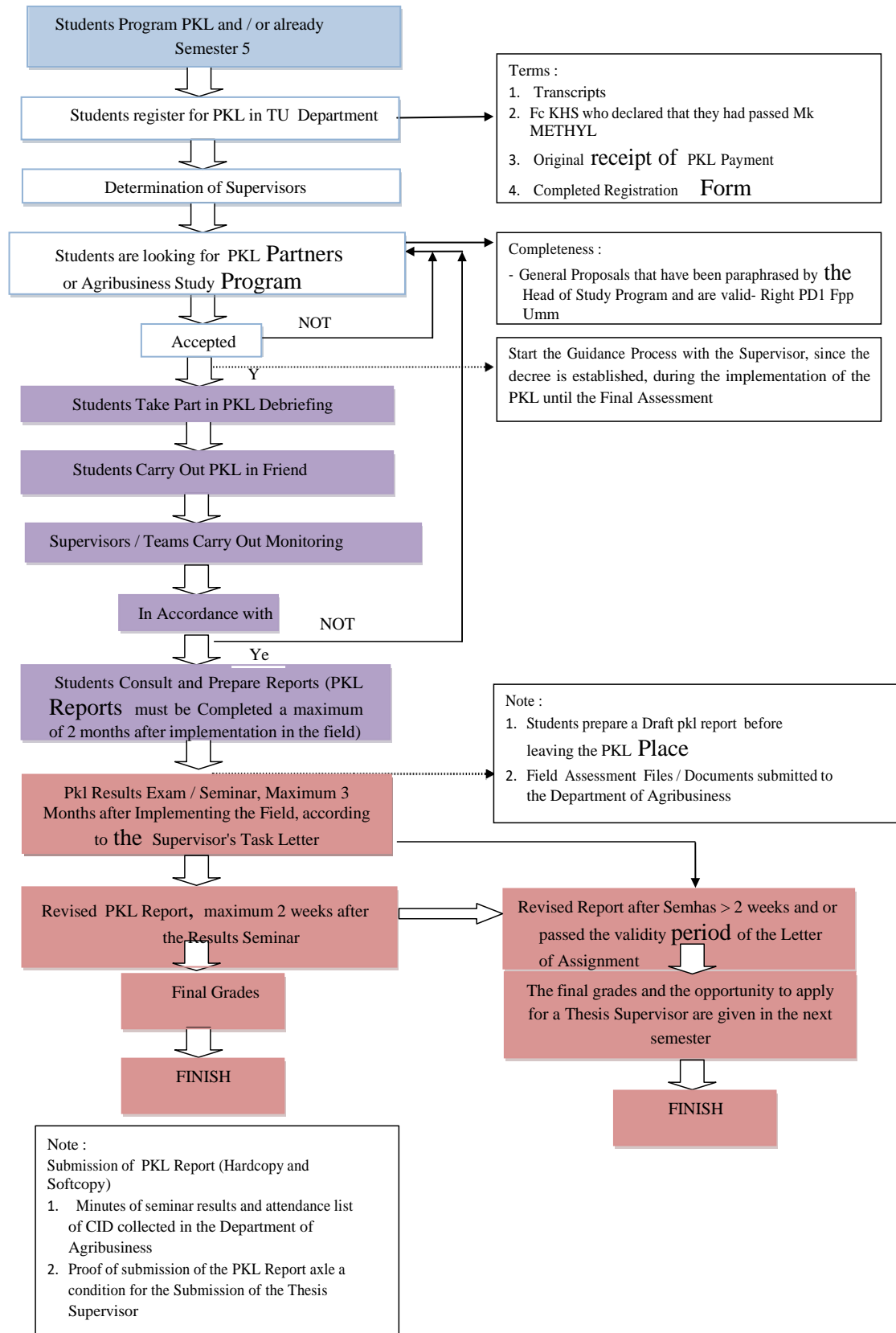
### g. Proceeding

Name.th.title. *Proceedings of the International Conference in Natural Colouring*, Machung University, Malang, pp. 44-46

Agus S, Ati K, Rudi H, M Rondhi. 2012. Observing the Development of Foreign Demand/Export Behavior of Indonesian Coffee in Its Importing Countries: Especially Robusta Coffee. National Symposium on Coffee Economics 2012. Collaboration between Perhepi and Jember University. 8 November 2012.

## APPENDIX 3 : FLOWCHART

### PROCEDURE FOR IMPLEMENTING FIELD WORK PRACTICES



# **HANDBOOK OF ACTIVITIES OF THE COMPANY'S WORK PRACTICE PROGRAM**



COMPILED BY

**FINAL PROJECT**  
COMMISSION

**DEPARTMENT OF ANIMAL SCIENCE , FACULTY  
OF AGRICULTURE-ANIMAL SCIENCE,  
UNIVERSITY OF MUHAMMADIYAH MALANG  
2022**

## FOREWORD

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

السلام عليكم ورحمة الله وبركاته

Thank God we convey to Allah SWT who has bestowed His mercy, so that we can complete the "**Handbook of Company Work Practice Program (PKP) Activities**" well. Accompanied by our greetings to the Prophet Muhammad SAW who became our bright light in life and life in this world. This PKP program guidebook is intended for all students majoring in animal Science, Faculty of Agriculture-P, University of Muhammadiyah Malang as a guide for the PKP program from debriefing to reporting preparation.

This PKP Program Manual is prepared in order to provide direction, standards and assessment methods in the Implementation of the PKP Program. All the provisions contained in this book are expected to be able to equalize perceptions between animal Science majors, partner farming industries, PKP Pamong Partners, PKP Supervisors, PKP Program Participants, PKP Program Committees and related institutions.

This guideline broadly contains five things, namely: (1) Introduction, (2) PKP Program Provisions, (3) PKP Program Activity Mechanism, (4) Writing Systematics, and (5) Format Attachment as a reference for activities. Especially for PKP Pamong Partners, a PKP Program Implementation Value Sheet is provided which is prepared in this PKP Program Manual .

Hopefully this PKP Program Manual is useful in an effort to improve the skills of animal Science students so that they can become professional managers and meet competency standards. Thus, hopefully the PKPini program guidebook will be very useful later, God willing, in the future. Amen

والسلام عليكم ورحمة الله وبركاته

Malang, January 2022

Final Project  
Commission

**IDENTITY OF PKP PROGRAM  
PARTICIPANTS**

**A. STUDENT IDENTITY**

- 1. Full Name : .....
- 2. N I M : .....
- 3. Study Program : .....
- 4. Address : .....
- 5. Mobile Number : .....

**B. PKP Program Description**

- 1. Supervisor : .....
- 2. Civil Service Partners : .....
- 3. Partner Industries : .....
- 4. Partner industry address : .....

**C. Skills / expertise possessed :**

- 1. Organization : ..... .....
- 2. Sports : ..... .....
- 3. Art : ..... .....
- 4. Miscellaneous : ..... .....

Malang, .....

PKP Participating Students

Nim. ....

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# CHAPTER I

## INTRODUCTION

### A. Background

The University of Muhammadiyah Malang as a Superior, Modern and Islamic Higher Education Institution, according to its vision is constantly improving the quality of education so that its graduates can enter the world of work easily. One of the spearheads to produce quality graduates is the animal Science department of FPP UMM. So far, the animal Science department has tried its best to educate students to achieve the vision and mission of the university. The department hopes that after graduation, the student will have the character of a worker who is smart, superior, and ethical.

One of the expected profiles of the animal Science department of FPP UMM is to become a manager. Students have been equipped with various theories of animal science and practice about the world of animal Science, but nevertheless they have not been honed in directly tackling animal Science in the field. Therefore, it is necessary to improve the quality of learning that can direct professional students in the world of animal Science so as to produce quality graduates who will be accepted in the world of work. One of the efforts in this case is the need for a development program through the Student Company's Work Practice to the farming industry by observing the work process, reviewing activities, developing improvement efforts, and evaluating activities. The PKP program to the partner industry seems to need to be appreciated by all parties, both by the Faculty and the University of Muhammadiyah Malang. Therefore, the animal Science department of the University of Muhammadiyah Malang tries to anticipate all forms of programs to be carried out optimally and in line with the Strategic Plan of the University of Muhammadiyah Malang. With the implementation of this activity, it is hoped that pkp participating students will have attitudes, understanding, passion, motivation and skills as prospective managers who in time have qualified competencies intelligent, superior, and ethical professionals.

### B. Basic Implementation of pkp program

PKP is a compulsory course in the Department of Animal Science, University of Muhammadiyah Malang which must be taken by students at each stage which is determined based on:

1. Law of the Republic of Indonesia No. 20 of 2003 on the National Education System.

2. Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers.
3. Law of the Republic of Indonesia number 12 of 2012 concerning Higher Education.
4. Ministerial Regulation (Permen) RI No. 19 Th 2005, on National Standards of Education
5. Guidelines for Muhammadiyah Central Leadership on Muhammadiyah Universities.
6. Statute of the University of Muhammadiyah Malang.
7. Decree of the Rector of the University of Muhammadiyah Malang Number 40 of 2013 concerning the Academic Curriculum for the Year 2013-2014
8. Academic Handbook 2013-2014 University of Muhammadiyah Malang
  - a. The basis for carrying out the PKP program in principle there are 4 (four) important things, namely:
    - 1) The PKP program in the S-1 Program of the Department of Animal Science is carried out once with a specified time
    - 2) PKP has a credit weight that has been determined by the department, namely 4 credits
    - 3) This PKP activity is carried out in the farming industry
    - 4) Guidance is carried out by PKP Supervisors who meet the requirements as specified
  - b. The basic concepts of implementing PKP activities are as follows:
    - 1) PKP activities are activities that provide experience to build the identity of students at work, strengthen professional competence, strengthen the practical abilities of prospective managers, develop cognitive, affective and psychomotor skills in building a field of animal Science expertise
    - 2) PKP activities are a program of activities whose realization of activities is managed by the department
    - 3) PKP activities focus more on managerial and learning fields in the farming industry
    - 4) PKP activities are academic and practical activities that are also expected to develop student creativity in the academic and professional fields

### **C. Understanding the PKP Program**

The PKP program is an academic activity listed in the curriculum of the department within the FPP, University of Muhammadiyah Malang. This program is a learning by doing activity in order to form knowledge, skills and attitudes.

### **D. PKP Program Principles**

1. PKP is an important part and is a precondition of the professional manager setup system .
2. PKP is carried out in a structured manner and is a separate learning load which is carried out independently after the final exam of the fifth semester, with a load of 4 (empat) credits
3. PKP is guided by PKP supervisors and relevant and qualified civil service partners
4. Strong partnerships with qualified partner farming industries are required
5. Systematic PKP management is needed , such as debriefing, scheduling, placement, PKP process, and evaluation (assessment)
6. Financial support is needed so that the partner farming industry is "not bothered."
7. A good, structured and systematic mentoring system is needed

### **E. Vision and Mission of PKP Program**

The PKP program is a vehicle for the formation of professional prospective managers and provides experience to students in applying theory and practice in the actual scope, so that the FPP animal Science department of the University of Muhammadiyah Malang can prepare/ produce graduates who are smart, superior, ethical and professional in the world of animal Science.

#### **1. PKP Program Vision**

To prepare or produce graduates who are prepared to become managers who are professional, broad in their knowledge, have high creativity , and foster professional attitudes and behavior patterns in working in the farming industry.

#### **2. Pkp Program Mission**

- a. Producing prospective managers who have values, attitudes, knowledge, professional skills and as much as possible professional academic competence

- b. Integrating and implementing the knowledge he has mastered into animal Science practice
- c. Have professional, pedagogic, personality and social competencies in accordance with related fields of study and science
- d. Increased ability to solve real problems of animal Science

#### **F. Pkp Program Objectives**

The objectives of the PKP program can be categorized as follows:

1. Implementing basic pedagogical, personality, social and professional competencies in the form of direct involvement in activities in the farming industry
2. Strengthening student understanding through observation and activities in the farming industry
3. Building the foundation of student identity by directly experiencing the work culture in the field
4. Examining managerial systems and strategies in the farming industry
5. Take part in the management activities of the farming industry
6. Carrying out managerial tasks in the farming industry
7. Providing direct experience of prospective managers at the most basic to medium level of activities with a balanced proportion of time

#### **G. Benefits of PKP Program**

##### **1. For Students**

- a. Increase understanding and passion about activities in the farming industry
- b. Gaining experience on how to think and work *interdisciplinary*, so as to understand the relationship between science in overcoming problems in the farming industry
- c. Obtaining reasoning power in conducting studies, formulation and solving farming problems
- d. Gaining experience and skills to carry out managerial activities in the farming industry
- e. Provide an opportunity to be able to act as a motivator, facilitator, dynamicator and help thinking as *a problem solver*

**2. For the Farming Industry .**

- a. Get the opportunity to participate in preparing dedicated and professional manager candidates
- b. Get help with thoughts, energy, science, and technology in planning and implementing the development of the farming industry

**3. For The University of Muhammadiyah Malang**

- a. Obtaining feedback from the implementation of the PKP Program in the farming industry, in order to develop a higher education curriculum that is tailored to the needs of the community
- b. Obtaining various learning resources and finding various problems for research and education development
- c. Established good cooperation with the farming industry for the development of the Tri Dharma Perguruan Tinggi

## **CHAPTER II**

### **PKP PROGRAM PROVISIONS**

#### **A. Status of PKP Program Activities**

1. The PKP program is a compulsory course to be followed by all students majoring in animal Science FPP, University of Muhammadiyah Malang and is mandatory to pass
2. The PKP program is an intracurricular academic program and is a compulsory course that can only be followed by students who meet the predetermined conditions

#### **B. Rules of Conduct for PKP Participants**

##### **1. Behavior and ethics**

Students must comply with the provisions of existing regulations in partner industries. Behavior while in the PKP environment, students must be disciplined, responsible, behave politely and not interfere with the smooth running of the PKP program. Students must carry out worship in accordance with their religion. Students participating in PKP must try not to cause problems in the PKP place, if it causes problems in the PKP place, it will be resolved formally between institutions.

##### **2. Discipline**

During PKP time, students participating in PKP must attend and fill out the attendance list at the PKP place. If the student is not present, there must be an official statement (sick letter from a doctor and so on) to the PKP Supervisor or PKP Pamong Partner. The consequences of the absence of pkp participating students who do not have information (skipping) get sanctions in accordance with the regulations of pkp places and animal Science majors (See Sheet A5).

##### **3. Personal Completeness**

In general, PKP Program participants are required to wear decent clothes, adjusted to the institution where PKP is located and the request of PKP institutions, do not wear slippers, do not wear jeans, and do not wear jeans, and do not wear t-shirt (*T-Shirt*). Students participating in PKP are required to wear alma mater suits (as needed).

### **C. Limitations and Conditions of pkp program**

#### **1. Sending College (PT Sender)**

The Sending College is a university that sends prospective PKP participants to take part in the PKP program in the partner farming industry based on an MOU agreed with the animal Science department of FPP UMM.

#### **2. Partner Farming Industry**

The partner farming industry is an industry that is used as a partner for the implementation of PKP program activities. This partner industry is an industry with provisions as stipulated in the regulations of the Director General of Animal Science as follows:

- a. Broilers of at least 15,000 heads of production per cycle
- b. Laying hens of at least 10,000 broods
- c. Turkeys, ducks, geese and entoks of at least 25,000 heads of the mixture
- d. Quails and pigeons of at least 50,000 mixed heads
- e. Goats and sheep of at least 500 heads
- f. Beef cattle of at least 500 heads
- g. Dairy cows of at least 100 heads
- h. Pigs of at least 625 heads
- i. Buffaloes are at least 375 heads and horses are at least 250 heads
- j. 5,000 rabbits
- k. Have a legal entity and are willing to implement the PKP Program based on the agreed MOU

#### **3. PKP Supervisor**

PKP Supervisors are lecturers who are given assignments by the Dean of FPP, University of Muhammadiyah Malang to accompany PKP participants who carry out PKP activities.

#### **4. MITRA Pamong PKP**

Mitra Pamong PKP is a manager or position at the same level in the farming industry who is assigned the task by the head of the partner industry to accompany pkp participants who carry out PKP activities, with the following requirements:

- a. Graduates of S-1 or degree in accordance with the field of knowledge they are capable of
- b. Status as a permanent employee in the farming industry

- c. Work experience of at least 5 years

**5. PKP Participants**

PKP participants are students majoring in animal Science FPP UMM as prospective managers who are placed in partner industries.

**D. Job Description**

**1. Sending College :**

- a. Establishing supervisors and farming industry partners where PKP is located through the Decree of the Dean of FPP UMM
- b. Accommodating the needs of PKP participants
- c. Coordinate with relevant parties for the implementation of the PKP Program

**2. Partner Farming Industry**

- a. Providing opportunities for students to carry out their duties as well as possible in accordance with the provisions applicable to the PKP institution
- b. Directing, and guiding students participating in PKP so that activities are carried out according to the objectives
- c. Preparing a place for PKP
- d. Preparing PKP Pamong Partners for PKP participating students
- e. Coordinate with sending colleges

**3. PKP Participants**

- a. Prepare a PKP work program proposal guided by a PKP Supervisor
- b. Conducting PKP for 30 working days is evidenced by a report on the daftar daily activities (See Sheet A3) of students at the PKP location which is filled in every day,
- c. Consulting with PKP Supervisors, as evidenced by filling out the guidance consultation form (See Sheet A2). Consultation on the preparation of PKP reports with PKP Supervisors at least 2 times.
- d. Preparing a PKP report is guided and approved by PKP supervisors, Pamong Partners and endorsed by the partner industry where PKP and PKP Supervisors

- e. Conduct a PKP exam which is attended by a PKP supervisor no later than 1 (one) month after the end of the PKP implementation
- f. Compile and collect a daily pkp list report to the PKP committee no later than 1 (one) week after the implementation of the PKP exam.

#### **4. PKP Supervisor**

- a. Guiding and directing students participating in PKP regarding situations, conditions and problems in the field comprehensively
- b. Providing technical guidance on the implementation of PKP
- c. Help meet the data and information needs needed by students participating in PKP
- d. Provide directions for the preparation of PKP daily list reports

#### **5. MITRA Pamong PKP**

Mitra Pamong PKP is a manager or a series of people who are assigned the task by the head of the partner farming industry to accompany PKP participants who carry out PKP activities, which among others include:

- a. Provide direction to PKP participants on activities that need to be carried out in accordance with the work program made.
- b. Coordinate with farming industry leaders, PKP Supervisors and related parties in the implementation of the PKP Program.
- c. Provide an evaluation of the performance of each PKP participant which is the responsibility of PKP Pamong Partners.

#### **6. PKP Committee**

Providing administrative, academic and technical services related to student PKP activities, namely: starting from the preparation, implementation, to evaluation stages of PKP activities.

### **E. Time and Location of PKP Program Activities**

The implementation of this activity must be coordinated in advance with the farming industry where PKP is located, so as not to interfere with activities on both sides.

#### **1. Pkp Program Activity Time**

- a. PKP Program Time

The PKP Program time is carried out once for 30 working days which is carried out at the end of each odd semester.

b. SCHEDULE OF PKP Program Activities

The schedule of activities of the PKP Program is regulated by adjusting the academic calendar that has been prepared by the University with the following sequence of activities :

No.	PKP ACTIVITIES	TIME
1.	Registration of PKP Program Participants	Early in December
2.	PKP Program Debriefing	Mid-December
3.	Placement of Students into Partner Industries	End of December
4.	Implementation of pkp program	Mid-January – Mid-February
5.	Withdrawal of PKP Program Students	Mid-February
6.	PKP Exam	Mid-March
7.	Deadline for Submitting PKP Daily List Report	End of March

2. Location of Activities and Number of IndustriesPaternakan Partners pkp program

The location of the PKP Program is the farming industry which is prioritized to be in the Greater Malang area. If it is not possible, it is allowed to search in East Java Province with the number of industries that follow according to the number of MOUs. The area outside East Java Province is thelast lternative if the expected industry is not obtained. The consequence of the location of PKP activities in areas outside Malang Raya is to bear the transportation, consumption and accommodation of the supervisor during delivery and pick-up.

### **CHAPTER III**

#### **MECHANISM FOR IMPLEMENTING THE PKP PROGRAM**

##### **A. PKP Program Preparation**

Some things that need to be known and prepared by students and managing institutions, partner farming industries and related agencies in the PKP Program are as follows:

##### **1. REQUIREMENTS FOR PKP Participants:**

- a. Registered as an active student of the S-1 Program majoring in animal Science FPP UMM in the semester of PKP activities
- b. 5th semester students who have completed lectures, minimum credits obtained are 80 credits (proven by KHS)
- c. Have a minimum GPA of 2.00
- d. Meet the administrative requirements set by the PKP Committee
- e. Have taken a package of courses in the required semester (Evidenced by KHS)
- f. For students who have a risk of certain diseases that are harmful to themselves if they do PKP, they are required to consult with the PKP committee
- g. For female students who are pregnant for more than 5 months are not allowed to take part in the PKP Program, while for female students whose gestational age is less than 5 months must attach a health certificate from a doctor (related to pregnancy) and a permit it is written from the husband that all risks that occur are not the responsibility of the PKP Committee

##### **2. PKP Procedure**

- a. Students of prospective PKP participants are required to register with the PKP Committee majoring in animal Science FPP University of Muhammadiyah Malang
- b. PKP proposals that have received approval from PKP Supervisors are reproduced by 4 copies with provisions, 1 copy for partner industries, 1 copy for supervisors, PKP committee 1 copy and archives. For the handover to the PKP Supervisor and partner farming industry, it is carried out by the students themselves
- c. For students who are prospective PKP participants who are rejected or have problems with the partner farming industry where PKP is located, it will be regulated or placed by the PKP committee

- d. Students participating in PKP go to the PKP place by bringing PKP administrative completeness (a letter of willingness to be a PKP place from partner industries, a letter of introduction, a Decree of a PKP Supervisor and so on)
- e. During the implementation, students participating in PKP are required to make a daily list report of activities and consult with field PKP supervisors and civil service partners.
- f. PKP Supervisors and civil service partners provide directions to the daily activity list report
- g. After completing the PKP, students participating in PKP must refine the daily activity list report into a PKP report by being guided and approved by the PKP Supervisor
- h. The exam by the PKP Supervisor can be done through presentations, oral or written exams no later than one month after the implementation of the PKP.
- i. The daily activity list report is reproduced by 4 (four) copies approved by PKP Supervisors and civil service partners and endorsed by the partner industry where PKP and the Dean of FPP, University of Muhammadiyah Malang, 1 (one) copy for committee  
1 (one) copy for PKP Supervisor, 1 (one) copy of partner industry and 1 (one) copy for the student concerned.

### **3. Registration Procedure**

Students who will take part in the PKP Program are required to register themselves as prospective PKP participants with the following procedures:

- a. Take and fill out the registration form provided by the major,
- b. Seek the approval of the PKP committee by attaching:
  - 1) Photocopy of required KHS
  - 2) Original receipt of PKP registration
- c. Submit the form that has been approved by the Head of the Study Department to the PKP committee
- d. Participating in the PKP Program Debriefing Activity organized by the PKP committee

#### 4. Socialization and Debriefing

Before the implementation of the PKP Program activities, it is necessary to provide briefings to prospective PKP students as follows:

a. Purpose of Socialization and Debriefing,

- 1) Understand and live the basic concepts, meaning, objectives, approaches, programs, implementation, monitoring and evaluation of PKP Program activities
- 2) Obtaining information about the situation, conditions, potential of the partner farming industry
- 3) Have knowledge of manners and ethics of life in industry
- 4) Have insight into the management and development of the farming industry
- 5) Have the provision of knowledge and practical skills in order to be able to carry out programs and tasks in the farming industry
- 6) Have the knowledge to be able to behave and work in groups *interdisciplinarily* and cross-sectorally in order to complete tasks in the farming industry
- 7) Develop the ability to use time efficiently
- 8) Develop a group work strategy

b. Debriefing and Training Materials.

The PKP that will be implemented consists of various PKPs including :

- 1) Comprehensively implement pedagogical, professional, social and personality competencies in the farming industry
- 2) Strengthening students' understanding through observation in the farming industry
- 3) Building the foundation of student identity by directly experiencing the culture of work in the field
- 4) Examining managerial systems and strategies in the farming industry
- 5) Preparing the initial abilities of prospective PKP students related to the ability to develop theoretical capabilities to be applied in the field
- 6) Take part in the activities and tasks of industrial management
- 7) Providing direct experience for prospective PKP students to be involved in the farming industry with a balanced proportion of time

**B. Implementation of pkp program**

Some of the stages of implementing the PKP Program that must be followed by participants, both individually and in groups, are as follows:

**1. PKP Pre Program**

Prior to the implementation of the PKP Program, all PKP participants who are members of a PKP Program working group must carry out the following activities:

- a. Compile a PKP work program guided and approved by a PKP Supervisor and ratified by the dean of FPP UMM.
- b. Consulting with a PKP Supervisor, as evidenced by filling out a consultation form. Consultation on the preparation of the PKP program with PKP Supervisors at least 2 times.

**2. Preparation of pkp program design**

The design of the activity program that must be made by PKP participants must not be separated from the targets of the PKP Program that have been determined, as follows:

PKP Program
<ul style="list-style-type: none"><li>a) Comprehensively implement pedagogical, professional, social and personality competencies in the form of conducting activities in the field</li><li>b) Building the foundation of pkp students' identity by directly experiencing the culture in the field</li><li>c) Strengthening pedagogical competence through direct observation and reflection in the field</li><li>d) Implementing learning outcomes related to academic competencies in the field of study</li><li>e) Examining managerial systems and strategies</li><li>f) Take part in management activities</li><li>g) Preparing the abilities of prospective PKP students by experiencing directly working in certain fields for a limited time</li></ul>
<p><b>3. Implementation of pkp program</b></p> <ul style="list-style-type: none"><li>a. Building Commitment</li></ul> <p>In implementing the PKP Program, participants must strive to get:</p> <ul style="list-style-type: none"><li>1) Complete a program of activities on time</li></ul>

- 2) Establishing cooperation with colleagues and related agencies
  - 3) Exploring and developing potential goals
  - 4) Record all activities in the daily activity list report
  - 5) Consider wisely if in the process of implementing the program there is a request from the industry to hold a certain program of activities
  - 6) Report and consult with supervisors if there are incidental activities
  - 7) Reflecting on the performance that has been done
- b. Creating PKP Reports
- 1) Compile a report on the list of daily activities which is then refined into a PKP report by being guided and approved by PKP Supervisors and civil service partners then ratified by the partner industry where PKP and the Dean of FPP Universitas Muhammadiyah Malang.
  - 2) Compile and collect PKP reports to the PKP committee according to the predetermined time limit.

### **C. PKP Program Evaluation**

Evaluation of the PKP Program has 2 (two) interests, namely for the purposes of assessing student achievement and improving the PKP Program.

#### **1. Final Value of PKP Program**

The final value of the PKP Program is determined by the committee based on accumulation from:

- a. The Value of Debriefing the Implementation of the PKP Program (See Sheet A1), which is an assessment of the aspects of:
  - 1) Presence in debriefing
  - 2) Discipline of PKP participants
  - 3) Neatness of PKP participants
  - 4) Activeness in following debriefing
  - 5) Courtesy in following the debriefing
- b. The Value of PKP Program Implementation (See Sheet A4) from PKP Pamong Partners, namely an assessment of the following aspects:
  - 1) Presence
  - 2) Manners and ethics
  - 3) Discipline
  - 4) Leadership

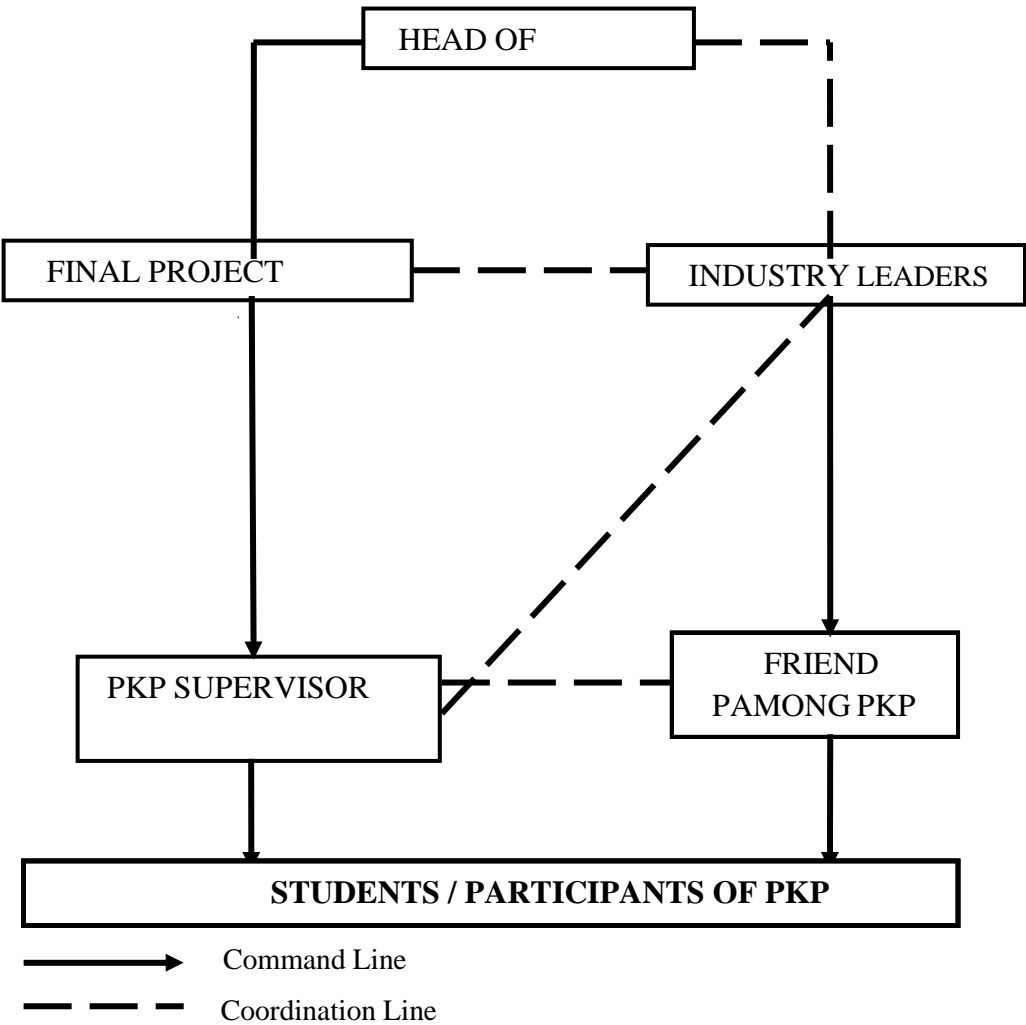
- 5) Collaborate
  - 6) Creativeness
  - 7) Understanding the vision and mission of the industry
  - 8) Passion for basic pedagogic, professional, personality and social competencies
  - 9) Social relationships and adaptation
  - 10) Involvement of work activities
- c. The value of the PKP Program Implementation Report (See Sheet A10), which is an assessment of the following aspects:
- 1) Accuracy of submission
  - 2) Systematics of writing
  - 3) Report Substance
  - 4) Completeness of the content of the report
  - 5) Neatness and layout of components
  - 6) Readability level
  - 7) The logic of the order of presentation
  - 8) Conclusion of suggestions and attachments

## 2. Assessment Criteria.

The assessment criteria are carried out after the PKP exam is carried out (See Sheet A10-13) by collecting 3 (three) assessment components with a division of 1 (one) part of the debriefing value, 1 (one) partof the implementation value and 1 (one) part of the daily activity list report value which is recapitulated into the final score. The pkp program value transfer guidelines are as follows:

		Letter Notation
Letter	Number	
A	3.50 - 4.00	Special
B+	3.00 - 3.49	Very Good
B	2.50 – 2.99	Good
C+	2.00- 2.49	Good Enough
C	1.50 – 1.99	Enough
D	1.00 – 1.49	Less
E	0	Less Once

**D. PKP Work Structure**



## **CHAPTER IV**

### **SYSTEMATICS OF WRITING**

#### **A. SYSTEMATICS OF WRITING PROPOSALS FOR PKP IMPLEMENTATION**

The proposed PKP Implementation Proposal consists of: The initial part, the content part, and the final part. The proposal is prepared with the following systematics:

##### **Initial Part**

1. Cover Page

The Cover Page is a page consisting of the title of the proposal, the title of the PKP, the logo, the name, the NIM of the student, the department, the faculty, and the year. An example of the format for writing a cover page is found in Appendix 1.

2. Attestation page

The endorsement page consists of the title of the PKL, the name of the student, the student's NIM, approval from the supervisor, the final project commission, and the Head of the Animal Science Study Program. An example of the Attestation Page format is found in Appendix 4.

3. Preface

The preface is a brief description of the purpose of implementing PKP and thank you. On the preface is not written scientifically, but remains in academic language.

4. Table of Contents

The table of contents contains the contents of the proposed proposal submitted from the cover page to the attachment written on the proposed PKP proposal. The table of contents is a guide for readers who want to see a chapter or sub-chapter right away.

5. Table

A Table is a list that contains the sequence numbers of tables, table headings, and table pages written on the proposed PKP proposal.

6. Image List

The Gambar list is a list that contains the sequence number of the image, the title of the image, and the image page written on the proposed PKP proposal.

##### **Contents Section**

1. Introduction

The Introductory Chapter contains the background of the activities, objectives, and benefits of implementing PKP.

1.1 Background of Activities

Background writing is done by explaining the conditions in general – specifically according to the selected commodity. Background explains the problem and identifies the solution

needs to be done and developed. The process of reasoning and studying the relationship between reality and expectations or the desired situation

### 1.2 Purpose

The purpose of containing something to be achieved in the implementation of PKP

### 1.3 Benefit

Benefits contain benefits related to the implementation of PKP for both students and partner industries.

## 2 Literature Review

The literature review contains a systematic description of the library or literature that is used as a reference in writing the PKP proposal. The literature used is the result of research that has been obtained by previous researchers and has something to do with the material to be carried out. The libraries used can come from: jurnal, scientific books, research reports, official reports. Libraries included for at least the last 10 years.

## 3 Materials and Methods of Activity

The Activity Methods Material Chapter contains the time and place of the activity, the profile of partner industries, activity methods, participants of PKP Activities, and the schedule of PKP implementation activities.

### 3.1 Time and Place of Activity

The Time and Place of PKP activities are written clearly and in detail.

### 3.2 Partner Industry Profile

- Business Scale

The scale of the partner industry business describes the profile of the partner's industry, commodities, and the number of populations.

- Vision and Mission of Partner Industry

The vision and mission used by the Partner Industry is in accordance with the place of implementation of PKP.

### 3.3 Activity Methods

The activity method explains the description of the model and how to analyze the results to evaluate the activities to be carried out, can be analyzed descriptively or using statistical tools.

## **Final Part**

### **1. Bibliography**

The Bibliography contains libraries or literature that are used as a reference in the proposed PKP proposal.

## **B. SYSTEMATICS OF WRITING PKP IMPLEMENTATION REPORTS**

The PKP Implementation Report consists of: The initial part, the content part, and the final part. The implementation report is prepared with the following systematics:

### **Initial Part**

#### **1. Cover Page**

The Cover Page is a page consisting of the title of the proposal, the title of the PKP, the logo, the name, the NIM of the student, the department, the faculty, and the year. An example of the format for writing a cover page is found in Appendix 2.

#### **2. Title Page**

The title page contains the same inscription as the front cover page, but printed on white paper. The difference between the cover page and the title page is that on the title page there is an inscription intended to make a PKP Report (To Meet the Requirements of One of the Final Projects). An example of the format for writing a cover page is found in Appendix 3.

#### **3. Attestation page**

The endorsement page consists of the title of the PKL, student name, student NIM, approval from the PKP supervisor, Head of animal Science study program and Deputy Dean I. An example of the Attestation Page format is found in Appendix 5.

#### **4. Preface**

The preface is a brief description of the purpose of implementing PKP and a thank you. On the preface is not written scientifically, but remains in academic language.

#### **5. Table of Contents**

The table of contents contains the contents of the PKP implementation report submitted from the cover page to the attachment. The table of contents is a guide for readers who want to see a chapter or sub-chapter right away.

#### **6. Daftar Table**

A table is a list that contains the sequence number of tables, table titles, and table pages written on the PKP implementation report.

#### **7. Image List**

The Image List is a list that contains the sequence number of the image, the title of the image, and the image page written on the PKP implementation report.

## 8. Appendix List

The Attachment List is created if the PKP report contains more than two attachments. The Attachment List is a list of attachment sequence numbers, attachment titles, and attachment pages written on the PKP implementation report.

### Contents Section

## 1. Introduction

The Introductory Chapter contains the background of the activities, objectives, and benefits of implementing PKP.

### 3.4 Background of Activities

Background writing is done by explaining the conditions in general – specifically according to the selected commodity. The background explains the problem and identifies the solutions that need to be carried out and developed. The process of reasoning and studying the relationship between reality and expectations or the desired situation

### 3.5 Purpose

The purpose of containing something to be achieved in the implementation of PKP

### 3.6 Benefit

Contains benefits related to the implementation of PKP for both students and civil service partners.

## 2. Literature Review

The literature review contains a systematic description of the library or literature that is used as a reference in writing the PKP proposal. The literature used is the result of research that has been obtained by previous researchers and has something to do with the material to be carried out. The libraries used can come from: journals, scientific books, research reports, official reports. Libraries included for at least the last 10 years.

## 3. Materials and Methods of Activity

The Activity Methods Material Chapter contains about the time and place of activity, the profile of partner industries, activity materials, methods of activity.

### a. Time and Place of Activity

The Time and Place of PKP activities are written clearly and in detail.

### b. Partner Industry Profile

#### • Business Scale

The business scale of civil service partners explains the commodities and the number of populations.

- Vision and Mission of Partner Industry

The vision and mission used by the Partner Industry is in accordance with the place of implementation of PKP.

c. Activity Materials

The activity material is divided into 2 parts, namely the materials and tools used in the implementation of PKP.

- Materials can be in the form of farming, feed ingredients, respondents, products, farming waste, or other materials used. The material must be described in detail.
- The tools used to carry out the PKP process must be clearly outlined.

d. Activity Methods

The Activity Method explains the description of the model and how to analyze the results to evaluate the activities that have been carried out. The results of activities during the process of implementing PKP can be analyzed descriptively or using statistical tools.

4. Results and Evaluation of Activities

This chapter explains the results of the implementation of PKP and the discussion. The discussion of the results is in the form of theoretical explanations, both qualitatively and quantitatively. The results of the PKP implementation are also compared with the results of previous research that are relevant. The Results and Evaluation of Activities contain the General Conditions of Partner Industries and Variables that are silentati.

4.1 General Conditions of Pkp Implementation Partner Industries

General conditions explain the location of the company as a pkp place

4.2 Observed variables

The discussion is adjusted to the variables observed at the PKP location.

### **Final Part**

1. Conclusions and Suggestions

Conclusions and suggestions should be stated separately. The conclusion is a brief statement of the results of the implementation of PKP and discussion. Suggestions are made based on experience, author's considerations, and the results of the discussion.

2. Bibliography

The Bibliography contains libraries or literature that are used as a reference in the PKP implementation report.

### 3. Attachment

Appendix to place data on the implementation of PKP or other information to complete the description on the results and evaluation of activities. The attachment must be accompanied by the title of the attachment.

## C. FORMAT OF WRITING PROPOSALS AND PKP REPORTS

Writing procedures include: type and size of paper, typing format, numbering, writing tables, drawings, and names.

### 1. Paper

The paper used is HVS size A4 white color, weight 80 g. The manuscript is written not back and forth on HVS paper.

### 2. Cover

The cover page is printed on green buffalo paper while the title page is printed on a white HVS kerta.

### 3. Font Type

The manuscript is typed with Times New Roman letters measuring 12 pt. Italics are used for words written other than using Indonesian.

### 4. Edge Border

The boundaries of typing are arranged as follows: the top edge is 4 cm, the bottom edge is 3 cm, the left edge is 4 cm, and the right edge is 3 cm

### 5. Line Spacing

The distance between 2 lines of a sentence is made 1.5 spaces except the table of contents, table, list of images, list of attachments, table title, title of the image, lapiran and bibliography are typed with a space distance of 1 space. Jarak between the table headings and the opening line of the table is half spaced, as well as the distance between the table cover line and the caption.

### 6. Writing Format

- a. The writing of the chapter begins on a new page, typed with a capital letter placed in the upper center of the page.
- b. Sub chapters are typed on the left side of the page, with lowercase letters except the first letter of each word typed. The termination of a word in one sentence line must follow the standard and correct Rules of the Indonesian language.
- c. The beginning of a sentence starting with a number, a symbol, a chemical formula should be spelled. Example: 9 tails should be written nine tails, NaCl should be written Sodium Chloride
- d. Units are expressed by official abbreviations, written without a dot behind them. Unit writing is spaced one beat apart, except for temperature units and %. Examples: 10 g, 11 kg, 2,500 cal, 37° C and 80%.

- e. The writing before the semicolon and the colon the writing is not spaced, but after the signs are spaced one place apart.

## 7. Page Numbers

This section is divided into page, table, and figure scolding.

### 1. Yard

- a. The initial part of the proposal or report on the implementation of pkp is numbered with a page number with small roman numerals (i,ii,iii, etc.)
- b. The main and final sections, from the preface to the last page, use numbers as page numbers (1,2,3, etc.)
- c. Page numbers are placed at the bottom right

2. The table is numbered in order with numbers according to their order (1,2,3, etc.)

3. The image is numbered in order with numbers according to the order (1,2,3, etc.)

## 8. Table

The headings of the table should be clearly written with a distance of 1 space, a capital letter only at the beginning of the sentence and ending without a period. The table should not be broken on the next page. The literature used for writing the table is mentioned and written after the bottom line of the table with a distance of 1 space.

## 9. Picture

The image caption is placed under Image with a distance of 1 space. Drawings include graphs, diagrams, monograms, photographs, maps, and schemes.

## CHAPTER V

### CLOSING

All PKP programs are designed with the aim of developing competencies and fostering the professionalism of PKP participating students as prospective managers and in the hope that they can have a more meaningful impact on the PKP participating students themselves. The series of activities of the PKP Program provides a complete experience for pkp participating students , farming industry, universities and related agencies, so that they can be utilized to develop and improve tasks and their respective functions. Therefore, it is necessary to build a high commitment from all related components to support each other in the activities of the PKP Program.

The animal Science department of FPP UMM must always improve itself to improve the quality of graduates through quality sharpening, therefore it is necessary to involve partner farming industries and *stakeholders* so that all shortcomings that occur can be immediately corrected for the implementation of the next activity. Through the PKP Program, it is hoped that the University of Muhammadiyah Malang will collaborate with partner industries and *stakeholders*, so that there is a *link and match* in providing a complete and complete experience to each participating student PKP as a professional prospective manager.

# **HANDBOOK OF SYSTEMATICS OF WRITING CORPORATE WORK PRACTICES**



**COMPILED BY**

**FINAL PROJECT COMMISSION**

**DEPARTMENT OF ANIMAL SCIENCE ,  
FACULTY OF AGRICULTURE-ANIMAL SCIENCE  
UNIVERSITY OF MUHAMMADIYAH MALANG  
2022**

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## **A. SYSTEMATICS OF WRITING PKP PROPOSALS**

The PKP Implementation Proposal that needs to be prepared is a Group proposal (1 PKP Group only needs 1 proposal). The group's proposal is mandatory and sent to the intended place of internship. The proposal aims to confirm whether PKP activities can be carried out in accordance with the proposal you submitted.

The PKP proposal consists of: The initial part, the content part, and the final part. The proposal is prepared with the following systematics:

### **Initial Part**

#### **1. Cover Page**

The Cover Page is a page consisting of the title of the proposal, the title of the PKP, the logo, the name, the NIM of the student, the department, the faculty, and the year. An example of the format for writing a cover page is found in Appendix 1.

#### **2. Attestation page**

The endorsement page consists of the title of the PKL, the name of the student, the student's NIM, approval from the supervisor, and the Head of the Animal Science Study Program. An example of the Attestation Page format is found in Appendix 4.

#### **3. Preface**

The preface is a brief description of the purpose of implementing PKP and a thank you. On the preface is not written scientifically, but remains in academic language.

#### **4. Table of Contents**

The table of contents contains the contents of the proposed proposal submitted from the cover page to the attachment written on the proposed PKP proposal. The table of contents is a guide for readers who want to see a chapter or sub-chapter right away.

#### **5. Table**

A Table is a list that contains the sequence numbers of tables, table headings, and table pages written on the proposed PKP proposal.

#### **6. Image List**

The Image List is a list that contains the sequence number of the image, the title of the image, and the image page written on the proposed PKP proposal.

### **Contents Section**

#### **1. Introduction**

The Introductory Chapter contains the background of the activities, objectives, and benefits of implementing PKP.

### 1.1 Background of Activities

Background writing is done by explaining the conditions in general – specifically according to the commodity and observation variables chosen. The background explains the general situation, problems, and identifies solutions that need to be carried out and developed that can be done through PKP activities. The process of reasoning and studying the relationship between reality and expectations or situations is desirable.

### 1.2 Purpose

The purpose of containing something to be achieved in the implementation of PKP

### 1.3 Benefit

Benefits contain benefits related to the implementation of PKP for both students and partner industries.

## 2 Literature Review

The literature review contains a systematic description of the library or literature that is used as a reference in writing the PKP proposal. The literature used is the result of research that has been obtained by previous researchers and has something to do with the material to be carried out. The libraries used can come from: journals, scientific books, research reports, official reports. Libraries included for at least the last 10 years.

## 3 Materials and Methods of Activity

The Activity Methods Material Chapter contains the time and place of the activity, the profile of partner industries, activity methods, participants of PKP Activities, and the schedule of PKP implementation activities.

### 3.1 Time and Place of Activity

The Time and Place of PKP activities are written clearly and in detail.

### 3.2 Partner Industry Profile

- Business Scale

The scale of the partner industry business describes the profile of the partner's industry, commodities, and the number of populations.

- Vision and Mission of Partner Industry

The vision and mission used by the Partner Industry is in accordance with the place of implementation of PKP.

### 3.3 Activity Methods

The activity method explains the description of the model and how to analyze the results to evaluate the activities to be carried out, can be analyzed descriptively or using statistical tools.

3.4 Variables to be observed

In this chapter, it is explained about what variables are objects in PKP activities, understanding, and how to obtain these variables. The variables that can be taken during PKP activities are as follows:

No.	Parameters	Data variables
1	Maintenance Management	1. Farming selection management
		2. Housing management (cage type , population, cage density )
		3. Feed management
		4. Disease control management
		5 . Waste management
2	Feed Management	1. Management of feed ingredient procurement
		2. Feed manufacturing management
		3. Feed handling management comes
		4. Feed storage management
		5. Feeding management
		6. Management of handling feed waste
3	Trade Management	1. Cage site selection management
		2. Management election type or type stable
		3. Housing management ( type roof , floor, wall, ventilation, dining area, drinking, bungan waste)
		4. Management Sanitation stable and equipment
4	Health Management	1. Disease prevention management
		2. Management of daily health checks
		3. Management of selection/culling of sick farming
		4. Disease management
5	Biosecurity Management	1. Traffic control management
		2. Management Sanitation stable and equipment
		3. Management of handling sick farming
		4. Management of farming treatment
		5. Transmission prevention management disease

6	Handling management Waste	Waste treatment management
7	Marketing management product	

The above variables can be selected and adjusted to the data at the PKP location of each group. At the same PKP location, the selected variable cannot be the same as the other teams.

### 3.5 Participants involved in PKP activities

In this chapter, it is necessary to explain the task management of each student and the data that will be collected during the implementation of PKP. In this chapter can be included the following table

:

No.	Student Name	Student NIM	Observed parameters
1		000000	Chicken Feed Management Laying out at PT Berkah Bersama
2		000000	Maintenance Management Laying Hens at PT Berkah Bersama
3		000000	Biosecurity management Laying Hens at PT Berkah Bersama

:

## Final Part

### 1. Bibliography

The Bibliography contains libraries or literature that are used as a reference in the proposed PKP proposal.

## **B. SYSTEMATICS OF WRITING PKP IMPLEMENTATION REPORTS**

The PKP Implementation Report consists of: The initial part, the content part, and the final part. The implementation report is prepared with the following systematics:

### **Initial Part**

#### **1. Cover Page**

The Cover Page is a page consisting of the title of the proposal, the title of the PKP, the logo, the name, the NIM of the student, the department, the faculty, and the year. An example of the format for writing a cover page is found in Appendix 2.

#### **2. Title Page**

The title page contains the same inscription as the front cover page, but printed on white paper. The difference between the cover page and the title page is that on the title page there is an inscription intended to make a PKP Report (To Meet the Requirements for One or Final Project). An example of the format for writing a cover page is found in Appendix 3.

#### **3. Attestation page**

The endorsement page consists of the title of the PKL, the name of the student, the student's NIM, approval from the PKP supervisor, PKP examiner, PKP Implementation Partner, and the Head of the Animal Science Study Program. An example of the Attestation Page format is found in Appendix 5.

#### **4. Preface**

The preface is a brief description of the purpose of implementing PKP and a thank you. On the preface is not written scientifically, but remains in academic language.

#### **5. Table of Contents**

The table of contents contains the contents of the PKP implementation report submitted from the cover page to the attachment. The table of contents is a guide for readers who want to see a chapter or sub-chapter right away.

#### **6. Table**

The T-list is a list that contains the sequence number of the table, table headings, and table pages written on the PKP implementation report.

#### **7. Image List**

The Image List is a list that contains the sequence number of the image, the title of the image, and the image page written on the PKP implementation report.

## 8. Appendix List

The Attachment List is created if the PKP report contains more than two attachments. The Attachment List is a list of attachment sequence numbers, attachment titles, and attachment pages written on the PKP implementation report.

## Contents Section

### 1. Introduction

The Introductory Chapter contains the background of the activities, objectives, and benefits of implementing PKP.

#### 1.1 Background of Activities

Background writing is done by explaining the conditions in general – specifically according to the selected commodity. The background explains the problem and identifies the solutions that need to be carried out and developed. The process of reasoning and studying the relationship between reality and expectations or the desired situation

#### 1.2 Purpose

The purpose of containing something to be achieved in the implementation of PKP

#### 1.3 Benefit

Contains benefits related to the implementation of PKP for both students and civil service partners.

### 2. Literature Review

The literature review contains a systematic description of the library or literature that is used as a reference in writing the PKP proposal. The literature used is the result of research that has been obtained by previous researchers and has something to do with the material to be carried out. The libraries used can come from: journals, scientific books, research reports, official reports. The libraries included are at least 10 years old.

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#### a. Time and Place of Activity

The Time and Place of PKP activities are written clearly and in detail.

#### b. Partner Industry Profile

##### • Business Scale

The business scale of civil service partners explains the commodities and the number of populations.

- Vision and Mission of Partner Industry

The vision and mission used by the Partner Industry is in accordance with the place of implementation of PKP.

c. Activity Materials

The activity material is divided into 2 parts, namely the materials and tools used in the implementation of PKP.

- Materials can be in the form of farming, feed ingredients, respondents, products, farming waste, or other materials used. The material must be described in detail.
- The tools used to carry out the PKP process must be clearly outlined.

d. Activity Methods

The Activity Method explains the description of the model and how to analyze the results to evaluate the activities that have been carried out. The results of activities during the process of implementing PKP can be analyzed descriptively or using statistical tools.

4. Results and Evaluation of Activities

This chapter explains the results of the implementation of PKP and the discussion. The discussion of the results is in the form of theoretical explanations, both qualitatively and quantitatively. The results of the PKP implementation are also compared with the results of previous research that are relevant. Results and Activity Evaluations contain the general conditions of partner industries and observed variables.

4.1 GeneralCo-ndisi Industry Partners implementation PKP

General conditions explain the location of the company as a pkp place.

4.2 Observed variables

The discussion is adjusted to the variables observed at the PKP location.

## Final Part

1. Conclusions and Suggestions

Conclusions and suggestions should be stated separately. The conclusion is a brief statement of the results of the implementation of PKP and discussion. Suggestions are made based on experience, author's considerations, and the results of the discussion.

## 2. Bibliography

The Bibliography contains libraries or literature that are used as a reference in the PKP implementation report.

## 3. Attachment

Appendix to place data on the implementation of PKP or other information to complete the description on the results and evaluation of activities. The attachment must be accompanied by the title of the attachment.

## FORMAT OF WRITING PROPOSALS AND PKP REPORTS

Writing procedures include: type and size of paper, typing format, numbering, writing tables, drawings, and names.

### 1. Paper

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The manuscript is written not back and forth on HVS paper.

### 2. Cover

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### 3. Font Type

The manuscript is typed with Times New Roman letters measuring 12 pt. Italics are used for words written in addition to using Indonesian.

### 4. Edge Border

The boundaries of typing are arranged as follows: the top edge is 4 cm, the bottom edge is 3 cm, the left edge is 4 cm, and the right edge is 3 cm

### 5. Line Spacing

The distance between 2 lines of a sentence is made 1.5 spaces except the table of contents, table, list of images, list of attachments, table title, title of the image, lapiran and bibliography are typed with a space distance of 1 space. The distance between the table headings and the opening line of the table is half spaced, as is the distance between the table cover line and the caption.

### 6. Writing Format

- a. The writing of the chapter begins on a new page, typed with a capital letter placed in the upper center of the page.
- b. Sub chapters are typed on the left side of the page, with lowercase letters except the first letter of each word typed. The termination of a word in one sentence line must follow the standard and correct Rules of the Indonesian language.
- c. The beginning of a sentence starting with a number, a symbol, a chemical formula should be spelled. Example: 9 tails should be written nine tails, NaCl should be written Sodium Chloride
- d. Units are expressed by official abbreviations, written without a dot behind them. Unit writing is spaced one beat apart, except for temperature units and %. Examples: 10 g, 11 kg, 2,500 cal, 37° C and 80%.
- e. The writing before the semicolon and the colon the writing is not spaced, but after the signs are spaced one place apart.

## 7. Page Numbers

This section is divided into page, table, and figure scolding.

### 1. Yard

- a. The initial part of the proposal or report on the implementation of pkp is numbered with a page number with small roman numerals (i,ii,iii, etc.)
- b. The main and final sections, from the preface to the last page, use numbers as page numbers (1,2,3, etc.)
- c. Page numbers are placed at the bottom right

### 2. The table is numbered in order with numbers according to their order (1,2,3, etc.)

### 3. Images are numbered in order with numbers according to their order (1,2,3, etc.)

## 8. Table

The headings of the table should be clearly written with a distance of 1 space, a capital letter only at the beginning of the sentence and ending without a period. The table should not be broken on the next page. The literature used for writing the table is mentioned and written after the bottom line of the table with a distance of 1 space.

## 9. Picture

The brightness of the image is placed under The image with a distance of 1 space. Drawings include graphs, diagrams, monograms, photographs, maps, and schemes.

Attachment 1. Example yard cover proposal implementation PKP

**PROPOSAL  
PRACTICE WORK COMPANY**

TNR, 14 Bold Capital, 1 Space

Pentagonal UMM logo , size 5 Cm x 5 Cm



**BEEF CATTLE FATTENING MANAGEMENTAt  
Pt WORK GRACE RUMPIN BOGOR**

TNR, 12, Bold, Capital, 1 Space

By:

Yoga Firmansyah NIM. 201510350411002

TNR, 12, 1 spaces

**DEPARTMENT OF ANIMAL SCIENCE ,  
FACULTY OF AGRICULTURE-ANIMAL SCIENCE  
UNIVERSITY OF MUHAMMADIYAH MALANG  
YEAR 2022**

TNR, 14, Bold, Capital, 1 Space

**REPORT  
PRACTICE WORK COMPANY**

TNR, 14, Bold, Capital, 1 space

Pentagonal UMM logo , size 5 cm x 5 cm



**BEEF CATTLE FATTENING MANAGEMENTat  
Pt WORK GRACE RUMPIN BOGOR**

TNR, 12, Bold, Capital, 1 Space

By:  
Yoga Firmansyah NIM. 201510350411002

TNR, 12, 1 spaces

**DEPARTMENT OF ANIMAL SCIENCE ,  
FACULTY OF AGRICULTURE-ANIMAL SCIENCE  
UNIVERSITY OF MUHAMMADIYAH MALANG  
IN 2022**

TNR, 14 Bold Capital, 1 Space

**REPORT  
PRACTICE WORK COMPANY**

TNR, 14, Bold, Capital, 1 space

**To Meet Requirement Wrong One Assignment End**

TNR, 12, Bold, Capital, 1 Space

Pentagonal UMM logo , size 5 Cm x 5 Cm



**FATTENING MANAGEMENT OF COWS CUT  
At Pt WORK GRACE RUMPIN BOGOR**

TNR, 12, Bold, Capital, 1 Space

By:

Yoga Firmansyah NIM. 201510350411002

TNR, 12, 1 spaces

**DEPARTMENT OF ANIMAL SCIENCE  
FACULTY OF AGRICULTURE-ANIMAL SCIENCE  
UNIVERSITY OF MUHAMMADIYAH MALANG  
IN 2018**

TNR, 14 Bold Capital, 1 Space

**YARD CERTIFICATION**

TNR, 12, Bold, Capital, 1 Space

**PROPOSAL PRACTICE WORK COMPANY**

**BEEF CATTLE FATTENING MANAGEMENT  
AT PT KARYA ANUGRAH RUMPIN BOGOR**

TNR, 12, Bold

Capital, 1 Space

**By :**

**Yoga Firmansyah NIM. 201510350411002**  
**(write down all members)**

TNR, 12, Bold 1 Space

Malang, .....  
It has been checked and approved by :

Agree :  
PKP Supervisor,

Know :  
Head of the Department of Animal Science

-----  
NIDN. ....

\_\_\_\_\_  
NIDN. ....

TNR, 12, 1 spaces

**Note :**

- 1. Before the signature of the head of the study program, it must first be afned by the PKP Coordinator**
- 2. The signature of the head of the study program must be affixed with the stamp of the Animal Science Study Program**

TNR, 14 Bold Capital, 1 Space

**COMPANY WORK PRACTICE REPORT**

**BEEF CATTLE FATTENING MANAGEMENT**  
**At Pt WORK GRACE RUMPIN BOGOR**

TNR, 12, Bold, Capital, 1 Space

**By :**  
**Yoga Firmansyah NIM. 201510350411002**

TNR, 12, Bold 1 Space

Malang , .....  
It has been checked and approved by :

Approve :  
PKP Supervisory

Lecturer PKP Examiner

-----  
Nip. ....

-----  
NIDN. ....

Know :  
Head of the Department of Animal Science

PT. Works by Anugrah Rumpin

TNR, 12, 1 spaces

-----  
Nip. ....

-----

**Note :**

- 1. The signature of the head of the study program must be affixed with the stamp of the Animal Science Study Program**
- 2. The signature of the Partner must be affixed with the stamp of the partner agency**

### FORM DEBRIEFING ASSESSMENT PRACTICE WORK COMPANY

A1

Student Name : .....

NIM : .....

Evaluator Name : .....

#### Instructions:

1. This sheet is filled out by the Final Project Commission after the completion of the PKP Program Debriefing activity
2. The format for which the value has been filled in is submitted to the Secretariat of the Final Project Commission

No.	Assessment Indicators	Value Weights	Value
1.	Presence	60%	
2.	Discipline	20%	
3.	Liveliness	10%	
4.	Manners	10%	
Final Debriefing Value		100%	

Final Project Commission ,

.....

#### Assessment Indicators

1. Attendance in debriefing = Not present (0); Present (>80)
2. Discipline = Timely (>80);  
1-15 minutes late (75-79);  
16-30 minutes late (70 – 74);  
>30 minutes late (<70)
3. Activeness = Active (asking and noting, paying attention) (>80);  
Quite active (not asking, taking notes and paying attention) (70 – 79);  
Inactive (not asking, not taking notes and not paying attention) (<70)
4. Manners = Wearing neat collared and shod clothes (>80);  
Wearing untidy clothes and shoes (70 – 79); Wearing untidy clothes and not shoes (<70)

### GUIDANCE MONITORING CARD PRACTICE WORK COMPANY

A2

Student Name : .....

Nim : .....

PKP Location : .....

PKP Title : .....

Bing-getters : .....

#### Activity Monitoring:

No.	Types of Activities	Date/mo/Yr.	Ttd Mentor
1.	Mentoring Consent		
2.	PKP Proposal Consultation		
3.	PKP Departure Approval		
4.	PKP Monitoring		
5.	Preparation & Consultation of Reports		
6.	Approval of the Final Draft Report		
7.	Making PKP Report Abstractions		
8.	Submission of PKP Report Exam		
9.	Approval of Exam Application		
10.	Revision Approval		
11.	Final Attestation of the Report		

Malang, .....

Knowing :  
Head of PKP

Certifying :  
Coordinating Department





**DAILY WORK REPORT**  
**PRACTICE WORK COMPANY**

# A3

Student Name : .....

NIM : .....

### Charging Instructions:

1. This sheet is a tool for monitoring daily work activities in partner industries, making it easier to see the participation or activeness of PKP participants in various PKP activities
2. For each task, PKP participants are required to fill in the type of assignment material and ask for paraphrases to civil service partners
3. Types of assignments for example; picket officers, participating in daily activities, filling the time of other officers and others.
4. All forms of assignment are carried out during working hours
5. If this sheet is lacking, it can be photocopied

No.	Date Assignment	Assignment Materials	Paraphrase Giver Assignment
	Kampus I	Kampus IIKampus III	

[illegible]



### FORM IMPLEMENTATION ASSESSMENT PRACTICE WORK COMPANY

A4

Student Name :  
NIM :

#### Charging Instructions:

This sheet is filled out by PKP Pamong Partners after the completion of the PKP Program activities

No.	Assessment Indicators	Value Weights	Grades (1-100)
1.	Involvement of activities in the industry	40%	
2.	Discipline	15%	
3.	Manners and social relations	15%	
4.	Collaborate	15%	
5.	Liveliness and Creativity	15%	
SUM		100%	
Final Value of PKP			

.....

MITRA Pamong PKP

.....



## MINUTES OF COMMEMORATION OF THE COMPANY'S WORK PRACTICES

Student Name : .....

Nim : .....

### Charging Instructions:

1. This sheet is a record of reprimand and warning from the Final Project Commission, PKP Supervisors and Partner Industries
2. Changing, tampering with or removing this sheet is subject to severe violation sanctions
3. If this sheet is lacking , it can be photocopied

[illegible]

## INVITATION TO THE COMPANY'S WORK PRACTICE EXAM

To Dear.

Father/Mother : .....

As : .....

Lecturer at the Faculty of Agriculture-  
Animal Science, University of  
Muhammadiyah Malang

*Assalamu'alaikum Wr. Wb.*

Expect the presence of mr / mrs, as an Examiner / Supervisor for the implementation of the Company Work Practice Examination students of the Department of Animal Science, Faculty of Animal Science, University of Muhammadiyah Malang:

Name : .....

NIM : .....

PKP Title : .....

Major : Animal Science

With PKP Exam Schedule

Day/Date : .....

Time : .....

Place : .....

Thus this plea, for his attention we express our gratitude.

*Wassalamu'alaikum Wr. Wb.*

Hapless.....

**Bayu Etti Tri Adiyastiti.S.Pt... Msc**  
Head of Animal Science Study Program

Kampus I

Jl. Bandung 1 Malang, Jawa Timur  
P: +62 341 551 253 (Hunting)  
F: +62 341 460 435

Kampus II

Jl. Bendungan Sutami No.188 Malang, Jawa Timur  
P: +62 341 551 149 (Hunting)  
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### MINUTES OF THE COMPANY'S WORK PRACTICE EXAM

A7

The company's internship examination has been carried out, on behalf of students :

Name : .....  
NIM : .....  
PKP title : .....  
Supervisor : .....  
Examiner : .....

With PKP Exam Schedule:

Day/Date : .....  
Time : .....  
Where : .....

After an evaluation is carried out starting from: **Presentation of PKP Results, Ability to Answer Studies and Studies conducted by the Examiner and Validity and Mastery of PKP Implementation & Report Making.**

Then the Supervisor and Examiner, decide :

(Filled with Examiners & Supervisors)

1.	Pass	Final grade : ..... (number)
2.	Pass with requirements	Note : .....
3.	Not Passed and Re-exam	Note : .....
	Date : .....	.....
4.	Does Not Pass and PKP is repeated	Note : .....

(Circle the selected options and be handed over to the Department's Final Task Coordinator)

Thus the minutes of this event are made in truth and if in the future there are errors it will be perfected as it should be.

Examiner/Supervisor :

No.	N a m a	Signature
1.	.....	1. ....
2.	.....	2. ....

Confirms:

Head of the Final Project

Commission Department



### EVALUATION OF THE COMPANY'S WORK PRACTICE EXAM

**A8a**

The company's practical examination has been held, on behalf of the student: Name :

.....

NIM : .....

PKP title : .....

.....

#### Instructions:

1. The assessment is carried out by the supervisor and examiner
2. The format for which the value has been filled in is submitted to the Secretariat of the Final Project Commission

No.	Assessment Indicators	Weight assessment t	Grades (1- 100)
1.	Writing Systematics	20%	
2.	Substance of PKP Report	20%	
3.	PKP Report Presentation	15%	
4.	Discussion and Accuracy of Answering Questions	15%	
5.	Student Manners	15%	
6.	Accuracy of Report Submission	15%	
	Sum	<b>100%</b>	
<b>Final Score of PKP Exam</b> $[(1*20\%)+(2*20\%)+(3*15\%)+(4*15\%)+(5*15\%)+(6*15\%)]$			

Malang, .....

Testers

.....





## EVALUATION OF THE COMPANY'S WORK PRACTICE EXAM

**A8b**

The company's practical examination has been carried out, on behalf of the student: Name

•

NIM : .....

PKP Title : .....

.....

Instructions:

1. The assessment is carried out by the supervisor and examiner
2. The format for which the value has been filled in is submitted to the Secretariat of the Final Project Commission

No.	Assessment Indicators	Weight assessment t	Grades (1-100)
1.	Writing Systematics	20%	
2.	Substance of PKP Report	20%	
3.	PKP Report Presentation	15%	
4.	Discussion and Accuracy of Answering Questions	15%	
5.	Student Manners	15%	
6.	Accuracy of Report Submission	15%	
	Sum	100%	
<b>Final Score of PKP Exam</b> $[(1*20\%)+(2*20\%)+(3*15\%)+(4*15\%)+(5*15\%)+(6*15\%)]$			

Malang, .....  
Supervisor

.....



RECEIPT OF THE  
COMPANY'S WORK PRACTICE

A9

The Company's Work Practice Report (PKP) has been received, in the following name :

Name: .....

NIM : .....

Major/Prog. Study : Animal Science

PKP title : .....

.....

.....

Thus to be used as it should be.

Malang, .....

Head of Animal Science

Administration , Faculty of

Animal Science Agriculture

-----

Note :

Made in duplicate 2 ( 1 sheet for students and 1 sheet for tu department archives)

# **HANDBOOK OF FIELD WORK PRACTICE PROGRAM ACTIVITIES**



COMPILED BY

**FIELD WORK PRACTICE  
COMMISSION**

**FOOD TECHNOLOGY STUDY PROGRAM,  
FACULTY OF AGRICULTURE-ANIMAL SCIENCE,  
UNIVERSITY OF MUHAMMADIYAH MALANG  
2022**

## FOREWORD

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

السلام عليكم ورحمة الله وبركاته

Praise be to the presence of Allah SWT who has bestowed His mercy as the "Guidebook for Field Work Practice Program (PKL)" Activities has been completed properly. Sholawat and greetings were also poured out to the Messenger of Allah SAW. The pkl program guidebook is aimed at students of the Food Technology Study Program, Faculty of Agriculture-Animal Science, University of Muhammadiyah Malang. The handbook is also used to equalize perceptions between partners, field supervisors, supervisors, program participants, program committees, and related institutions.

The guidebook contains four things, namely (1) Introduction, (2) PKL Program Provisions, (3) PKL Program Activity Mechanism, and (4) Format Attachment as a reference for activities. Especially for PKL field supervisors, a PKL Program Implementation Value Sheet is provided which is compiled in this PKL Program Manual . Hopefully, the Guidebook for Field Work Practice Program (PKL) Activities can be useful.

والسلام عليكم ورحمة الله وبركاته

Malang, June 4, 2022

Field Work Practice Commission

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

The University of Muhammadiyah Malang (UMM) as a Superior, Modern and Islamic Higher Education Institution, according to its vision, continues to improve the quality of education so that its graduates can enter the world of work easily. One of the study programs within the Faculty of Agriculture Peternakan (FPP) UMM that excels in producing quality graduates is the Food Technology Study Program (Prodi). So far, the Food Technology Study Program has tried its best to educate students to achieve the vision and mission of the university. The study program hopes that after graduation, the student will have the character of a smart, superior, and ethical worker.

One of the expected graduate profiles of the FPP UMM Food Technology Study Program is to become professional and skilled personnel. Students have been equipped with various theories of science and practice in accordance with the reference curriculum for S-1 Food Technology education, but nevertheless they have not been honed directly involved in handling work practices in the field. Therefore, it is necessary to improve the quality of learning that can direct professional students in food technology at large so as to produce quality graduates who will be accepted in the world of work. One of the efforts in this case is the need for a development program through student Field Work Practices to PKL partners by observing the work process, reviewing activities, developing improvement efforts, and evaluating activities.

With the implementation of this activity, it is hoped that students participating in PKL will have attitudes, understanding, passion, motivation and skills as prospective managers who in time have competencies with professional qualifications that are smart, superior, and ethical.

## **B. Basic Implementation of the PKL Program**

PKL is a compulsory course in the Food Technology Study Program of FPP UMM which must be taken by students at each stage which is determined based on:

1. Law of the Republic of Indonesia No. 20 of 2003 on the National Education System.
2. Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers.
3. Law of the Republic of Indonesia number 12 of 2012 concerning Higher Education.
4. Ministerial Regulation (Permen) RI No. 19 Th 2005, on National Standards of Education
5. Guidelines for the Muhammadiyah Central Leadership on Muhammadiyah Universities.
6. Statute of the University of Muhammadiyah Malang.
7. Decree of the Rector of the University of Muhammadiyah Malang Number 40 of 2013 concerning the Academic Curriculum for the Year 2013-2014
8. Academic Guidebook for 2019-2020 , University of Muhammadiyah Malang
  - a. The basis for the development of the PKL Program in principle is 4 (four) important things, namely:
    - The PKL program in the S-1 Study Program within the FPP UMM is carried out once with a specified time
    - PKL has a credit weight that has been determined by the study program, namely 4 credits
    - This PKL activity is carried out at PKL Partners
    - Guidance is carried out by PKL Supervisors who meet the requirements as determined
  - b. The basic concepts of implementing PKL activities are as follows:
    - PKL activities are activities that provide experience to build students' identity at work, strengthen professional competence, strengthen abilities

practical prospective managers, develop cognitive, affective and psychomotor skills in building areas of expertise

- PKL activities are one program of activities whose realization of activities is managed by the study program
- PKL activities focus more on managerial and learning fields at PKL Partners
- PKL activities are academic and practical activities that are also expected to develop student creativity in academic and professional fields

### **C. Understanding the PKL Program**

The PKL program is an academic activity listed in the curriculum of study programs within the FPP, University of Muhammadiyah Malang. This program is a learning by doing activity in order to form knowledge, skills, skills, thecap and managerial.

### **D. Principles of the PKL Program**

1. PKL is an important part and is a precondition of a professional human resource preparation system.
2. PKL is carried out in a structured manner and is a separate learning load which is carried out in ashower after meeting the sks requirements (according to the provisions of at least 80 credits), with a load of 4 (four) credits
3. PKL is guided by PKL supervisors and field supervisors
4. Pkl implementation requires a strong partnership with PKL Partners
5. The implementation of PKL requires systematic PKL management , such as debriefing, scheduling, placement, PKL process, and evaluation (assessment)
6. The implementation of PKL requires financial support so that the implementation of PKL is in accordance with the target.
7. The implementation of PKL requires a good, structured, and systematic mentoring system.

## **E. Vision and Mission of PKL Program**

The PKL program is a vehicle for the formation of prospective professional personnel and provides experience to students in applying theory and practice in the actual scope, so that study programs within the FPP UMM can prepare / produce graduates who are smart, superior, ethical and professional in the world of agriculture at large.

### **1. Pkl Program Vision**

PKL prepares / produces graduates who are prepared to become professional personnel, broad in their knowledge, have high creativity, and foster professional attitudes and behavior patterns.

### **2. Mission of PKL Program**

- a. Producing prospective professionals who have values, attitudes, knowledge, professional skills and in accordance with professional academic competence
- b. Integrating and implementing the knowledge he has mastered into practice according to the field of science.
- c. Have professional, pedagogic, personality and social competencies in accordance with related fields of study and science
- d. Increased ability to solve problems encountered in the PKL place in a real way

## **F. Objectives of the PKL Program**

The objectives of the PKL program can be categorized as follows:

1. Implementing basic pedagogical, personal, social and professional competencies in the form of direct involvement in activities at the pkl premises
2. Strengthening student understanding through observation and activities at the PKL place
3. Building the foundation of students' identity by directly experiencing the culture of work in the field
4. Observing managerial systems and strategies in the PKL premises

5. Participate in management activities at the PKL premises
6. Carrying out managerial tasks in the premises of the PKL
7. Produce PKL (individual) reports and PKM AI or GT proposals (groups according to the location and provisions of the higher education)

## **G. Benefits of pkl program**

### **1. For Students**

- a. Increase understanding and passion about activities at PKL Partners
- b. Gaining experience on how to think and work according to disciplines, so as to understand the relationship between knowledge in overcoming problems at PKL Partners
- c. Obtaining reasoning power in studying, formulating and solving problems at PKL Partners
- d. Gaining experience and skills to carry out managerial activities at PKL Partners
- e. Getting the opportunity to be able to act as a motivator, facilitator, dynamicator and help thinking as *a problem solver*

### **2. For PKL Partners**

- a. Obtaining opportunities for cooperation with universities.
- b. Get help with thinking, energy, science, and technology in planning and solving problems to support the development of PKL Partners.

### **3. For Faculty**

- a. Obtaining feedback from the implementation of the PKL Program at PKL Partners, in order to improve the higher education curriculum that is tailored to the needs of the community
- b. Obtaining various learning resources and finding various problems for research and education development
- c. Establishing good cooperation with PKL Partners for the development of the Tri Dharma of Higher Education

## **CHAPTER II**

### **PKL PROGRAM PROVISIONS**

#### **A. Activity Status of PKL Program**

1. The PKL program is a compulsory course for all students of the Food Technology Study Program FPP UMM and is mandatory to pass
2. The PKL program is an intracurricular academic program and is a compulsory course that can only be followed by students who meet the predetermined conditions.

#### **B. Rules of Conduct for PKL Participants**

##### **1. Behavior and Ethics**

Students must comply with the provisions of the existing regulations in the faculty, study programs, and PKL partners. Behavior while in the PKL environment, students must be disciplined, responsible, behave politely and not interfere with the smooth running of the PKL program. Students must carry out worship in accordance with their religion. Students participating in the PKL must try not to cause problems in the PKL place, if it causes problems in the PKL place, it will be resolved in a familial manner. If no settlement has been found, it is resolved formally between institutions.

##### **2. Discipline**

During pkl time, PKL students must be present and fill out the attendance list of pkl places. If the student is unable to attend, there must be an official statement (sick letter from a doctor and so on) to the PKL Supervisor / PKL field supervisor. The consequences of the absence of PKL students who do not have information (skipping) get sanctions in accordance with the regulations of the PKL place and the study program study program within the FPP UMM.

##### **3. Personal Completeness**

In general, PKL students are required to wear clothes that are in accordance with the regulations of PKL partners. PKL students are required to wear alma mater suits upon arrival and return

### **C. Limitations and Conditions of the PKL Program**

#### **1. Sending College (PT Sender)**

The Sending College is a university that sends PKL students to take part in the PKL program at PKL Partners based on the MoU agreed upon by all Study Programs within the FPP UMM.

#### **2. PKL Partners**

Partners are partners of PKL / Institutions / Industries / Centers / Agencies engaged in agriculture, food technology, animal Science, fisheries, and forestry that meet the criteria for each Study Program in the FPP environment

#### **3. PKL Supervisor**

PKL Supervisors are lecturers who are given assignments by the Dean of FPP , University of Muhammadiyah Malang to assist PKL participants who carry out PKL activities.

#### **4. PKL field supervisor**

PKL field supervisors are personnel who are assigned by the leadership of PKL Partners to guide PKL students

#### **5. PKL Participants**

PKL participants are FPP UMM students as prospective professionals who are placed in PKL partners.

## **D. Job Description**

### **1. PKL Students**

1. Prepare a group proposal for an application for a PKL place with the guidance of the PKL coordinator of the study program.
2. Prepare individual proposals for PKL work programs with the guidance of the approval of the PKL Supervisor.
3. Conducting PKL for 2 -3 months as evidenced by a report on the list of daily activities / *Student log sheets* at the PKL location are filled in every day.
4. Consulting with a PKL Supervisor, as evidenced by filling out a mentoring consultation form. Consultation on the preparation of PKL reports with PKL Supervisors at least 2 times.
5. Preparing a PKL report is guided and approved by the PKL supervisor, field supervisor and endorsed by the PKL Partner where the PKL and pkl supervisor.
6. Conduct a PKL exam which is attended by PKL examiners and students of at least 10 people no later than 3 (three) months after the end of the PKL implementation. If it passes the 3-month deadline, it is mandatory to repeat the PKL.
7. Compile and collect a daily list report of PKL to the PKL Commission no later than 1 (one) month after the implementation of the PKL exam.

### **2. PKL Partners**

1. Providing opportunities for students to carry out their duties as well as possible in accordance with the provisions that apply to the PKL institution.
2. Directing, and guiding PKL students so that activities are carried out according to the objectives.
3. Preparing a place for the PKL.
4. Assigning PKL field supervisors for PKL students.
5. Coordinate with the sending college.

### **3. Faculty**

1. Establishing supervisors and PKL Partners, pkl places through the Decree of the Dean of FPP UMM.
2. Accommodating the needs of PKL participants.

3. Coordinate with relevant parties for the implementation of the PKL Program.

#### **4. PKL Supervisor**

- a. Guiding and directing PKL students regarding the situation, conditions and problems in the field theoretically.
- b. Help meet the data and information needs needed by PKL students.
- c. Provide directions for the preparation of PKM AI or PKM GT proposals and reports and daily lists of PKL.
- d. Provide an evaluation of the performance of PKL participants based on reports, PKM proposals and **exams**.

#### **5. PKL field supervisor**

PKL field supervisors are professional personnel who are assigned tasks by the leadership of PKL Partners to assist PKL participants who carry out PKL activities, which include, among others:

1. Provide direction to PKL participants on activities that need to be carried out in accordance with the work program made.
2. Providing technical guidance on the implementation of PKL
3. Coordinate with pkl partner leaders, PKL supervisors and related parties in the implementation of the PKL Program.
4. Provide an evaluation of the performance of each PKL participant which is the responsibility of the PKL field supervisor.

#### **6. PKL Commission**

Providing administrative, academic and technical services related to student PKL activities , namely: starting from the preparation stage, implementation, to the evaluation of PKL activities.

#### **4. Time and Location of PKL Program Activities**

The implementation of this activity must be coordinated in advance with the PKL partner party where the PKL is located so as not to interfere with activities on both sides.

##### **1. Time Program PKL**

PKL can be held every semester-end holiday . The length of time for pkl implementation is 2 – 3 months. If the PKL is continued to collect thesis data, then the time can increase according to the needs and agreement with PKL partners.

## 2. Schedule of PKL Program Activities

The schedule of activities of the PKL Program is regulated by adjusting the academic calendar that has been prepared by the University with the following sequence of activities :

No.	PKL ACTIVITIES	TIME	
		(odd semester holiday)	(even semester break )
1.	Activity Socialization and location hunting pkl partners	End of even semester 4	Odd end of semester 5
2	PKL Payment	November – mid-December	March – mid-April
2.	Participant Registration PKL Program	Early in December	Early in April
3.	PKL Program Debriefing	Mid-December	Mid-May
4.	Certainty of Partner location PKL	End of December	End of May
5.	Implementation of the PKL Program	Mid-January – Central February	Mid-July - mid-September
6.	Student Withdrawals PKL Program	Mid-February	Mid-September
7.	PKL Exam	Mid-March	Mid-October
8.	Submission Deadline PKL Report	Mid-April	Mid-November

## 3. Location, Criteria for PKL Partners, and Recommendations for the Number of Students in 1

PKL group The location of PKL Partners is prioritized to be in the East Java area.

Share activity locations

PKL in areas outside East Java, transportation, consumption and accommodation of supervisors when monitoring are borne by PKL students if deemed necessary to visit. The criteria for PKL Partners of the Food Technology Study Program are as follows:

- PKL partners can be in the form of government / private agencies or business entities that are engaged or related to food technology or food management.
- If it is a government / private agency, it must have a postharvest handling unit or food product processing that operates continuously.

- c. If it is a Business Entity, it can be in the form of a Perum, Firm, Cooperative, CV, or PT.
- d. PKL partners implement SOPs (*Standard Operational Procedures*) for COVID-19 Prevention

The PKL Commission has the right to regulate the number of students in partners in accordance with the scale of PKL Partners. The recommendations for the number of students in 1 PKL group are as follows:

- a. Home / micro industry (labor 1 – 4 people) □ 1 student
- b. Small industry (labor force 5 – 19 people) □ 1 – 2 students
- c. Medium industry (labor 20 – 99 people) □ 2 – 4 students
- d. Large industry ( $\geq$  labor force of 100 people) □  $\geq 4$  students

### **CHAPTER III**

#### **MECHANISM FOR IMPLEMENTING THE PKL PROGRAM**

##### **A. Administrative Requirements of PKL Participants:**

1. Registered as an active student of the FPP UMM Food Technology S-1 Program in the semester of pkl activities.
2. Students in semester 5 and above who have completed lectures of at least 105 credits . Special requirements are imposed if there is a company request or a certain condition.
3. Have taken 2 prerequisite courses of PKL, namely, the courses of Planning of Processing Units, Industrial Sanitation and Waste Treatment, as well as Quality Control.
4. For students who have a risk of certain diseases that are harmful to themselves, if they do PKL, they are required to consult with the PKL Commission
5. For female students who are pregnant for more than 5 months are not allowed to take part in the PKL Program, while for female students whose gestational age is less than 5 months must attach a health certificate from a doctor (related to pregnancy) and a written permission from their husband that all risks that occur are not the responsibility of the PKL Commission.
6. Meet the administrative requirements set by the PKL Commission, namely:
  - a. Fill out and submit a Field Work Practice Application Form (Form A1)
  - b. Fill out and submit a Short Draft pkl proposal (Form A2)
  - c. Upload Temporary Transcripts
  - d. Submit proof of original payment for PKL administration (IDR 250,000)

##### **B. PKL Procedure**

- a. Students of prospective PKL participants register with the PKL Commission of the Food Technology Study Program FPP UMM after meeting the requirements in point A1 above.
- b. Students look for /choose PKL partners independently or in groups. Students can also choose PKL partners from industries / companies that are partners of practicum locations and previous PKL partners in the study program.
- c. Students submit the selected PKL partners to the PKL Commission
- d. The PKL Commission has the right to regulate the number of students in partners in accordance with the scale of PKL Partners.

- e. After the proposed PKL partner is approved by the PKL Commission, students take care of making a Letter of Introduction for PKL permit application to the study program admin. The Letter of Introduction to the PKL Permit Application was paraphrased by the Head of study program and signed by the Deputy Dean 1 of FPP UMM
- f. Students must compile a PKL proposal in accordance with the provisions of writing and problems at PKL partners, with the direction of the supervisor, field supervisor or PKL commission team. PKL proposals that have fulfilled the provisions will get approval/ratification from the PKL Commission and the Head of study program
- g. Students send a Letter of Introduction to the PKL Permit Application and Proposal to PKL partners. Students can send a PKL Permit Application Letter in advance or both at once depending on the request of the PKL partner
- h. Students are advised to monitor the application letter. If within 2-4 weeks there is no answer or there is certainty of rejection from PKL partners, students again apply for PKL partners
- i. Students submit a Statement of Willingness from PKL partners to the PKL Commission for document archives
- j. Students who have obtained PKL partners are required to take part in PKL debriefing
- k. Paying the PKL administration fee of RP 250,000 which is deposited into the UMM account
- l. Before the departure of the PKL, students must submit the administrative completeness of the PKL (PKL application form, Short Draft of PKL Proposal, Parent's Permission Letter for PKL, Copy of the last Academic Transcript and Proof of Payment of PKL administrative fees) to the Commission PKL. Students are allowed to bring a copy of the administrative completeness of the PKL, a Statement of Willingness of PKL partners and other documents needed while participating in PKL activities.
- m. During the implementation, students participating in PKL are required to make a report on the daily list of activities and consult with both field supervisors and PKL supervisors.
- n. PKL Supervisors and field supervisors provide direction to the report on the list of daily activities of the PKL
- o. Students are not allowed to leave the PKL location during the activity, except in very forced or emergency circumstances and get an assignment from the supervisor.
- p. At the end of the PKL period, students must ask the PKL Field Supervisor / PKL Agency Leader to fill out and sign the PKL Field Monitoring Card (Form A6) and a PKL Completion Certificate (Form A8)

- q. Prepare a report on the results of the PKL for discussion with the supervisor
- r. Carry out a seminar on the results of the PKL after obtaining the approval of the supervisor.
- s. Submit a complete report of the PKL results that have been approved by the supervisor, field supervisor, PKL Commission, and head of the TP Study Program in the form of *softcopy* to the PKL coordinator and *hardcopy* of 1 copy to PKL partners. Equipped with proof of his submission.

## **5. Field Visit**

Matters relating to daily activity reports and field visits are arranged as follows:

1. Monitoring, guiding and assessing student PKL activities under the supervision of the Study Program through field supervisors
2. Students' daily activities at the PKL location are monitored through books or sheets of daily activity reports paraphrased by field supervisors and if possible The TP study program lecturer team will make field visits by bringing souvenirs, thank you letters and *tracer study forms*.
3. The PKL Management of the study program only visits the PKL location in accordance with the priority of the problem and distance.
4. The location of the PKL is too far away and is not included in the priority scale of the institution (for example Central Java, West Java or outside Java Island) and students participating in the PKL are very willing to get a visit from the PKL team of the study program, then the cost of transportation and additional accommodation will be borne by the PKL participants. The additional cost is left to the PKL coordinator.

## **6. Provisions for PKL Results Seminar and PKL Assessment**

1. Register for the PKL Result Seminar to the seminar coordinator or PKL coordinator, to obtain an invitation form and acara news.
2. The result seminar can be held if the PKL report has been approved and signed by the supervisor
3. Participants of the PKL Result Seminar are at least 15 people
4. The value of the PKL will be announced after the collection of the PKL report.
5. Students are required to submit a PKL report that has been disseminated, corrected and approved and signed by the field supervisor, as well as the supervisor to the PKL coordinator.

6. The PKL score will be announced by the PKL coordinator along with the names of the students who were declared dead in their CID.
7. Students whose seminars are declared dead in their PKL, must repeat in the next period.

### **7. Evaluation of the PKL Program**

Evaluation of the PKL Program has 2 (two) interests, namely, for the purposes of assessing student achievement and improving the PKL Program.

#### **1. Final Value of PKL Program**

The final value of the PKL Program is determined by the committee based on the accumulation of:

- a. The value of the Provision for the Implementation of the PKL Program, namely an assessment of the aspects of:
  - 1) Presence in debriefing
  - 2) Discipline of PKL participants
  - 3) Neatness of PKL participants
  - 4) Activeness in following debriefing
  - 5) Courtesy in following the debriefing
- b. The value of the IMPLEMENTATION OF THE PKL Program from the PKL field supervisor, namely the assessment of the aspects of:
  - 1) Presence
  - 2) Manners and ethics
  - 3) Discipline
  - 4) Leadership
  - 5) Collaborate
  - 6) Creativeness
  - 7) Understanding the vision and mission of PKL Partners
  - 8) Passion for basic pedagogic, professional, personality and social competencies
  - 9) Social relationships and adaptation
  - 10) Involvement of work activities
- c. The value of the PKL Program Implementation Report, which is an assessment of the aspects of:

- 1) Accuracy of submission
- 2) Systematics of writing
- 3) Grammar and language
- 4) Completeness of the content of the report
- 5) Neatness and layout of components
- 6) Readability level
- 7) The logic of the order of presentation
- 8) Conclusion of suggestions and attachments

## 2. Assessment Criteria

The assessment criteria are carried out after the PKL exam is carried out by collecting 3 (three) assessment components with a division of 1 (one) part of the debriefing value, 1 (one) part of the implementation value and 1 (one) part of the daily activity list report value which is recapitulated into the final score. The guidelines for transferring the value of the PKL Program are as follows:

Value		Letter Notation
Letter	Number	
A	3.50 - 4.00	Special
B+	3.00 - 3,49	Very Good
B	2.50 – 2.99	Good
C+	2.00 - 2,49	Good Enough
C	1.50 – 1.99	Enough
D	1.00 – 1.49	Less
E	0	Less Once

## CHAPTER IV

### CLOSING

All PKL programs are designed with the aim of developing competencies and fostering the professionalism of PKL participating students as prospective managers and entrepreneurs in the hope that they can have a more meaningful impact on pkl participating students and the PKL partner is a *ri joint*. The series of activities of the PKL Program provide a complete experience for pkl participating students, PKL partners, universities and related agencies, so that they can be utilized to develop and improve their respective tasks and functions. Therefore, it is necessary to build a high commitment from all related components to support each other in the activities of the PKL Program.

The Food Technology Study Program of FPP UMM must always improve itself to improve the quality of graduates through quality assurance, therefore it is necessary to involve PKL partners and *stakeholders* so that all shortcomings that occur can be immediately corrected to implementation of subsequent activities. Through the PKL Program, it is hoped that the FPP UMM Food Technology Study Program will collaborate with PKL partners and *stakeholders*, so that there is no *link and match* in providing a complete and complete experience to every student participating in pkl as a prospective manager and professional entrepreneur.

# **APPENDIX TO THE PKL PROPOSAL**

## SYSTEMATICS OF ACTIVITY PROPOSALS

The proposal compiled consists of three parts, namely the initial part, the main part and the complementary part. The initial section consists of a cover page (containing the title of the PKL), an approval page, a preface, and a table of contents. The cover page is not given a page number. The filling of the proposal follows the template of the report (attached in another file ).

The main section contains the Introductory Chapter up to the list of pustaka. The core pages are numbered with arabic numerals: 1, 2, 3, ..., which are placed in the lower right corner. Page 1 (one) numbering starts from the Introductory Chapter.

The initial part in addition to the cover page and the main part is written with:

1. The typeface uses *Times New Roman* size 12.
2. The text uses a line spacing of 1.15 spaces and the alignment of the text uses left and right aligns.
3. The layout uses A-4 paper sizes, one column, 4 cm left margin, right, top and bottom margins of 3 cm each.
4. The beginning of the CHAPTER should replace the new page .
5. The beginning of the paragraph juts inward by 1 cm

The format of writing the main part of the proposal follows the following systematics:

### CHAPTER I. INTRODUCTION

The preface to the title is typed under the writings of CHAPTER I. The introductory section contains the background and purpose of the PKL. Background (sub chapter 1.1.) explain the reasons for the selection of problems and institutions where the PKL is located and the importance of studying the topic. The explanation refers to various sources of data and the latest information so that the problems raised are really important to be studied. The pattern of writing in expressing reasons with a pursed pattern, meaning that in explaining it, it starts from the widest information, information or data to be very narrowed to the title. In the introduction it is not advisable to inform the general description of the company / agency too much.

The objectives of PKL (sub-chapter 1.2.) explain the targets or intentions to be achieved through PKL activities, including :

1. Studying the management applied in a company / agency.
2. Studying aspects of industrial technology applied in a company / agency.
3. Studying problems that occur in the production process in a company / agency.

4. Knowing and determining alternative solutions to the problem in a company / agency.

The formulation of the objectives above can be modified more specifically according to the title / topic of the PKL.

## **CHAPTER II. LITERATURE REVIEW**

The word Literature Review in the title is typed under chapter II. The literature review contains theoretical concepts that are necessary for the study of production processes applied by an enterprise. The literature review refers to scientific library sources, primary library sources (research journals, *review* journals etc.) or secondary library sources (textbooks). The theories are adjusted to the problem posed. The literature review does not contain an overview of the company / agency where the PKL is located

The purpose of preparing a literature review is so that PKL students prepare themselves in advance with the necessary knowledge before entering the field. Library boxing is also used as a comparison with problem conditions and observations while in the field, so that it can help students to identify problems in the field and find alternatives to solving problems using a good scientific mindset.

## **CHAPTER III. PKL IMPLEMENTATION METHOD**

### **3.1. Place and time**

This section describes the name of the agency / company (official) place of implementation complete with its address (city, street, and telephone number). Time explained the time when the PKL was carried out, starting from the time of the arrival of students at the PKL location until the completion of the implementation of PKL activities. The place is explained first and continued with the explanation of the time.

### **3.2. Data collection methods**

This section describes the details of each data collection method used. Data collection methods that are usually used during PKL include: observation, interviews and document studies. The details of each method include: the definition of the method and what data will be retrieved using the method. Especially for the interview method, an additional explanation is given with whom the interview will be conducted

The types of data that are usually taken during the PKL include: a brief history of the company / agency, organizational structure, employment, marketing, aspects of industrial technology and others according to the title or problem raised.

### 3.3. Schedule and design of activities

This section describes the plan of activities to be carried out, complete with the timing of implementation. Its presentation is in the form of tabulation.

### 3.4. Data processing and analysis techniques

This section describes the steps or techniques of analysis and tests carried out to process the data that has been collected.

## **CHAPTER IV. COVER**

The proposal link contains a summary of the outline of the proposal written and thanks to the intended PKL partner. The cover also contains the hope of being accepted by the PKL at the destination location.

## **BIBLIOGRAPHY**

The Bibliography is organized by a system of names and years (*Harvard style*), in alphabetical order of author names, years, titles of writings, and sources. The bibliography is written with a distance of 1 space. Only the libraries cited in the proposal are listed in the bibliography.

# **APPENDIX TO THE FINAL REPORT OF THE PKL**

## **SYSTEMATICS OF THE FINAL REPORT OF ACTIVITIES**

The format of writing the main part of the proposal follows the following systematics:

### **CHAPTER I. INTRODUCTION**

CHAPTER I. The introductory section contains the background and purpose of the PKL. Background (sub chapter 1.1.) explain the reasons for the selection of problems and institutions where the PKL is located and the importance of studying the topic. The explanation refers to various sources of data and the latest information so that the problems raised are really important to be studied. The pattern of writing in expressing reasons with a pursed pattern, meaning that in explaining it, it starts from the widest information, information or data to be very narrowed to the title. In the introduction it is not advisable to inform the general description of the company / agency too much.

The objectives of PKL (sub-chapter 1.2.) explain the targets or intentions to be achieved through PKL activities, among others:

1. Studying the management applied in an enterprise / agency.
2. Studying aspects of industrial technology applied in a company / agency.
3. Studying problems that occur in the production process in a company / agency.
4. Knowing and determining alternative solutions to the problem in a company / agency.

The formulation of the objectives above can be modified more specifically according to the title / topic of the PKL.

### **CHAPTER II. LITERATURE REVIEW**

The word Literature Review in the title is typed under chapter II. The literature review contains theoretical concepts that are necessary for the study of production processes applied by an enterprise. The literature review refers to scientific library sources, primer library sources (research journals, *review* journals etc.) or secondary library sources (textbooks). The theories are adjusted to the problem posed. The literature review does not contain an overview of the company / agency where the PKL is located

### **CHAPTER III. METHOD OF IMPLEMENTINGAN PKL**

#### **3.1. Place and Time**

This section describes the name of the agency / company (official) place of implementation complete with its address (city, street, and telephone number). Time explained the time when the PKL was carried out starting from the time of the arrival of students at the PKL location until the completion of the PKL

implementation of PKL activities. The place is explained first and continued with the explanation of the time.

### 3.2. Data Collection Methods

This section describes the details of each data collection method used. Data collection methods that are usually used during PKL include: observation, interviews and document studies. The details of each method include: the definition of the method and what data will be retrieved using the metode. Especially for the interview method, an additional explanation is given with whom the interview will be conducted

The types of data that are usually taken during pkl include: a brief history of the company / agency, organizational structure, jaan power, marketing, aspects of industrial technology and others according to the title or problem raised.

### 3.3. Schedule and Implementation of activities

This section describes the plan of activities to be carried out, complete with the timing of implementation. Its presentation is in the form of tabulation.

### 3.4. Data Processing and Analysis Techniques

This section describes the steps or techniques of analysis and tests carried out to process the data that has been collected.

## **CHAPTER IV. OVERVIEW OF PKL PARTNERS**

Um Reviewof PKL Partners contains general information on PKL partners. This chapter contains information related to the profile, vision and business, location, organizational structure, and employment of PKL partners.

### 4.1 Partner Profile

This section describes the profile of PKL partners such as the historyof self-reliance, commodities / fields that include, the scale / class of the company, the products owned, etc. can be equipped with illustrative images .

### 4.2 Partner Vision and Mission

This section describes the vision and mission of PKL partners.

### 4.3 Partner Locations

This section informs the location of PKL partners. The location is explained with the full address, the distance between the College and pkl partners. The distance can be accompanied by a screen shoot map.

### 4.4 Partner Organizational Structure

This section informs the location of the PKL partner, it is very necessary tobe covered with a structure diagram .

## 4.5 Partner Employment Information

This section informs partners' employment regarding existing positions, specifications and competencies of existing positions.

#### 4.6 Experience of Collaborating with Universities

This section informs a recap of the experience of collaborating with PKL partners with universities that has been carried out (briefly explained the form of cooperation).

### **CHAPTER V. SPECIAL TASKS**

Chapter V contains the essence of pkl activities in accordance with the "specific tasks" agreed with the supervisor and field supervisor. Sub-chapters are adapted to those specific tasks .

### **CHAPTER VI. COVER**

This section contains conclusions and suggestions. The conclusion takes the form of a narrative (paragraph) with the content of the answer to the goal. Suggestions contain related suggestions of improvement after the work on a specific task.

### **BIBLIOGRAPHY**

The Bibliography is organized by a system of names and years (*Harvard style*), in alphabetical order of author names, years, titles of writings, and sources. The bibliography is written with a distance of 1 space. Only the libraries cited in the proposal are listed in the bibliography.

# **WRITING GUIDELINES SCIENTIFIC PAPERS**

*FIELD WORK PRACTICE (PKL)*

*THESIS*

*ARTICLES SCIENTIFIC*

*PUBLICATION PRESENTATION*

*SEMINARS / WORKSHOPS*



**DEPARTMENT OF  
FORESTRY FACULTY  
OF AGRICULTURE-  
ANIMAL SCIENCE  
UNIVERSITY OF MUHMMADYAH MALANG**

## FOREWORD

Field Work Practice (PKL) and thesis are the final projects that must be carried out by every student in the Forest Bududaya study program, Faculty of Agriculture-Animal Science, Muhammdiyah University of Malang, before completing the final period of their studies at the undergraduate level (SI). The final project must be written in the form of a scientific karya that follows the structure and rules of standard scientific writing.

To provide explanations and guidelines related to the technique of writing scientific papers, especially in the Forestry Study Program, standard guidelines are needed that must be followed by all academics within the Forestry study program.

This scientific paper writing manual is the first edition whose content includes: (1) Field Practice Guidelines (PKL), (2) Systematics of Proposals and Thesis Research Reports, (3) Techniques for Oral Review of Scientific Papers, (4) Format and Content of Writing Scientific Articles for research journal publications, (5) Instructions for Techniques for Presenting Scientific Information in Seminars / Workshops, and (6) Attachments .

We would like to express our gratitude to all parties involved from the preparation to the preparation of this manual. Hopefully this manual will be useful for the academic community, especially in the environment of the Department of Forestry, Faculty of Agriculture-Animal Science, Muhammadiyah Malang.

Department of Forestry

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## **PART I**

# **FIELDWORK PRACTICE GUIDELINES (PKL)**

## **INTRODUCTION**

The Field Work Practice (PKL) course is one of the courses in the Department of Forestry, Faculty of Agriculture-Animal Science, University of Muhammadiyah Malang and is a prerequisite course to be able to take a thesis.

The PKL course weighs 6 credits and has the same position as other courses, but different forms, processes and methods of assessment. Pkl subject is a unit of activities consisting of: (1) PKL activities, (2) preparation of PKL reports, and (3) seminars on PKL results.

PKL activities are activities carried out by students in the form of internships at institutions / institutions related to their scientific fields for a period of 4 weeks. The PKL report contains student activities and findings during activities in the field. The pkl result seminar is a means of evaluation of PKL activities and PKL reports as well as the academic abilities of the students concerned.

To support these activities, it is necessary to compile a guideline for the implementation of PKL which must be followed by all students of the Forestry Department, Faculty of Agriculture, University of Muhammadiyah Malang.

## **DEFINITION AND OBJECTIVES OF FIELDWORK PRACTICE ACTIVITIES**

Field Work Practice (PKL) is a planned, directed, systemic, and controlled activity that aims to enable students to apply the knowledge and expertise they learn and gain experience directly at the institutions / institutions chosen by the students concerned. PKL activities must be carried out by students for at least one month.

To monitor student activities at the institution / institutions they choose, the department requires students to write a PKL report.

## **Definition of FieldWork Practice Report**

The PKL report is a scientific work in the form of writing presentations on the results of planned, directed, systematic, and controlled activities that aim to enable students to apply the knowledge and expertise they have learned, be able to identify problems in the field, and gain experience directly to the institutions / institutions where students carry out PKL.

## **Objectives of the PKL Report**

For the Department, the purpose of the PKL Report is:

- Knowing that students are able to apply the knowledge and expertise they have learned during lectures.
- Knowing that students are able to gain real work experience related to certain knowledge and expertise at the institution / institution where students carry out activities.

For students, the objectives of the PKL Report are:

- Knowing and identifying the suitability of theories in certain fields of science with practice in the field.
- Compile and write a scientific work, in accordance with the science and field of expertise as well as the practice of field activities carried out by students themselves.
- Conduct literature studies that are relevant to the reported work practices.

## **ACADEMIC, ADMINISTRATIVE, AND ADVISORY REQUIREMENTS**

### **Academic requirements**

To be able to take a Field Work Practice (PKL), students must meet the following academic requirements:

- At least have completed studies until semester V
- Have a minimum cumulative achievement index (GPA) of 2, without any E grade.

### **Administrative Requirements**

To be able to take the Lapanagan Work Practice (PKL), students must meet the following administrative requirements:

- Students have an active status by having a student card identity.
- Students are not on study leave status.
- PKL subjects must be programmed on the Study Plan Card (KRS)

### **PKL Supervisor**

During the process students will be guided by a team of supervisors, which consists of:

- A maximum of 2 (two) fosterors, namely:
  - 1 (one) Material Advisor
  - 1 (one) Field Supervisor.
- The material supervisor is appointed by the Head of the Department and ratified by the Dean's Decree .
- Field supervisors are determined by the agency / institution where students carry out PKL and are ratified with a Dean's Letter .

### **Material Advisory Requirements**

- The material supervisor is a permanent lecturer in the forestry department and has the lowest academic rank of expert assistant.

### **Field Advisory Requirements**

- Fieldsupervisors are personnel from agencies / institutions where students carry out PKL activities
- Field supervisors are at least D-III / undergraduate graduates and or an expert / professional in their field of work related to pkL activity materials.

## **FIELDWORK PRACTICE PROCEDURES**

(1) Field Work Practices (PKL) in addition to being programmed at the KRS in its implementation are coordinated by the PKL team with the following provisions:

(a) Registration

- Registration is carried out according to the schedule determined by the Department by filling out the registration form that has been provided at the TU Faculty of Agriculture
- The completed form is submitted to the registration officer (TU) section of the Department

(b) PKL Fees

- Students participating in PKL are charged a PKL fee, the amount of which is determined by the Department and paid at the time of registration, through the PKL Team in the Department. The cost of PKL activities is Rp. 300,000.00. These costs include the cost of the guidebook, the cost of the vandel and the cost of the supervisor to the field.

(c) Object and Location of PKL

The object and location of pkl (agencies / companies / agencies / farmers and so on) in the territory of Indonesia.

(d) Field Observations

Before registration is carried out, students are required to carry out field observations to determine the object and location of pkl (agencies / companies / agencies / agencies / farmers and so on). In connection with the field observation, students must be equipped with a letter of introduction / permit from the Faculty of Agriculture (provided by TU).

(2) Determination of Supervisors

- (a) Students who have registered as PKL participants will be guided by a material supervisor from the department to the forest and a field supervisor from the relevant agency / institution.
- (b) The results of the recapitulation of the supervisor's hatchery will be conveyed to the students through an announcement

- (3) Implementation of KPL
  - (a) Ahead of departure, students to the PKL location will be given a briefing by the head of the Department and the PKL Team.
  - (b) The implementation time of the PKL is at least 1.5 (one) month or adjusted to the program at the agency / institution concerned.
- (4) Visit of PKL Supervisor
  - (a) All student PKL locations that allow it to be reached will be visited by the relevant supervisor (tentative).
  - (b) At the time of the supervisor's visit to the location, all students participating in the PKL must be on site. For this reason, it is necessary to conform the visit schedule.
- (5) PKL Reports and Seminars
  - (a) Students who have completed the PKL are required to compile a report in the applicable format and be consulted with their respective material supervisors.
  - (b) PKL reports that have been approved by the supervisor must be disseminated accompanied by their respective material supervisors.
- (6) PKL Value
  - (a) The pkl value is cumulative from the results of the implementation in the field, seminar report material .
  - (b) The assessment is determined by the supervisor in the field with the format that has been providedby him.
  - (c) The grade sheets/forms that have been signed by the supervisor are submitted to the department by their respective Supervisors through the PKL Coordinator.
- (7) Submission of PKL Report
  - (a) PKL reports that have been approved by their respective supervisors and have been disseminated are bound with a green cover and follow the applicable format/provisions.
  - (b) The PKL report is submitted to:

- Material Advisor : 1 expollar
- Field Divider : 1 expollar
- Majors: 1 exmplar
- Agencies concerned : 1 executor

## **SYSTEMATICS AND CORE OF PKL REPORTS**

Writing a Field Work Practice Report (PKL) is divided into: (1) Initial Section, (2) Core section, and (3) Final Section

### **Initial Part**

This section consists of:

- Cover Page
- Title Page
- Supervisor Approval Page
- Introduction
- Acknowledgments
- Table of Contents
- Table (if applicable)
- Image List (If applicable)
- Attachment List (if applicable)

### **Core Parts**

This section consists of:

- Introduction
  - *Background*
  - *Purpose and Purpose*
  - *Usability of Reports*
  - *Location and Time of PKL*
- Review the Library
- Overview of PKL Locations
- Results of Activities and Discussions

- Conclusions and Suggestions

## **Final Part**

This section consists of:

- Bibliography
- Appendix-lampiran (If applicable)

## **INITIAL PART**

### **Cover Page**

The cover page contains: the full title and the title child if any, said THE FIELD WORK PRACTICE REPORT , the name and student identification number (NIM), the emblem of the University of Muhammadiyah Malang with a diameter of 5 cm, and is followed by the full name of the department, faculty, university and time (months of seminars on PKL results. All letters are capitalized . The letter composition and layout of each section are arranged symmetrically, neatly, and harmoniously The size of the letters used is 12-16 points. An example of the cover of the PKL report can be seen in **Appendix 1**.

### **Title Page**

the title page consists of two pages. The first page, the content and format are the same as the cover page. The title page of the second sheet contains: (1) the complete PKL title typed in capital letters, (2) text: *a fieldwork practice report submitted to the University of Muhammadiyah Malang to meet one of the requirements in taking a thesis*, (3) name and number parent student, typed in lowercase except for the first f of the name and NIM, (4) the full name of the university, faculty, department and study program is typed in capital letters, (5) bulam typed in lowercase except for the first hureuf) and the year of preparation of the report. An example of the title page of the PKL can be seen pthere is **Appendix 2**.

### **Approval Sheet**

The things listed in the supervisor's approval sheet are:

- (1) the title of the PKL, full name, student's parent number, major / study program, typed in lowercase except the first letter of each word, (2) the text of *the field work practice report by ... this has been checked and approved for dissemination*,
- (3) the full name and employee identification number (NIDN) of the material supervisor and field supervisor. TheC ontoh approval sheet of the PKL Supervisor can be seen in **Appendix 3**.

The second approval sheet contains the endorsement of the PKL report by the supervisor of the head of the department, and the dean. This endorsement is only given after improvement is held by the student concerned in accordance with the suggestions given at the time of the seminar. In the approval sheet of the mentoring lecturer, it is listed: (1) the title of the PKL, the name of the langkap, the main number of the student, department, and study program is typed in lowercase except for the first letter of each word, (2) the text *of the Field work practice report by ... this has been disseminated*, (3) the dates of the years of the seminar, signatures, full names and NIDN of each supervisor and dean / head of the department / study program. An example of an approval sheet can be seen in **Appendix 4**.

## **Preface**

The preface is more of an opportunity to express appreciation for the various parties who have contributed to the author. In this case, the author expresses his appreciation with special words to each of them who has contributed to supporting its success.

The preface inscription is typed in capital letters, symmetrically bounded to the top of the typing plane and without dots. The text of the word Pengantar is written with a double space (two sapations). The length of the text is no more than two pages. At the end of the text (in the lower right corner) is included the word *Author* without mentioning the name of the light. An example of a preface can be seen from **Appendix 16**.

## **Table of Contents**

The list is a systematization of the presentation of each title and subtitle contained in the PKL report which is compiled in order with instructions to the page number concerned.

All chapter titles are typed with capital letters, while subbab titles and subbab children are only the letters of awanya typed with capital letters. An example of a table of contents can be seen in **Appendix 17**.

### **Table**

Basically, it has the same function as the table of contents, each table beserta number and the title are arranged sequentially and numbered the page where the table is concerned.

Table headings that require more than one line of dots to be typed with single spaces. Between the table titles, one and the other is spaced two spaces apart. An example of a table list can be seen in **Lampiaran 18**.

### **Appendix List**

Also here it has the same function as other lists, which is to sequentially display the number of the image, the title of each image accompanied by the page number where the image is concerned.

Title images that require more than one line of dots with single spaces. Between the titles of one image and the other are spaced two spaces apart. An example of a list of images can be seen in **Appendix 19**.

### **Appendix List**

Similar to the function of other lists, containing in order the number and title of each attachment placed on the back page of the thesis. Also for the attachments are given instructions to the page number of the place in question.

Attachment headings that require more than one line are typed with single spaces. Between the attachment titles of one another is spaced two spaces. An example of a list of attachments can be seen in **Appendix 20**.

## **CORE PARTS**

In general, the core part is preceded by general and special information about the general and special issues reported and a description of the importance of the activities carried out. In essence, the systematics of writing can be described as below.

### **Introduction**

#### ***Background***

This paragraph is often referred to as a motivator or driver of pkl. This can be of dual significance, namely: (1) as an impetus for the author to carry out his or her work practice, (2) as an impetus for others to read the following parts of this report. The meaning of the description in this paragraph must be able to use the reading interest.

Some of the background components of the problem that need to be noted are:

- The field of knowledge he is engaged in and becomes the basis of his expertise
- Focus on work practices carried out
- The reason for choosing the activities that are the focus of the work practice activities he carries out

#### ***Purpose and Objectives***

This section describes the goals and benefits expected by students in carrying out PKL activities.

#### ***Usability of Reports***

This section describes the benefits of reports carried out both directly and indirectly, both theoretical benefits and practical benefits of fieldwork practice results.

### ***Location and Time of Field Work Report***

This section describes the places where work practices are carried out (laboratories, companies, cities, regions, etc.). In addition, it also describes the schedule and duration of work practices carried out.

### **Literature Review**

This chapter can explain (theories) that are relevant to the practical fieldwork activities carried out. This literature review can also contain a description of primary data / skunder that can be based on theoretical considerations and rules and assumptions that allow reasoning to occur to describe the work practice carried out.

### **Overview of PKL Locations**

This chapter contains data that describes in general the state of the company which includes:

- History and areas of business of the company
- The development and current condition of the company
- The organizational structure and composition of peresonalia in general and specifically related to the part of the student's place of practice
- Facilities and infrastructure that have those related to the part where students do work parkatek.
- The problems faced are in accordance with the topic raised

### **Results of Activities and Discussions**

This chapter describes and explains the general activities carried out by the section where students carry out work practices, then explains the specific activities carried out by students during PKL activities. Then formulate the problems found from the field based on the theory in the lecture, students compare the results of practice in the field with the theory learned during lectures.

### **Conclusions and Suggestions**

This chapter contains a conclusion that is a crystallisation of what students do during work practice. The content suggestions are input from students based on the field of knowledge they are studying.

## **FINAL PART**

### **Bibliography**

There are several versions of scientific notation techniques regarding the preparation of lists of books. In scientific notation techniques bibliography can vary, but also here the function is the same, namely as a reference to literature support for scientific work.

In terms of use, the function that focuses attention will refer to the following aspects:

- (1) Get to know the expert figure and or his companion following the year of his statement.
- (2) What is the title of the scientific work.
- (3) In what scientific media it is loaded, at what volume and on what page.

When it is a book, it is called the publisher.

By adhering to the main principle mentioned above, the choice of scientific notation technique for the creation of a bibliography is the taste and agreement of the environment of the discipline concerned. Each of them is open and guided by the goals and choices of the environment of its interests, adapting to the format that applies there. An example of writing a bibliography can be seen in the chapter on how to write a bibliography (reference list), and in **Lamp 21**.

### **Attachment**

The appendix serves as a data collector for each analysis table concerned or related to specific aspects in the context of discussing the results of the PKL. The supporting forms vary, including in the form of statistical analysis calculation processes, drawings, secondary data master tables or primary data, sample questionnaires, regional maps and so on. Each attachment is assigned a title sequence number to make it clear its meaning and purpose.

## **PART II**

# **SYSTEMATIC S OF RESEARCH PROPOSALS AND REPORTS THESIS**

## **INTRODUCTION**

The thesis is one of the final projects in the Forest Cultivation study program, Department of Forestry, Faculty of Agriculture, University of Muhammadiyah Malang and is a prerequisite for graduating from bachelor's degree one (SI) which must be completed by every student after completing all theoretical courses .

Thesis is a unit of activities consisting of: (1) research proposals, (2) research proposal seminars, (3) research implementation, (4) preparation of thesis reports, and (5) thesis examinations.

The task of the thesis is an activity carried out by students in the form of scientific research. Writing a report on the results of research is an obligation that must be done by students who have finished their research.

To support these activities, it is necessary to compile a research guideline and thesis writing that must be followed by all the academic community in the environment of the Forestry Engineering Forest Cultivation Study Program, Faculty of Agriculture, University of Muhammadiyah Malang.

## **UNDERSTANDING AND OBJECTIVES OF THESIS RESEARCH**

Thesis is a final project or activity that produces a scientific work with a weight of 6 credits which is carried out in a planned, directed, systematic, and controlled manner which aims to enable students to apply their knowledge and expertise.

A thesis report is a scientific work in the form of a written report on the results of scientific research activities that are targeted, directed, systematic, and controlled which aims to enable students to apply the knowledge and expertise they have learned, be able to identify problems in the field, as long as able to communicate the results of the work in accordance with scientific rules.

## **ACADEMIC AND ADMINISTRATIVE REQUIREMENTS**

### **Academic Requirements**

To be able to take the final project (thesis), students must meet the following academic requirements:

- Have completed all theoretical courses
- Have completed the PKL task: and are declared passed
- Have a minimum cumulative achievement index (GPA) of 2, without any E grade.

### **Administrative Requirements**

To be able to take the final project (thesis), students must meet the following administrative requirements:

- Students have status by having a student card identity
- Students are not on leave status
- The thesis must be deprogrammed on the Study Prencana Card (KRS)
- Have paid the thesis fee in accordance with applicable regulations

## **THESIS SUPERVISOR**

During the final project (thesis), students will be guided by a supervisory team consisting of

- Minimum 2 (two) supervisors , namely:
  - 1 one) the Main Guide (Supervisor I)
  - 1 (one) accompanying supervisor (Supervisor II)
- The main supervisor and accompanying supervisor are appointed by the head of the department and ratified by the Dean's Decree.
- If necessary, the data field supervisor is proposed by the student to the Head of the Department and ratified by the Dean's Decree. Matters relating to field dismantling will be arranged separately.

### **Requirements for Primary Adviser And Companion**

- The main companion and the accompanying supervisor

and or lecturers are not permanent in the forestry department, and as low as they have the academic rank of expert assistants.

### **Field Advisory Requirements**

- Field supervisors are personnel from agencies / institutions where students carry out thesis activities
- At least a field supervisor is a bachelor graduate and or an expert / professional in the field of work related to the material of student thesis activities.

### **Procedure for Appointing a Supervisor**

- The determination of the Main Supervisor, Companion Supervisor and or field supervisor is finalized after the student submits a tentative topic of research problems to the Head of the Department.
- The Head of the Department appoints one Main Supervisor and one Companion Supervisor and or field Supervisor.
- The Head of the Department submits the appointment of the Supervisor in writing to the Dean for a decree of appointment which is valid for two semesters.

### **Replacement of Supervisor**

If for some reason or permanently unable to do so, the Main Supervisor or The Accompanying Supervisor and or field Supervisor, and or one of them, and or all the guidance personnel are unable to carry out their duties, if the student concerned reports to the Head of the Department. Furthermore, the Head of the Department can show his successor by paying attention to the requirements of the supervisor mentioned above

### **Supervisor Procedure**

- (1) Students and the supervisory team discuss the title, outline and design of the research which will be stated in the form of a thesis research proposal .
- (2) Thesis research proposal must be enrolled in the major
- (3) Research proposals that have been approved by the guidance team must be disseminated by students.
- (4) Students who have carried out the seminar andn have revised the proposal for consideration and input on the results of the seminar to immediately carry out research.
- (5) The guidance team monitors the research process of the student's thesis guidance by using a guidance card.
- (6) After the completion of the research, students are requiredto compile a thesis report in accordance with the format and systematics that apply.
- (7) If the report is not completed within a period of two consecutive semesters, then the thesis is declared void, and the student must repeat with a different topic. Furthermore, provisions apply starting from the beginning.
- (8) Thesis report that has been approved by the supervisory team will be evaluated in the form of a separately arranged thesis exam.
- (9) The final report of the revised or corrected results must be approved by the testing team, henceforth duplicated in duplicate 6 (six), with details:
  - 1 throw for Major
  - 1 throw for the Central Library
  - 1 throw for the Main Supervisor (tester I)
  - 1 ex throw for a Companion Supervisor (Examiner II)
  - 1 throw for Tester III
  - 1 throw for Tester VI
- (10) In addition to compiling the final report of the thesis, students are required to make reports in the form of scientific publication manuscripts according to the specified format.

## **THESIS EXAM TRIAL**

### **Thesis Exam**

- Thesis examination is held in a scheduled manner at the time of the judiciary.
- The thesis exam is a comprehensive evaluation of the implementation of the student's final project.
- The requirements for the thesis exam will be arranged separately.
- The evaluation of the exam includes: the systematics of writing a report, the content of the report. Mastery of the material, ability to discuss, attitude and appearance.

### **Thesis exam procedure**

- (1) Students who have finished writing their thesis report are entitled to submit a thesis exam by registering the exam with the Head of the Department (syarat registration is arranged separately).
- (2) The Department processes the registration file and determines the members of the board of examiners specified in the Dean's decree . The members of the examining board consist of 4 people (1 chairman and 3 members).
- (3) The department determines the exam schedule for each student who has registered and meets both academic and administrative requirements.
- (4) If at the specified time the student does not attend for no apparent reason, the exam will be held in the next registration period n.
- (5) The Department reserves the right to replace the members of the board of examiners whenever it deems necessary.
- (6) During the exam, students must follow the applicable rules of conduct (attached).
- (7) The evaluation of the final project (thesis) includes a single entity, namely:
  - (1) research proposals,
  - (2) seminars, (3) research implementation, (4) guidance process, and (5) thesis exam results .

## **SYSTEMATICS OF THE PROPOSAL AND LAPORAN RESEARCH**

The writing of proposals and thesis reports are divided into: (1) Initial Chart, (2) Core Section, and (3) Final Section.

### ***Preliminary Section***

#### ***Research Proposals*** This

section consists of:

- Cover Page
- Title Page
- Supervisor Approval Page
- Preface
- Table of Contents
- Table (if any)
- List of Images (if any)
- List of Attachments (if any)

#### ***Core Parts of the Proposal***

This section consists of:

- Introduction
- Literature Review
- Research Materials and Methods

#### ***Final Section of the Proposal***

This section consists of:

- Bibliography
- Appendices (if any)

## **Research Report**

### ***Early Part of the***

### ***Report***

This section consists of:

- Approval and Endorsement page
- Statement of Authenticity page of writing
- Designation Page
- Curriculum Vitae Page
- Abstract
- Preface
- List of Isi
- Table
- Image List
- Appendix List

### ***Core Parts of the Report***

- This section consists of:
- Introduction
- Literature Review
- Research Materials and Methods
- Results and Discussion
- Conclusions and

Suggestions ***The Final***

### ***Section of the Report***

This section consists of:

- Bibliography
- Appendices

## INITIAL PART

### Cover Page

The cover page contains: the title in full, the word thesis / research proposal, the name and student identification number (NIM), the emblem of the University of Muhammadiyah Malang with a diameter of 5 cm, and followed by the full name of the university, faculty, department, study program and wallu (months-years) passed the exam. All letters are printed in capital letters. The composition of the letters and layout of each part are arranged symmetrically, neatly, and harmoniously. The font size used is 12-16 points. Examples of cover pages can be seen pthere are Appendix 5 (for research proposals) and Appendix 8 (for thesis).

### Title Page

The title page consists of two pages. The first page, the content and format are the same as the cover page. The title page of the second sheet contains: (1) the title of the thesis in full typed in capital letters, (2) the text of *the thesis* is submitted to the *University of Muhammadiyah Malang to meet one of the requirements in completing the program Bachelor of Forestry* (for thesis report), and the text of *the research proposal is referredto (/ niversttas Muhammadiyah Malang to meet one of the requirements in carrying out thesis research* (for thesis research proposal), (3) the name and parent number of the student, typed in lowercase except the first letter of the name and NIM, (4) the full name of the university, faculty, department and study program is typed in capital letters, (5) month (typed in lowercase except the first letter) and the year of passing the exam. For research proposals there is no need to list the months. An example of a judul page can be seen on.

**Appendix 6** (for research proposals) and **Appendix 9** (for thesis).

The title, although placed first on the face skin (volume) of the thesis, but in practice is compiled at the very end after the entire thesis preparation is completed.

Why is that, because the original title needs to be adjusted to the facts reflected in the scope of the research material.

The title is formulated concisely, communicatively and consistently with the scope and material of the thesis. According to the purpose of science which, among other things, is to find and explain the relationship between faculties, the title should reflect the intended relationship. Do not give titles that are *ngambang*' The title is written short, clear or informative, in accordance with the content of the paper and consists of a maximum of 15 words.

Make the title precise-content and interesting, so that the reader is moved to read further to the end.

Some things that must be considered in formulating the title are as follows:

- Judul is the most read by users, consisting of several words that represent the content of the paper. Titles are also important for index-making officers and abstracts.
- A title is a series of words that do not need to follow the rules grammar. The most important thing is that the selection of the words must have a proper meaning.
- Do not expose unnecessary use of words in titles such as Research for ....., Observations ....., Preliminary Experiments for , ..... some. ..., dan others so on. Such words can be omitted and will not change the meaning of the title.
- Avoid using abbreviations, formulas, jargon and similar things. If it is forced to be used , it must be written completely, for example HCL must be written hydrochloric acid , etc.
- The use of serial titles can be troublesome for readers especially when one of its serial numbers cannot be published. This causes dependence from

reader. Similarly, the use of hanging titles (between the title and the subtitle is separated by a sign : ). The title contains unnecessary words or punctuation marks. The title is thus similar to a serial title. The use of this kind of title should be avoided because in principle, the article should convey the results of the research that is dependent.

- Conventional titles are usually more indicative than informative. The title thus puts forward its subject not its conclusion and usually begins with the word, for example . Influence.....

### Approval Sheet

There are two kinds of approval sheets. The first approval sheet contains the approval of the advisers. The things listed in the supervisor's approval sheet are: (1) the title of the thesis, full name, student's parent number, major / study program, typed in lowercase except the first letter of each word, (2) the text of *the Thesis* by these have been checked and approved for testing (for thesis report), and *Research proposals* by *this has been examined and approved for research* (for thesis proposal), (3) the full name and employee identification number (NIP) of Supervisor I and supervisor II. Examples of supervisor approval sheets can be seen in **Appendix 7** (for research proposals) and **Appendix 10** (for thesis).

The second approval sheet contains the endorsement of the thesis by the examiners, department chairmen, and deans. This endorsement was only given after a briefing was held by the student concerned in accordance with the suggestions given by the examiners at the time of the ujian. In the approval sheet of the examining lecturer, it is stated: (1) the title of the thesis, full name, student's parent number, major, and study program are typed in lowercase except for the first letter of each word, (2) the text of *the Thesis* by this has been defended in front of the board of examiners, (3) the dates of the years of the examination, signatures, full names and NIPs of each board of examiners of the dean/chairman

major/study program. An example of the board of examiners' approval sheet can be seen in **Appendix 11**.

### **Statement of Authenticity of The Writing**

The statement of authenticity of the writing contains the pnulis expression that the content of the thesis he wrote does not constitute a takeover of the writing or thoughts of others that were confessed as a result of his own writings or thoughts (plagiarism). An example of a statement of authenticity of the writing can be seen in **Appendix 12**.

### **Designation Page**

This page is not a necessity in the thesis, whether it can exist or not. This page contains author expressions of a personal nature, for example for whom the thesis is worshipped, or quotations of words, quotations of verses. The name written on this page is the one that is relevant to the author (parents, siblings, spouses, children, etc.). An example of the designation page can be seen in **Lamp13**.

### **Biography**

The curriculum vitae of the thesis writer should be presented narratively and use a third-person point of view (not using the word *me* or *us*). Things that need to be contained in the curriculum vitae are the author's full name, place and date of birth, educational history, relevant organizational experience, and information about achievements that have been achieved while studying in college or while in elementary and high school. Those whoare already married can list their spouses and their sons and daughters. The curriculum vitae is typed with a single space (one space). An example of a curriculum vitae can be seen in **Appendix 14**.

## **Abstract**

The abstract word is written in the middle of the page with a capital letter, symmetrical at the upper boundary of the typing plane and without a period. The author's name is typed at a distance of 2 spaces from the abstract word, on the left edge in order: the last name is followed by a comma, the initial name, the middle name (if any) ends in a period. The year of graduation is written after the name, ending with a period. The title is italicized with lowercase letters (except the initial letter on each word) and ends with a period. Then listed the names of supervisors I and II complete with their academic degrees.

In the abstract, a key word is placed under the name of the supervisor. The number of keywords ranges from three to five pieces. In the abstract text is presented in a dense way the essence of the thesis that includes the background, the problem under study, the methods used, the results obtained, conclusions and suggestions (if any)

The text inside the abstract is typed with a single space (one space) and no more than two pages of A4 size paper in length. An example of an abstract can be seen in **Appendix 15**.

## **Preface**

In the thesis, the preface is more of an opportunity to express appreciation for the various philosophies that have contributed to the researcher. In this case, the researcher expressed his appreciation in special words to each of them who had contributed in supporting their success. The provision of a special opportunity that adds space or yard to it is in place, for what it means to add one or more pages, when compared to the sincerity of their banan in various forms and ways of meritoriousness.

The preface inscription is typed in capital letters, symmetrical at the upper border of the typing field and without dots. The text of the preface is written with double space (two spaces). The length of the text is nothing more than dua page. At the end of the text

(in the lower right corner) is listed the word *Author* without mentioning the name of the light. An example of a preface can be seen in **Appendix 16**.

### **Table of Contents**

The list is a systematization of the presentation of each title and subtitle contained in the dal;am thesis which is arranged sequentially following the submission to the page number in question.

All chapter titles are typed in capital letters, while subbab and subbab headings are only the initial letters typed with capital letters. An example of the Table of contents can be seen in **Appendix 17**.

### **Table**

Basically, it has the same function as the table of contents. Each Table along with its numbers and titles are arranged sequentially and numbered with a page number temp at the table in question.

Table headings that require more than one line to be typed with single spaces. Between the table headings one another is spaced two spaces apart. An example of a list of tables can be seen in **Appendix 18**.

### **Image List**

Also here it has the same function as other lists, which is to sequentially display the number of the image, the title of each image accompanied by the page number where the image is concerned.

Garnbar titles that require more than one line are typed with single spaces. Between the titles of one image and the other are spaced two spaces apart. An example of a list of images can be seen in **Appendix 19**.

### **Appendix List**

Same with the function of other lists , containing in order the number and title of each attachment placed on the back page of the thesis. Also for the attachments are given instructions to the page number of the place in question.

Attachment headings that require more than one line are typed with single spaces. Between judul the attachments of one another are spaced two spaces apart. An example of a list of attachments can be seen in **Appendix 20**.

## **CORE PARTS**

### **Introduction**

The Introductory Chapter is the beginning of the activities of preparing scientific papers (thesis), by following the structure of scientific writing oriented to the structure of scientific research which is manifested in the form of a sequence of the main steps of the scientific method.

CHAPTER.I. consists of the following sub-chapters :

- 1.1 Research background
- 1.2 Problem Identification
- 1.3 Purpose and Objectives of the Study
- 1.4 Usefulness of research
- 1.5 Premises and Hypotheses

### ***Research Background***

The background of the study reflects the dynamics of thought processes why the phenomena (natural symptoms, social symptoms) encountered arouse the intention or call to conduct the study. Logically, pgneliti sees the phenomenon in a conditionally and situational state

hints at a certain degree of emergency or insecurity. Thus the researcher is encouraged by the scales that tickle his heart to answer the following two questions: 1) When conducting research, what in terms of positive impacts can be secured or recited 2) if there is no research on what "sin" haunts the researcher's psyche, namely in terms of negative impacts that will drag on.

However, researchers must feel confident that the phenomenon they encounter is really a problem that is still actual and relevant to the present. Where should he turn to mendapat confirmation of it. Nothing but consulting the characteristics of science, namely literature or literature in various forms of information sources" Among others in the form of scientific magazines, reference books, forum reports scientific meetings, documentation or consulting the nearest scientific experts in the discipline in question.

From the results of the consultation, the researcher will obtain confirmation or certainty about the correctness of the status of the problem from the phenomenon encountered in terms of its actuality and relevance. This means that it is not obsolete and there are still aspects that remain unanswered completely, even though they have been often researched. If it turns out that it has been used or has obtained the answer to the solution as soon as possible, it means that it is not a problem anymore, so it will be redundant if the research is carried out again. In turn should choose alternatives to other phenomena to study that are definitely still actual and relevant.

Why should researchers pay attention to the aspects of actuality and relevance (related to one of the elements of IPOLEKSOSBIID HANKAMNAS)? The answer is that research is expensive, time-consuming, labor-intensive and costly. Therefore it must be compatible with the functional purpose of research, which is to obtain a practical benefit value that is balanced with the value of scientific contributions to the development of science. Accordingly, what components should be considered in the Research Background subsub ?' From the description above, the following have been reflected.

- (1) The determination of the problem, which is tested for certainty of its actuality and relevance. Then it is formulated in the form of a central theme of the problem or "problem issue", as a concise overview conditionally and situationally the phenomenon at hand, so that it is evocative to be carried out in the immediate or near future. Ini means sharpening the status of the level of vulnerability of the central theme of the problem as a justification for the truth of providing support for urgency research. The formulation of the central theme of the problem is displayed as the first sentence in the first page of the research background

**Example of the Central Theme Formulation form of the Problem:**

"Government development of cooperatives that have been officialized for too long (internal interference) results in only a small number of cooperatives that are able to develop in an independent way, so most of them are still overwhelmed with organizational problems, capital, and management".

- (2) The treatise is in the form of an argument for empirical data support that, underlies the description of the process of arising the phenomenon at hand. Afinya researchers already have a scientific perception of what must be considered in order to approach the problem.
- (3) The closing sentence is in the form of an overview of what is expected from the results of the study, as perceived in the form of a positive impact as a declaration of the value of practical benefits and scientific contributions to the development of science.

**Research Problem Rumasan**

Every researcher, student or lecturer who is looking for research objects, often has difficulty formulating research problems. The starting point for the emergence of a research idea must begin with a problem. Furthermore, the research will be directed to find answers to the problems posed. Students when asked, what is their research problem, in general branda mentions the topic (title) of the research. The topic is indeed related to research problems, tetaBi research problems must be raised first

first, not the title of the research is determined first then formulates the research problem. Stating research problems, in reality, is not always easy. Students should be trained to state their research problems briefly. Preliminary problems must be formulated clearly and accurately.

The formulation of research problems is useful for several purposes, namely (a) the justification or reason why the research is carried out can be seen from the importance of the problem. Research should also include "What", "Whom", "Where", and "When", (b) being able to direct the research.

### **The role of theory in the formulation of the problem**

The formulation of the problem was more detailed given in the Framework of Theory and Conception, in this section it is tried to express the problem, simplification, formulated in observable variables. If the research is in the form of an experiment, theories are put forward that will support the methodology of implementing the experiment.

### **How to express a problem?**

The word "problem" does have different meanings, it can mean the scope of the scope or about. A doctor is visited by the patient, always faced with the problem of knowing why the person is sick. Research problems can be questions that arise due to ignorance or gaps. A more specific formulation of a question will be easier to answer than a general question. There are several ways to know whether the formulation of the problem has been well revealed. The definition of the problem referred to in the study has a specific meaning.

### **Sources of obtaining research problems**

Research problems can be obtained from several sources, the first of which comes from existing theories. If the theory is to be raised by the researcher, then he

will test the correctness of that theory in the same environment or in a different environment, where something theory has been accepted. Under such circumstances, the theory in a particular study turns into a hypothesis, and the study is aimed at testing the hypothesis. The second source comes from observations in the field, in such situations researchers are called to answer practical problems.

Research can be aimed at filling in the gaps in knowledge of why there is a discrepancy between "What is" (what is te{adi) and "What should be" (what should have happened).

A researcher can make a coronation to produce new technologies, for example, some of the studies carried out by trntuk develop "screw construction", accommodating the noise that occurs in the factory to become energy, so as to be able to save energy. As a researcher, of course, he wants to succeed in producing the technology he wants, the experiment is being carried out. The research did not always end in achieving the goal, successfully producing technology. Research to produce that new technologist, it's not whether it works or not that's a measure. At some stage, if he fails, he is able to explain his stuttering, if he is successful he is also able to explain the success achieved.

A researcher attempts to conduct garlic experimental research

Lowland. The formulation of the problem put forward: "*domestic garlic production does not adequately meet the needs, so it must be imported. High-yielding land that can be planted with garlic with limited products, for the improvement of production is seen as necessary to read planting garlic in the lower kasi. Research question, can garlic crops be grown profitably in the lowlands?*"

In the researcher there is at least knowledge of agronomic theory caused him to be interested in trying or looking for opportunities to spice garlic in low datarn. In the preliminary study, researchers are still dabbling in planting in the lowlands. There are two possibilities that will

obtained, garlic in the lowlands gives an advantage or is unprofitable for the one who strives. If the research stops here, it can be considered that the research qualifications are less weighty. The quality of research will be higher if researchers are able to explain why garlic is successfully or unsuccessfully grown in the lowlands using the theory of various agronomic sciences, tanatq or other.

If the researcher is unable to explain failure or success his research, it is no different from farmers who are just trying to win the usual plant is grown. If he fails then the bandages are finished, because he is incapable of using the theory to further refine the experiment. Similarly, a tekml engineer who fails or successfully conducts certain experiments, but he is unable to explain his success or failure, means that this kind of research has not fulfilled scientific research.

Often non-specific research problems are formulated, this leads to research not or is less directed in an effort to answer the problem. An example of a non-specific formulation of the problem is *"Indonesia at this time the level of soybean production, soybean productivity per hectare is still low, some soybeans are imported"*.

A more specific example of formulation is. *"the results of superior rice research have been disseminated by the Department of Agriculture Tanamnn Pangan, although farmers have used seeds unggul soybean produrktiftas are still much lower than the productivettas achieved by the Experimental Center hosil"*. Soybeans as one of the commodities cultivated by farmers, must have a relationship with other crops. Therefore, the problem of low soybean production, is not only in the soybean crop system itself, but in the system of the plant as a whole.

A researcher who seeks to increase corn production in Madura, is not enough to try to introduce ways of growing high-yielding jagurng varieties,

because the desired age of corn is a short life, although he knows the technical-culvert practice, the obstacle is to the overall planting pattern

A formulation that is too specific, without starting to analyze the soybean commodity system will result in the results of the study can be absent for practical purposes, for example:

- Researchers with the discipline of agronomics, without providing terlebih justification, first came directly to the specific formulation of research, which was reflected in the title of the study: *"The Use of Planting Distances to increase soybean Production"*. The purpose of such a study is very clear, that is, to find out the optimal planting distance, which may be associated with certain environmental conditions.
- Agricultural economics researchers want to know the use or factors of resource production, which is predicted to be one of the causes of low production. The purpose of the study is also clear, is to find out the allocation of fertilizer use, the optimal work program. At the end of his research, the researcher concluded that the allocation of the use of production factors was not optimal, it was suggested that farmers could increase the use of production factors. The second researcher has not been able to answer practical problems completely, because there are many factors that cause the non-optimal use of resources.

### ***Identification of The Problem***

Problem identification is the elaboration of the central theme of the problem into several specific sub-problems, which are formulated in the form of question sentences. In other words there are specific things that are in question related to the problem at hand. This means that the identification of the problem contains certain acuanacuan that directs the disclosure of empirical data through the preparation of the study.

This reminds us in the talk of the scientific method contained attempts to get to know the factors involved, the characteristics of the influence

each factor to phenomena, the relationship of one factor to another in its influence on the phenomenon. Thus, the form of the formulation of the problem identification in the form of a question sentence will lead to

the following example :

- Factor or factors-what factors influence the phenomenon"
- How does each factor affect the phenomenon.
- The extent to which there is a combined influence of certain factors on the phenomenon.

### ***Research Purpose and Objectives***

The purpose and objectives of the study are aligned in its formulation' In fact , this is a description of the operationalization of the research of each sub-problem and its references as formulated in the identification of the problem. Therefore the sequence must be consistent with the order of identification of the problem. The writing is in the form of a declarative sentence that "announces" how the operational activities of his research are portrayed. By being oriented to the example of the formulation of problem identification, it can be followed the following formulation guidelines.

- Studying what factors or factors are involved in the phenomenon.
- Studying the characteristics of factors-factors in its influence on phenomena '
- The extent to which there is a combined influence of certain factors on the Phenomenon.

Generally the statement of the purpose of the study begins with the following sentence:

- To determine... Dst.
- To acquire ... Dst

In the purpose of the study, it is intended to state specifically what will be excluded in the study, and thus from the statement it will be clear what the study will produce, if that goal has been

well formulated, it will be very easy for the reader, not only to know what the researcher will achieve, but the reader of the preliminary report will soon be able to easily find out whether the researcher with his research report has achieved the goal.

### **Research Uses**

This is the phrasing of the specifics of the research contribution to the value of practical benefits, as well as its scientific contribution to the development of science, as described earlier in the concluding sentence in the research background sub-section .

Stating what benefits would be gained if the purpose of the study had been achieved? Does it contribute to science or is it useful to answer problems in the world of pre-radicalism? If the researcher says the research being done is going to contribute to science, it needs to be specified in terms of what knowledge. It is illogical if he would contribute to the course of science, whereas he himself did not know the knowledge of the frontier.

Keep in mind that what is carried out by a researcher is usually one part of a real-world problem . The problem is a fragment or component of other problems. The function of formulating problems is an effort to relate the very complex real world to the problem under study. The real world is very complex, the relationship between research problems and the real world has been formulated in research problems.

If the problem is raised from the world of practice to answer problems in the field, there is a process of simplification from a practical problem to a research problem (researchable question). Therefore, at the end of the study, the implications of the study on the diversity are often listed. It is in this chapter that the researcher tries to restore the conclusions of the results of the study with the necessary wisdom. Between the conclusions of the results of the study and

implications for policy, there may still be leaps and bounds, in which case the role of the researcher seeks to connect between the two" Example: a clue to writing the research objectives of the study to solve

Practical problems:

- As above: formulate a research problem.
- Succinctly write down "**what** - the **figure of the problem**" and describe alternatives  
actions or actions that can be disregarded to solve the problem"
- Write a statement describing the "conditions" that exist or are necessary for each of the alternatives that can be passed. Also write down whether the action that can be pleased can solve the problem.

### *ApesThink , Premises and Hypotheses*

The frame of thought is the support of the theoretical basis in order to provide answers to the problem-solving approach. As is known, science is a continuation of the continuity of activities that have been pioneered by previous scientific experts. This means that there is already a repository of theories for each of the disciplines, including those relevant to the problem being worked on. Therefore, in order to develop a framework of trinketing, it must be dotted with the selection of itmiah evidences in the form of conclusions from the research results of previous scientific experts , but which until now it has been valid, in the sense that it has never been refuted by other jurists. The evidences are arranged in the form of the essence of each research result of a particular scientific expert in the form of concise destruction. Thus obtained a series of scientific evidence whose number depends on the number of researchers who have worked on similar problems. It should be explained that these evidences are compiled as a record outside the manuscript. What is included in the manuscript is that after each of the evidence is re-installed the essence of the statement becomes a premise. Below the right of the statement of each premise is also listed the name of the figure and the year of the statement. As an illustration can be followed the scheme below.

Evidence-1
Statement

Premise-1
Statement

(Sayogio, 1996)

Evidence-2
Statement

Premise-2
Statement

(Pennyi, 1995)

Evidence-2
Statement

Premise-n
Statement

(Yamari, 1997)

Why do we arrange evidence and premises separately? As is well known we must create a frame of thought in the form of an equilibrium of theoretical basic support as a summary of the evidence. Argumentation according to the literary genre is a short treatise that further contrasts personal attitudes and views on a phenomenon that is highlighted critically-analytically. In other words, it is a theoretical basis to provide answers to problem-solving approaches raised from the research results of previous experts who have been tested for truth, and have not been refuted by other jurisprudence. When the frame of thought has been drawn up, it is equipped with a series of premises in the same number and order as the evidence in question (taken from the notes).

### **Hypothesis**

Thus, we enter the process of preparing hypotheses in the form of deductive thinking logic in order to draw special conclusions (hypotheses) from the symmath of gmum in the form of premises. As for the correctness of deductive logic adheres to the principle of coherence, meaning that given that those premises are sources of information that no longer need to be tested for scientific truth, then with

by itself the hypothesis as the conclusion of those premises has certainty of innocence as well. It should be noted that the hypothesis in conclusion of its unnecessary number is always equal to the sum of its premises.

Does in research always have to be hypothesis? The answer: yes' But it does not always need to be formulated in the form of a sentence in the research draft' A hypothesis is an approximation or conjecture regarding the facts being produced or a temporary answer regarding a symptom or relationship between two empirical symptoms.

The hypothesis must be based on a theory to avoid false relationships' Researchers can come to misleading conclusions, because the conclusions obtained are supported by data but have no theoretical basis' Thus, researchers should not give hypotheses casually, trying to connect one concept (variable) and another concept (variable). 'A scientific hypothesis is a relationship between concepts (variables) that can be accepted by logic based on a logical framework using existing theories, but it has not been confirmed empirically. Theory can be elevated to hypothesis, which will be tested empirically in a certain environment. The results of the hypothesis test can support the theory or it can, reject the theory. Therefore, the results of the study do not need to be in accordance with the hypothesis, either the hypothesis is lifted from the theory or the results of field observations.

Each stage of the development of scientific thought is made by estimating events by developing hypotheses (which are sought to be proved) that often begin on a non-solid basis. That scientific thinking can be raised as a hypothesis, to be proven by empirical data. If the researcher rejects or supports scientific thinking it means that he has succeeded in expanding the world of knowledge.

### **Hypothesis formulation procedure**

Good research , namely research that tests the hypothesis of good formulation results, is very necessary in the development process for two common reasons. First, the role of the quality of human resources is vital in the development program that is being carried out and that is about to be dated. This fact has resulted in a lot of attention being paid to the quality of human resources in recent times. This is related to the level of difficulty of masalah faced in the implementation of the development program is getting higher. Such a situation is indeed inevitable because it is the nature of the development process itself that continues to undergo changes in progress with time.

In the previous development program, a lot of attention was devoted to economic development, especially the agricultural sector. The development goal , namely increasing production to achieve mainly food self-sufficiency, can be realized by increasing the expansion of planting areas, Fnggunaan ,fertilizer, intensive plant maintenance and construction of irrigation networks. The application of this action and the use of high-yielding varieties that are mainly produced from conventional breeding techniques (selection and hybridization) lead to an increase in production at the level of self-sufficiency. If all these factors of production have been applied at an optimum level, then the obstacles to efforts to increase food production further certainly no longer lie in these factors. The present state of affairs requires a broader and deeper knowledge. As a trope, the creation of high-yielding varieties cannot rely only on conventional plant breeding, since this technique infuses a long time...

### **Literature Review**

As mentioned earlier, science does not begin with a blank page, that is, what we are doing today is only a continuation of the pioneering continuity that has been pursued by previous scientific experts.

It is therefore absolutely accommodated in a separate chapter, not a consideration of whether it is or little that can be covered, depending on "the state of affairs" or "the state of the art". This is a manifestation of the researcher's submission to the nature of selecting material from scientific evidence within the range of available scientific characteristics, as "g)etd's level of development of science and technology to the latest in the discipline in question, related to the problems worked on. In other words, it has a certain image weight to the researcher (now).

How is the technique for preparing a literature review, for this reason, a framework should be compiled that includes the scope and accentuation of research, by settling downn its components in the form of aspects in the actlanacuan contained in the identification of problems and hypotheses. Dotted with it, each aspect is reviewed based on the available literature, complete with expert figuresa, the year of the statement and the essence of the statement. It also involves the critical spotlight of analytics as personal attitudes and views, and tries to find out in what respects and whys if there are differences between interim experts or groupsof experts. It also means explaining why researchers side with the same.

It should be argued that if the critical-analytical review is not carried out, then it is feared that researchers are classified as merely "storehouses of knowledge" or "retailers of knowledge". This means that what needs to be known, fully mastered and detailed, is only always according to the views of others, not according to personal attitudes and views. In addition to giving a certain image weight to the researcher, literature review has a pent ing function, namely as a basis for comparing the results of the research itself disc ussed in the Chapter IV. RESULTS AND DISCUSSIONS often dt encounter scientific papers that seem as if no one had ever researched before. Indeed, if you do not compare with the one provided

in a literature review, it would seem like the research was only for the first time in the history of the development of science.

There is another note that the scope of the literature review should touch on the scientific publications of the most late year, in accordance with the year of preparation of the scientific work of the researcher (now).

Another aspect is related to scientific notation techniques such as how to twist the essence of an expert's research results, either directly from his scientific work or through citations made by other experts. There are indeed various tastes in this regard. However, in principle the important thing is to know the expert figure, the year of his statement, and the apa essence of his equalization edited in the language of the peneiiti (now), or there is a partial rule of being circumcised as a whole. Among other tastes are those that put a numerical mark above the final word of the literature material review such as .1);2);3) to n), with two versions. First, the number refers to the Same number in the bibliography of scientific papers. The second version, the number refers to the footnote at the bottom left of the page in question, which explains which expert figures were from and what year they were taken, including the title of his iimi air work, the name of his scientific majaiah and on what page. An example of a citation can be seen in the chapter on how to cite a library.

## **Research Materials and Methods**

This chapter is very technical in nature regarding everything involved in the preparation for the smooth conduct of the research operation and what is expected to be supported is commensurate with the empirical data revealed. Each term, factor, criterion, benchmark is explained specifically in detail" There are times when it is necessary to establish a specific operational definition of a particular criterion, as a starting point assumption that underlies functional support of other sub- criteria or criteria. In principle, whatever is done must be accountable in accordance with the demands of the philosophy of science and the scientific method of the discipline concerned" In addition, the researcher must limit himself in every study, in accordance with the demands of the philosophy of science and the scientific method of the discipline concerned" In addition, the researcher must limit himself in every study, in accordance with

the time, energy and costs available, yes it is in order to be able to be carried out completely, the object can be observed, measured, the data can be processed, analyzed and interpreted, so that the hypothesis can be tested, after all, it meets the validity scientific.

The elements contained in this chapter are: (1) Location and Duration of research, (2) Research Materials and Tools, (3) Research Methods (Design, Data analysis, research procedures)

The location reflects the feasibility of the unfolding of the empirical data that is" required. Experienced fellow researchers can participate in assessing where it is likely that empirical data support can be obtained. Similarly, about the length of the research, reflects the harmony of time devoted to the implementation of the research in question.

Thus, if there is a temporary party whose judgment disputes aspects that are not covered by the scope and accentuation of this study, it can be answered with the reasons or arguments as stated at the point of departure of the preparation research.

Besides being consistent with those directed by the central theme of the problem, problem identification, research usefulness, framework of thought along with its premises and hypotheses, then all of them require a steady and appropriate research design. From the references in the identification of problems and hypotheses, the number and types of variables involved have been drawn, and they explored each of their influences both as a single effect and as a combined effect. It is also about the influence between the independent variables (which affect) and the dependent variables (which are affected)' Thus, it has been illustrated what the sub variables of each variable are concerned. With the support of secondary data (which is available that is collected) can also be known the population of the object of research, so that along with other research components, the research design can be determined which is appropriate in terms of the choice of approach design, the choice of data analysis methods,

the choice of the research method, the choice of how to collect the sample and determine the magnitude, the choice of the location of the research and the determination of the length of time of the study. The description of everything, the determination of definitions or assumptions, the determination of the kinds of variables and their sub-variables involved and their nature (independent' dependent) of the criteria benchmarks with tools and how to observe it, is a complete set of determining the design of the study as a whole' All of which needs to be presented in the CHAPTER. III. BAI{AN AND METHODS RESEARCH, in order

interested peer scientists can co-assess the feasibility of the design, can model it for their own research or test and verify it further. This is where science differs from art, namely the inter-subjective or impersonal sifatnya, so that everyone according to their potential background can obtain the same knowledge, by studying and applying their scientific method in a precise and consistent.

Thus it becomes clear why the completeness and integrity of the research design apparatus should be explicitly displayed' In other words, research materials and methods are an integral part of the completeness of the task of the socialization function of science, namely not only communicating the hasil of his research solely, but at the same time the components-components of the scientific work as a whole according to the prevailing format.

Indeed, the chapter Materials and Research Methods also simultaneously guides the direction, scope and accentuation of the preparation of the framework following the sequence of components of the Chapter on Research Results and Discussion.

## **Results of Research and Discussion**

This chapter displays the results of research whose data has been processed and analyzed. It was Kim's turn to compile a report- But in order to fill out this chapter IV, it is limited to the presentation of each of the aspects that have been studied, which are arranged verbally following certain systematics. In this case each aspect concerned is given a sub-jgdul, then it is stated on which Table the data

the results of his research are listed, here are the tables of elaboration of the rankings of each significance. Now what appears in the first so-called table. Among the visible, for example, in the table in the form of a variety of fingerprints is the significance of the influence of independent variables (as a treatment) on dependent variables (as those affected) and manifests their responses. It then compiles a table of elaborations of significance ratings for each treatment whose effect is significant. From each of these tables are expressed sub-variables which are very real or real, higher or lower in influence than the other variables, or which do not show a noticeable difference in influence.

In addition, there may also be interactions between certain independent variables that have a very real, real or unreal effect on dependent variables. Also a very real interaction or rather described further, to be studied which interaction results have the most beneficial practical benefit value.

Meanwhile, after interpreting or drawing fragmentary conclusions, then the results should be compared with the results of the research while the preliminary experts, to what extent it is in line or diverge, perhaps even the opposite. For this reason, it again compares it with those that have been reviewed in the literature review. If there is a deviant or contradictory, then it should be tried to find out why, where and bagaimana.

It should be pointed out that the Results of Research and Discussion are definitely diverse, depending on the discipline, and in turn on the scientific method adopted to achieve scientific validity. In socioeconomic research in agriculture, for example, it begins by displaying the profile of the research area based on secondary data. It is also necessary to interpret the analysis and draw conclusions for each aspect of the study- Only then is the compilation of the results of the preliminary based on primary data which is already known to each method and design of its research approach.

The drafting technique is the same as that which has been stated at the beginning of the description in this chapter. Purely descriptive research, of course, is another way of compiling research results and language with research that is analytical-hypothetical in nature. Similarly, with research in the field of anthropology and humanities that are not analytical-h-therapeutic, the results of research and discussion use special or specific methods in achieving scientific validity. In this case, using a method commonly called "empaQ/" or the "verstehen" method is more or less a social, cultural and psychological deepening.

In recent developments, the social sciences are also maturing in their methods of analysis in line with the advancement of "sociometqr", "economecontry", "anthropomefiy", "psychometry" and nonparametric statistics. It should be stated that the tables displayed are only analysis tables or "working tables", that is, the contents of which are in the form of analysis results, so that they can be interpreted immediately. Things of an elementary calculation nature are not commonly displayed. Also nrmus uji elementary significance need not be included, for example how to calculate the standard deviation, if  $t > P.05$ ; or if  $F > P.01$  and so on need not be explained again in the discussion.

If a particular calculation is to be introduced, or for a fellow scientist to be able to take advantage of, because it is new, its place is not in the research and discussion results chapter, but in the appendix. Similarly, the parent table is not directly interpreted, but the fungsi.e. as a support for the principal need to be maintained, also placed in the appendix.

As the final sub-heading of CHAPTER IV is hypothesis testing" This is a logical consequence of the scientific method that presents hiopotesis as a reference for the test of the scientific validity of research results. It is not uncommon for anyone to ignore such obligations on the grounds that their meaning is implicitly already covered in the results , research. The trick is to repeat

displaying each hypothesis as a whole, then followed by a Supporter equipped with p35ing-each relevant data, and the akhimya closes with a conclusion. The conclusion has only three alternatives, namely that the hypothesis in question is accepted or rejected (completely) or partially accepted and partly rejected. For those who are rejected (completely or partially), it should be sought to try why such a thing happened. If it is not successful to find the reward data to explain it, it is speculative even if it is speculative, in the sense that it is answered with a new theory or a new hypothesis" This needs to be remembered later in the section of suggestions or recommendations in the form of one aspect that needs to be further researched.

### **Conclusions and Suggestions**

In compiling the conclusions that come first are general conclusions as a generalization of the results of the study. The amount according to the material can be more than one.as a generalization, general conclusions tend to be qualitative. As for the implementationof sanaan, it gives precedence to the preparation of specific conclusions or specific conclusions related to each of the aspects studied, as directed by the references in each of the hypotheses concerned.

In this case, we again consider the List of Qualitative overviews of research results, by following each of the aspects. The symbol itself has hinted at a description of the qualitatil conclusion so that it remains only to complete it with the empirical data specification of the results of the discussionin Chapter IV, then a specific conclusion can be formulated in its entirety for each aspect. The conclusions of those specific conclusions are each consistent with the hypothesis in question and in turn with the identification of the problem. From thesespecific conclusions generalizations are made into one or more general conclusions. Now it is his turn to include suggestions or recommendations made from general conclusions and special conclusions, as an implication of the consequence of the functional objectives of the study, which is to produce benefit value

practical and value of scientific contribution to the development of science. In this case, the value of practical benefits is formulated in the form of operational follow-ups that can be implemented. While the value is scientific, the material can be put forward as explicitly as possible. It can also be specific suggestions for further research

## **FINAL PART**

### **Bibliography**

There are several versions of scientific notation techniques regarding the compilation of bibliography. In scientific notation techniques the bibliography can be diverse, but here the function remains the same, that is, as a reference for literature support for scientific work.

If the essential aspects of its function that are the focus of attention will refer to the following aspects:

- (1) Introduce the expert figure and or his companion following the year of his statement.
- (2) What is the title of his scientific work.
- (3) In what scientific media it is loaded, at what volume and on what page. When it is a book, it is called the publisher. By holding on to the main principle mentioned above, then the choice of technique the scientific notation for compiling a bibliography is a matter of taste and agreement on the environment of the discipline in question. Each author, depending on the goals and choice of the environment of his interests, adapts to the format prevailing therein. An example of writing a bibliography can be seen in the chapter tzta how to write a bibliography (reference list), and in **Appendix 21**.

### **Appendices**

Attachments serve as data support for each table analysis in question or related to specific aspects in order to

discussion of research results. The supporting forms vary, including the calculation process of statistical analysis, the master table of secondary data or primary data, examples of questionnaires, maps of research areas and so on. Each of the attachments is assigned a sequence number and a title to make it clear and its purpose.



**PART III**  
**TECHNIQUES FOR WRITING**  
**SCIENTIFIC PAPERS**

## INTRODUCTION

The im section contains instructions relating to the systematics of writing, how to refer to and write reference lists, tables and images, language and spelling, and printing and binding. In addition, at the end, practical instructions for writing are also given which include things that need to be considered and those that do not need to be done.

## SYSTEMATICS OF WRITING

The systematics of writing discussed in this section is specific to writing thesis proposals, thesis reports, and PKL reports; while the systematics of writing articles and papers follow different guidelines. A long paper that is more than 20 pages long can follow the systematics of a research report" the main difference between these two types of scientific work lies in the arrangement of its sections. The text of the thesis and the research report consist of chapters and subsections. The chapters and subsections are titled in a format according to their ranking" While the text of the article and the short paper consists of sections and subsections (no babnv-a), and each section and subsection is titled according to the format according to its rating. The introductory part of an article or paper may or may not be titled.

### **Systematics of Writing Thesis Proposals, Thesis Reports, Long Papers, Research Reports, and PKL Reports**

writing subsections for thesis proposals, thesis reports, research reports, and PKL reports can follow one of the following three alternatives.

#### ***First Alternative***

The ranking of chapter and subsection titles is stated In different types of letters in italics, and they are located on the page, and not by numbers, as follows:

- (1) rank I is written in all caps, bold, and placed in the middle (middle of the chapter).
- (2) rank 2 is written in bold all-cap letters, and placed on the left edge.
- (3) Rank 3 is written in lowercase, bold, and placed on the left edge.
- (4) Rank 4 is written in lowercase with italics, bold, and placed on the left edge.
- (5) rank 5 is written in lowercase (except the initial letter of the first word), 1.2 cm from the left edge, bold, and ending with a period.
- (6) Description items or examples are distinguished over hierarchical items (such as sequence of activities and schedules) and nonhierarchical items (such as examples that have an equal standing). Hierarchical items are expressed by numbers and letters in parentheses such as (1) and (a); whereas non-hierarchical items are expressed with bullets such as and ●

**Example:**

**CHAPTER II**  
**LITERATURE REVIEW**

What rank I includes is the writing of the chapter along with the title of the chapter, written in all caps, bold, and placed in the middle. The paragraph starts 1.2 cm from the left edge and then the next line is printed starting from the outline

**FACTORS AFFECTING GERMINATION**

Included in the 2nd rank is a subsection heading whose rank is one level below the chapter, written in uppercase, bold, and placed on the left edge. Its paragraphs start 1.2 cm from the left edge and then the next line is printed starting from the outline.

### **Inside Factors**

The heading of this subsection is rated 3, written in upper and lowercase letters, bold, and placed on the left edge. The paragraph starts 1.2 cm from the left edge and then the next line is printed starting from the outline

### ***Germination Inhibitors***

The heading of the im subbab is rated 4, written in uppercase and lowercase, bold, flat with the outline, and italicized. Paragraphirya starts 7.2 cm from the left edge and then baris is further printed starting from the outline.

### **Ingredients that interfere with metabolic trajectories.**

The heading of this subsection is rated 5, it is written in lowercase letters (except the initial letter in the first word), 1.2 cm from the left edge, bold, and ends with a dot'p aragraph it starts 1.2 cm from the left edge and then the next line is printed starting from the outline.

The following is an example of a hierarchical item.

Stages of germination of leda seeds (*Eucalyptus de glupta Blume*) :

- (1) the appearance of prospective roots and root neck
- (2) growth of root hairs on the root neck
- (3) root hairs grow more and more on the root neck but still do not grow on prospective roots
- (4) root hairs begin to grow On:
  - (a) root neck
  - (b) prospective roots
- (5) Dst.

The following is an example of a

nonhierarchical grain. Substances

inhibiting perglamour ahan :

- solution with a high osmotic rate

- mannitol solution
- NaCl solution
- ingredients contained in the fruit
- other substances such as coumarins and herbicides
- Dst.

Summary of writing chapter titles and the first alternative subsection:

<p style="text-align: center;"><b>CHAPTER II</b></p> <p style="text-align: center;"><b>LITERATURE REVIEWS</b></p> <p>.....</p> <p>.....</p> <p style="text-align: right;">.....</p> <p><b>FACTORS AFFECTING GERMINATION</b></p> <p>.....</p> <p>.....</p> <p style="text-align: right;">.....</p> <p><b>Inside Factors</b></p> <p>.....</p> <p>.....</p> <p style="text-align: right;">.....</p> <p><i>Development Inhibitors</i></p> <p>.....</p> <p>.....</p> <p style="text-align: right;">.....</p> <p><b>Ingredients that is interference with metabolic trajectories</b></p> <p>.....</p>
---

### ***Second Alternative***

The writing of the 1st-ranked chapter judul is done in the same way as the first alternative, which is written in all caps, bold, and placed in tengah. Subsequent rankings are expressed by the following numbers .

- (1) Rank 2 is characterized by a two-digit number separated by a point, but not ending with a point, and the beginning and the left edge. Subbab headings are written in uppercase and bold.
- (2) Rank 3 is marked by the number 3 digit separated by a point, but does not end with a point, and starts from the edge of the krri. This subbab title is written in lowercase Can bold.
- (3) Rank 4 is marked by a 4-digit number separated by a point, but does not end with a point, and starts from the left edge. The headings of this subsection are written in lowercase and bold.
- (4) Rank 5 is characterized by the number 5 digit separated by a point, but not ending with a point, and the beginning and edge of the kin. The title of this subsection is written in small and bold letters.
- (5) Description or example items are distinguished over hierarchical items (such as the sequence of activities and schedules) and non-hierarchical items (such as examples that have equal standing). Hierarchical items are expressed by numbers and dalarn letters brackets such as (1) and (a); whereas non-hierarchical items are expressed by bulit like o and . Examples of its use see explanations on alternatives first.

The first line of each new paragraph starts 1.2 cm from the left edge. The next line starts from the left edge (straight with the first digit).

**Example:**

## **CHAPTER II**

### **LITERATURE REVIEW**

The title of this chapter is rated 1 and is written the same as it applies to the first alternative .

## **2.1 Factors Affecting Germination**

The heading of this subsection is ranked 2nd whose order is marked by a two-digit number separated by a period but without being activated by a period, printed starting from the outline, written in lowercase letters, and printed bold" The paragraph begins 1.2 cm from the left edge and then the next line is printed starting from the line edge.

### **2.1.1 Inside Factors**

The heading of this subsection is ranked 3rd whose order is marked by a three-digit number separated by a period, but without being followed by a dot, printed starting from the outline, written with a small large hwuf, and printed in bold.

Paragraphirya starts 1.2 cm from the left edge and then the next line is printed starting from the line edge

#### **2.1.1.1 Germination Inhibitors**

The heading of this subsection is 4-rated whose order is marked by a four-digit number separated by a period but without ending with a period, printed starting from the outline, written in lowercase, and printed in bold. The paragraph is 1.2 cm from the left edge and then the next line is printed starting from the outline.

##### **2.1.1.1.1 Ingredients That Interfere with Metabolic Trajectory**

The title of this subbsb is ranked 5th whose order is marked by a five-digit number separated by a period but without ending with a period, printed starting from the outline, written in lowercase, and printed in bold. The paragraph begins 1.2 cm from the left edge and then the next line is printed starting from the line

Edge. Examples of hierarchical and non-hierarchical item engravers can be seen in the first alternative

Summary of writing the title of the second alternative subsection:

<p style="text-align: center;"><b>CHAPTER II</b></p> <p style="text-align: center;"><b>LITERATURE REVIEWS</b></p> <p>.....</p> <p>.....</p> <p style="text-align: right;">.....</p> <p><b>2.1 Factors Affecting Germination</b></p> <p>.....</p> <p>.....</p> <p style="text-align: right;">.....</p> <p><b>2.1.1 Inside Factors</b></p> <p>.....</p> <p>.....</p> <p style="text-align: right;">.....</p> <p><b>2.1.1.1 Development Inhibitors</b></p> <p>.....</p> <p>.....</p> <p style="text-align: right;">.....</p> <p><b>2.1.1.1.1 Ingredients that is interference with metabolic trajectories</b></p> <p>.....</p>
---

### ***Third Alternative***

The writing of the 1st-ranked chapter title is the same as that of the First Alternative, which is by placing it in the middle using all uppercase and bold letters. Subsequent rankings are expressed by letters and numbers as follows.

- (1) The summarization of 2 is indicated by the order of uppercase letters (A, B, C, etc.) using periods and written in lowercase and bold letters'
  - (2) Rank 3 is indicated by a sequence of numbers (1,2,3, etc.) using periods and written in lowercase and bold letters
  - (3) rank 4 is indicated by the order of lowercase letters (a, b, c, etc.) wearing a point and written in small, bold letters.
  - (4) The 5th rank is indicated by the sequence of numbers (1,2,3, etc.) using a closing parenthesis without a period, written in lowercase and bold'
- Description items or examples are distinguished over hierarchical items (such as the sequence of activities and schedules) and non-hierarchical items (such as examples of equal standing). Hierarchical grains are expressed by numbers and letters in parentheses such as (1) and (a); while non-hierarchical grains are expressed by bulit such as ■ and. An example of its use see the explanation in The First Alternative.

The first line of each new paragraph starts 1.2 cm from the left edge. The next line starts from the left edge.

Example:

## **CHAPTER II**

### **LITERATURE REVIEW**

The title of this chapter is ranked I and is written the same as the one that applies to the first Alternative. Paragraphs begin 1.2 cm from the left edge and then the next line is printed starting from the outline.

## **A. Factors Affecting Perkecambahan**

The title of this subsection is ranked 2nd whose order is marked with uppercase letters' using periods. The headings of this subsection are written in lowercase, printed in bold, and written from the outline. The paragraph starts 1.2 cm from the left edge and then the next line is printed starting from the outline.

### **1. Inside Factors**

The title of this subsection is ranked 3rd whose order is marked by a sequence of numbers using periods. The headings of this subsection are written in lowercase, printed in bold, and written from the outline. Paragraphs start at 1.2 cm from the left edge and then the next line is printed starting from the outline.

#### **a. Germination Inhibitors**

The heading of this subsection is ranked 4th which is marked in the order of lowercase letters using periods. The heading of this subsection is written in lowercase, bold, and written from the outline. The paragraph is 1.2 cm from the left edge and then the next line is printed starting from the outline. An example of the presentation of hierarchical and nonhierarchical grains can be seen in the First Alternative.

### **1) Ingredients that Disrupt the Metabolic Trajectory**

The heading of this subsection is rated 5 which is marked with a sequence of numbers using a closing parenthesis without a dot. The headings of this subsection are written in lowercase, bold, and are written from the outline. Paragraphs start 7.2 cm from the left edge and then the next line is printed starting from the outline.

Summary of writing the title of the third alternative subsection:

<p style="text-align: center;"><b>CHAPTER II</b></p> <p style="text-align: center;"><b>LITERATURE REVIEWS</b></p> <p>.....</p> <p>.....</p> <p style="text-align: right;">.....</p> <p><b>A. Factors Affecting Germination</b></p> <p>.....</p> <p>.....</p> <p style="text-align: right;">.....</p> <p><b>1. Inside Factors</b></p> <p>.....</p> <p>.....</p> <p style="text-align: right;">.....</p> <p><b>a. Germination Inhibitors</b></p> <p>.....</p> <p>.....</p> <p style="text-align: right;">.....</p> <p><b>1) Ingredients that interference with metabolic trajectory</b></p> <p>.....</p>
--

## Systematics of Writing Articles and Short Papers

The writing of the article section and its title to be submitted for publication in scientific journal and short papers ( $\leq 20$  pages) follows the same writing procedure as the First Alternative with a note that the number of ratings is limited to at most 4th place only, as follows.

- (1) Rank 1 is written in all caps, bold, and placed in the middle of the article title).
- (2) Rank 2 is written in all caps, bold, and placed on the left edge.
- (3) Rank 3 is written in lowercase, bold, and placed on the left edge.
- (4) Rank 4 is written in lowercase with italics, bold, and placed on the left edge.

Example:

### **TEACHING TAXONOMY**

The title of the article (ranked 1st) is written in all caps, bold, and placed in the middle. The distance between the title of the article and the text below it is 4 spaces.

### **TEACHING METHODS**

The title of this bagran includes a rank of 2nd, plastered with all uppercase letters, bold, and placed flattened left. Paragraphry starts 1.2 cm from the left edge and then the next line is printed starting from the outline.

### **Teaching Delivery Strategies**

The heading of this subsection includes a 3-incher, written with a small large hwuf, bold, and placed flattened to the left edge. His paragraphs start 1.2 cm from the left edge and then the next line is printed starting from the outline.

### ***Media Of Exaltation***

The heading of this subsection is 4-bound, written in lowercase, bold, aligned with the left edge, and italicized. Paragraphs begin 1.2 cm from the left edge and then the next line is printed starting from the outline.

Summary of writing the title and bagran-bagian of the article:

#### **TEACHING TAXONOMY**

.....

.....

#### **TEACHING METHODS**

.....

.....

#### **Teaching Delivery Strategies**

.....

.....

#### **Teaching Media**

.....

.....

## HOW TO REFER AND WRITE A REFERRAL LIST

### How to Refer

Referencing is passed by using the name of the end and year between the parentheses. If there are two authors, the referencing is done by saying the final names of the two authors. If the author is more than two people, the writing of the reference is done by writing the first name of the author followed by *et al.* If the author's name is not mentioned, what is included in the reference is the name of the publishing institution, the name of the published document, or the name of the Newspaper For the translated work, the author is carried out by way of mentioning the name of the original author. References from two or more sources written by different authors are listed in one parenthesis with a semicolon as their separator.

### How to Refer to Direct Citations

#### *Less than 40 Word Quotes*

Quotations containing less than 40 words are written between quotation marks (".. -") as the part that is in the main text, and followed by the author's name, year and page. The author's name can be written in a unified manner in the text or into one with the year and page number in parentheses. See the following example'

**The author's name is mentioned in the text in a unified manner"**

Example:

Soebronto ( 1990: 123) concluded " there is a close relationship between socioeconomic faculty and learning progress".

**The author's name is referred to along with the year of publication and the number: page.**

Example:

The conclusion of the study is that "there is a close relationship between socioeconomic factors and the uan belajar" (Soebronto, 1990 -123).

**If there are quotation marks in the citation, a single quotation mark (' ..' is used.**

Example.

The conclusion of the study is that "there is a tendency for more and more 'interference' of company leaders, the lower the level of employee participation in urban areas" (Soewignyo, 1991:101).

### ***Citations of 40 katu or more***

Citations containing 40 or more words are written without quotes separately from the preceding text, written 1.2 cm from the left and right borders" and typed with a single space. Page numbers should also be written.

Example:

Harsono (2001.125) draws the following conclusions.

Plants fed with fertilizer will be able to increase their growth and production. Characterized by an increase in the number of leaves, stem diameter, plant height, weight of the shell, dry weight and ukuran and jumlah of the resulting fruit. The harvest age of the crop will also be faster so that it is profitable and efficient in land use.

If there is a new paragraph in the quote again, the new line starts 1.2 cm from the left edge of the quote text line.

### ***Yong's Quote Partially Omitted***

If in direct quoting there are words in the sentence that are discarded, then the discarded words are replaced with three dots.

Example:

"All parties involved dalam the implementation of education in schools ... it is expected to have carried out a new Inrrikulum" (Manan. 1995:278).

If any sentence is discarded, then the discarded sentence is replaced with four dots.

Example:

"Manipulative motion is a skill that requires coordination between the eyes, hands, or other parts of the body ... Manipulative motion includes catching the ball, kicking the ball, and drawing" (Asim, 1995:315).

### **How to Refer to Indirect Quotes**

Quotations referred to indirectly or put forward in the language of the author are written without quotation marks and are integrated in the text. The name of the author of the quoting material can be called unified in the text, or called in brackets along with the year of its publication. If possible page numbers are mentioned. Consider the following example.

**The author's name is called unified in the text.**

Example:

Salimin (1990:13) did not expect that third-year college students are better than fourth-year students.

**The author's name is mentioned in parentheses along with the year of its publication.**

Example:

Third-year students turned out to be better than fourth-year students (Salimin, 1990:13).

## How to Write a Referral List

A list of references is a list containing books, treason, articles, or other material cited either directly or indirectly' The material read but not cited is not included in the Reference List, while material cited directly or indirectly in the text must be included in the Reference List. Basically, the unsure written in the Reference List in a row includes

(1) the author's name is written in order: last name, first name, and middle name, without an academic degree, (2) years of publication, (3) a title, including a child title (subtitle), (4) the city where it was published, and (5) the name of the publisher. These elements may vary depending on the type of source of the library. If the author is more than one, the way the name is written is the same as that of the First author.

The author's name consisting of two parts is written in the order" of the last name followed by a comma, the initial name (abbreviated or not abbreviated but must be consistent in one scientific work), ending with a period. If the referenced source is written by the team, all the names of the authors must be included in the reference list

### *References from Books*

The year of publication is stripped after the author's name, ending with a period. Book titles are written in italics, with uppercase letters at the beginning of each word, except for hyphens. The place of publication and the name of the publisher are separated by a colon (:)

Example:

Strunk W. Jr. & White, E.B. 1979. The Elements of Style (3'd ed)' new York: Macmillan.

Dekker, N. 1992. *Pancasila as the Ideology of the Nation: from the only choice to the only principle* . Malang: FPIPS IKIP MALANG.

If there are several books that are sourced written by the same person and published within the same year, the data of the year of publication is followed by

symbols a, b, c, and so on whose order is determined chronologically or alphabetically on the title of the books.

Example:

Cornet, L. & Weeks, K. 1985a. *Career Ladder Plans: Trends and Emerging Issues* 1985. Atlanta, GA: Carees Ladder Clearinghouse.

Cornet, L. & Weeks, K. 1985b. *Planning Career Ladder: Lessons from the States*. Atlanta, GA: Carees Ladder Clearinghouse.

### ***References to Books Containing Collections of Articles (There are editors)***

Such as writing a reference from a book coupled with writing (Ed.) if there is one editor and (Eds.) if the editor is more than satq between the author's name and the year of publication.

Example:

Letheridge, S. - Cannoq C.R. (Eds.). 1980. *Bilingual Education: Teaching English as a Second Language*. New York: Praeger.

Aminuddin (Ed.). 1990. *Development of Qualrtafif Research in the Field of Language and Literature*. Malang: HISKI Commissariat Malang and YA3.

### ***References from Articles in Article Collection Books (There are Editors)***

The name of the author of the article is written in front followed by the year of publication. The title of the article is written without italics. Editor names are written like writing a regular name, captioned (Ed.) when only one editor, and (Eds.) when more than one editor. The title of the book of his collection is written in italics, and the page numbers are mentioned in parentheses.

Example:

- Hartley, J.T., Harker, J.O. - Walsh, D.A. 1980. Contemporary Issues and Directions in Adult Development of Learning and Memory. In L.W- Poon @d.), *Aging in the 1980s: Psychological Issues* (pp. 239-252). Washington, D.c.: American Psychological Association.
- Hasan, M.Z. 1990. Characterize the sticks of qualitative research. In Aminuddin (Ed.), *Development of Quantitative Research in the Field of Language and Literature* (pp. 12-25). Malang: HISKI Commissariat Malang and YA3.

### ***References from Articles in Journals***

The author's name is written at the forefront followed by the year and title of the article written in plain print, and a large hwhf at the beginning of each word. The journal's name is written in italics, and the initial letter of each word is written in uppercase except k. The final part is successively written jumul year to what, what number (in brackets), and page number of the article.

Example.

- Hanafi, A. 1989. Participation in Rural Broadcasting and adoption of Inovation. *Research Forum*, 1(1). 33-47.

### ***References to Articles in Journals from CD-ROMs***

Its author in the list of references is the same as the reference from the article in a printed journal coupled with the mention of his CD-ROM in parentheses.

Example:

- Krashen, S., Long, M. & Scarcella, R, 1979. Age, Rate and Eventual Attainment in Second Language Acquisition. *TESOL Quarterly*, 13,573-82 (CD-ROM: *TESOL Quarterly-Digital*, 1997).

### ***References to Articles in Magazines or Newspapers***

The author's name is written most bitterly, followed by the date, month, and year (if any). The title of the article is printed in regular print, and uppercase letters on each initial letter of the word, except for the hyphen. The name of the magazine is written in lowercase except for the letter a of each word, and italicized. The page number is referred to at the end.

Example:

Gardner, H. 1981. Do Babies Sing a Universal Song? *Today's Psychologist*, pp 70-76  
 Suryadarma, S.V.C. 1990. Processor and Interface: Data Communication. *Computer Info*, IV (a): 4648.  
 Huda M. 13 November, 1991. Getting around the dry Season Electricity crisis. *Jawa Pos*, p.6.

### ***References from Newspapers Without Authors***

The name of the Newspaper is written at the beginning. The date, month, and year are written after the name of the newspaper, then the title is written in uppercase in italics and followed by the page number.

Example:

*Jawa Pos*. April 22, 1995. Lower Class Women are more Independent, p. 3.

### ***Dart Reference to Official Government Documents published by a Publisher Without An Author and Without An Institution***

The title or name of the document is written at the beginning in italics, followed by the year of publication of the document, the city of issue and the name of the publisher

Example:

Indonesian Republic Law Number 2 of 1989 concerning Systems

*National Education*. 1990. Jakarta. PT Armas Duta Jaya.

### ***Reference thorns of institutions written in the name of the institution***

The name of the institution in charge is directly written at the forefront, followed by the year, the title of the essay in italics, the name of the place of publication, and the name of the institution responsible for the publication of the essay.

Example:

Center for Language Development and Coaching. 1978. *Guidelines for Writing Research Reports*. Jakarta: Deparfriends of Education and Culture.

### ***References in the Form of Terjemahan Works***

The name of the original author is written at the forefront, followed by the year of publication of the original work of the translation title, the name of the translator, the year of translation, the name of the place of publication and the name of the publisher of the translation. If the year of publication of the original book is not listed, it is written with the word *No year*.

Example:

Ary, D., Jacob, L.c. - Razavieh, A. No years. *Pengantar Research Education'*  
Translation by Arief Furchan. 1982. Surabaya: National undertakings.

### ***References in the form of Theses, Theses, Dissertations***

The author's name is written at the forefront, followed by the year listed on the cover, the title of the thesis, thesis or dissertation is written in italics followed by a thesis statement, thesis, or unpublished dissertation' the name of the city where the college is located, and the name of the faculty as well as the name of the college.

Example:

Pangaribuan, T . 1992. *Development of English Language Learner Discourse Competence in LPTK*. The dissertation is not published. Malang: IKIP MALANG postgraduate program.

***Presentations in the Form of Papers Presented in Seminars, Upgrades, or Workshops.***

The author's name is written at most d epan, followed by the year, the title of the paper is written in italics, then followed by the statement \*The paper is presented in ..", the name of the meeting, the organizing institution, the venue of the event, and the date and month.

Example:

Huda, N. 1991. *Writing Research Reports for Journals*. Paper presented in the Basic Level research workshop for PTN and PTS Lecturers in Malang Batch Xlv, IKIP MALANG research center, Malang, July 12.

Karim, Z. 1987. *Urban planning in Developing countries*. Paper presented at the Bappeda Urban Planning Seminar in East Java, Surabaya, September 1-2.

***References from the Internet in the form of Individual Works***

The author's name is written like a reference from the printed material, followed successively by the year, the title of the work (italicized) with annotated in parentheses (online), volume and number, and ending with the address the reference source is accompanied by a description of when it was accessed, between parentheses.

Example: *The Calm before the Storm*,

Hithcock, S., Carr, L. & Hall, W. 1996. *A Survey of STM online Journals, 1990-95: the Calm before the Strom*, (Online),  
([http://journal\\_esc.soton.ac.uk/survey/survey.html](http://journal_esc.soton.ac.uk/survey/survey.html), accessed 12 June 1996).

***References from the Internet in the form of Artiket from Jurnal***

The author's name is written like a reference from the printed material, followed successively by the year, article title, journal name (italicized) with a caption

in parentheses (online), volume and number, and ending with the source address with a caption of when accessed, between the parentheses.

Example:

Griffith, A.I. 1995. Coordinating Family and School: Mothering for Schooling' *Education Policy Analysis Archives*, (Online), Vol. 3. No.1, (http://olam.ed.asu.edu/ep/aal, accessed 1 February 2, 1977).

Kumaidi, 1998. Measurement of Early Provisions for Learning and Development of Tests' *Journal of Educational Sciences*, (online), Volume 5, No. 4, (http://www.malang.ac.id, accessed 20 January 2000).

### ***References from the Internet in the form of Discussion Materials***

The author's name is written like a reference to the printed material, followed successively by the date, month, year, topic of the discussion material, the name of the discussion material (italicized) by being captioned in parentheses (online), and preceded by an e-mail address the reference source is accompanied by a description of when it was accessed, among your t brackets.

Example:

Wilson, D. November 20, 1995. Summary of Citing Internet Sites. *NETTRAIN , Discussion List*, (Online), ([NETRANIN@ubvm.c.buffalo.edu](mailto:NETRANIN@ubvm.c.buffalo.edu), accessed 22 November 1995).

### ***Referrals from the Internet in the form of Personal E-mails***

The sender's name (if any) and accompanied by a description in parentheses (alamat of the sender's email), followed successively by the date, month, tahun, topic of the material content ( italics), the name sent is accompanied by a description in parentheses ( the e-mail address sent).

Example:

Davis, A. ([a.davis@uwts.edu.au](mailto:a.davis@uwts.edu.au)). June 10, 1996. *Learning to Use Web*

*Authoring Tools*. E-mail to Alison Hunter ([huntera@usq.edu.au](mailto:huntera@usq.edu.au)).

Dragon, Dali S. ([ikip-jkt@indo.net.id](mailto:ikip-jkt@indo.net.id)). October 1, 1997. Article for *JIP*- Email to

Ali Saukah ([jippsi@mlg.ywcn.or.id](mailto:jippsi@mlg.ywcn.or.id)).

## TABLES AND FIGURES

### Table Writing

The use of tables can be viewed as one of the systematic ways to present statistical data in columns and columns, according to the classification of the problem. By using tables, readers will be able to understand and interpret data quickly, and look for its relationships.

A good table should be simple and centered on some ideas Including too much data in a table can reduce the value of table presentation. It is better to use many tables than to use a few tables whose contents are too dense. A good table should be able to convey ideas and their relationships effectively

If a tabel is large enough (more than half a page), then the table should be placed on a separate page; and if the table is short enough (less than half a page) it should be integrated with the text.

The table must be given an identity (in the form of a number and table name) and placed on top of the table. It is intended to facilitate referencing. If the table is more than one page, then the head section of the table (including its text) should be repeated on the next page. The end of the table on the first page does not need to be given a horizontal line. On the page, write the Table... on the left edge, three spaces from the top horizontal line of the table. Only the first letter of the table word is spoken by using uppercase letters. The word "table" is written on the margin, followed by the number and title of the el tab. The title of this table is written with an uppercase letter on the first letter of each word

except for hyphens. If the table headings are more and one line, the second row and so on are written parallel to the initial letter of the title with a distance of one space. Table headings without ending in a period. Put 3 spaces between the text before the table and the text after the table. The table number is prefixed with arabic numerals as the identity of the table which shows the chapter in which the table is located and its sequence number in the chapter in question. Thus for each chapter the sequence number of the table starts from number 1.

Example:

**Table 4.1 Average Germination of Leda Seeds Due to the Influence of Storage Temperature**

The number of this table indicates that the table that be {udul *Average Germination of Leda Seeds Due to the Influence of Storage Temperature* lies in Chapter IV of the first sequence number. Table referencing uses numbers, not by using the word *table above or rabel below*.

The top line of the table is put 3 spaces below the table name. Heading fields, and descriptions of the size or data unit must be listed. Terms such as number, percent, frequency, are written in the form of abbreviations/symbols: No.,% , and F. data contained in the table is written using single spaces. Lines will be used if they are viewed as easier to read the table, but vertical lines on the left, center, and right parts of the table are not needed

Tables cited from other sources must be given an emphasis on the author's final name , year of publication, and page numbers of the original table under the table with three spaces from the bottom horizontal line, starting from the left edge. If it is necessary to make notes to describe certain items contained in the table, use certain symbols and write them in superscript form. The footnotes for the table are placed at the bottom of the table, two spaces below the source, not at the bottom of the page.

Example:

**Table 4.1 Average Germination of Led Seeds a Due to the Influence of Storage Temperature**

Storage Temperature ( $^{\circ}\text{C}$ )	Germination (%)
15	60
20	64
25	65
30	70
35	90

Description : The numbers accompanied by the same letter show no real difference on Duncan's Test (5%).

### **Image Presentation**

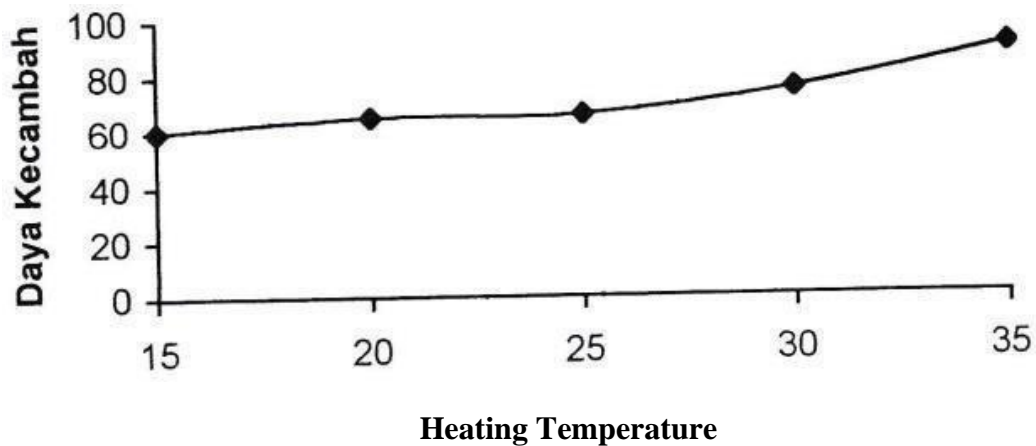
The term image refers to photos, graphs, charts, maps, skets, diagrams, charts, and other images. Images can present data in visual forms that can be easily understood. The image is not necessarily intended to establish a description, but is intended to emphasize certain significant relationships. Images can also be used to present statistical data in the form of graphs.

Some guidelines for the use of images can be put forward as follows

- (1) The title of the image is placed below the image, not above it. The way the image title is written is the same as writing the table title.
- (2) Images must be simple to be able to convey ideas clearly and can be understood without having to be accompanied by textual explanations.
- (3) The image should be used sparingly. Too many images can reduce the value of Data rendering.
- (4) Images that take up more than half a page should be placed on a separate page.
- (5) The mention of the existence of an image should precede the image.

- (6) The image is referenced by using numbers, not by using the word gambar above or the image below
- (7) Images are numbered using Arabic numerals as in table numbering

Example:



**Figure 2.1** Germination of Leda Seeds from Multiple Storage Temperature Treatments

## LANGUAGE AND PUNCTUATION

### Use of Language

The writing of scientific papers should use clear, precise, formal, and straightforward language. The clarity and accuracy of the content can be realized by using clear and precise words and terms, non-convoluted sentences' and a coherent paragraph structure.

The straightforwardness and formality of the language style is realized by using passive voice, non-emotive, and non-flowery words' Avoid the use of words like *me* or *kami* or *us*. If forced to mention the activities carried out by the author himself, the term used is not *knmi* or *me*, but the *author* or *researcher*. However, the term *author* or *researcher* should be used as little as possible.

## T Writing You Read

the writing of punctuation marks, words, and letters follows *the General Pedomon of Enhanced Indonesian Spelling, Guidelines for Term Formation, and Dictionary* (Decree of the Minister of Education and Culture, Number A5\$JU1487, dated September 9, 1987). Here are some important rules that need to be considered.

Periods (.), commas (,), exclamation marks (!), Question marks (?), and percent marks (%) are typed tightly with the letter that precedes them

### Not Raw

- Sample selected in rambang Sample selected in rambang
- Data were analyzed by correlation techniques, Data were analyzed with correlation techniques, Anova, and Anova double regression, and double regression
- ... as a theory ; then...                      ... as a theory ; then...
- ... as follows :                                      ... as follows :
- It's not bear !                                      It's not bear !
- The amount is about 20%                      The amount is about 20%

Quotation marks ("...") and brackets 0 are typed tightly with the letters of the enclosed word or phrase.

### Not

- All five groups are "worth it".
- The test is considered standard standardized.

### Raw

The five groups of " worth it "

The test is considered  
( standardized ).

Hyphens (-), dashes (--), and slashes (/) are typed tightly with the letters that precede and follow them.

**No Raw .**

- Not convoluted – belit.
- This happened during 1942 - 1945.
- The analysis technique used here.
  - quantitative and qualitative - needs to be reviewed.
- He didn't/hasn't confessed.

Equal signs with (:), larger (>), smaller (<), plus (+), less (-), times (x), and bagr (:) typed with a one-tap space before and after.

**Not Raw**

P=0.05

p>0.01

p<0.01

a+b=c

a.b=d

**Raw .**

p = 0.05

p > 0.01

p < 0.01

a + b = c

a : b =d

However , the bagr sign (:) which is used to separate the year of publication by the page number on the reference typed meeting with the numbers that precede and follow it.

**Not Raw**

- Sartono (1980: 10) states.

**Raw**

Sartono (1980: 10) states The

beheading of the word at the end of line (-) is adjusted to its syllables.

**No Raw .**

- This matter needs to be affirmed affirmed- Right.
- Not done by me-not mbabi- buta.

**Reciprocally**

This matter needs to be Right.  
done by memBabi- mbabi-buta

## PRINTING AND BINDING

The following method of printing applies to the writing of thesis proposals, thesis reports, research reports, PKL reports, papers, and articles. While the binding method only applies to theses, theses and dissertations.

### Printing

#### *Paper, Typing Field, and Final Manuscript*

The paper used is a white HVS type, size A4 (21.0 cm x 29.7 cm), at least 70 grams. The typing field is 4 cm from the left edge of the paper, and 4 cm from the top edge, 3 cm from the right edge, and 3 cm from the bottom edge of the paper (see attachment). Each page should not contain more than 26 lines (for double-spaced text). A paragraph should not start on a section of the page that only contains less than three lines.

The final manuscript of the thesis, and the research report should be printed (*printed*) With a *deskjet, inkjet or laser printer*.

### *Font Type*

Scientific papers should be typed with a computer, using Windows programs (all series), with *times new roman typefaces (fonts)* or the like, including *Times*, *CG Times*, and *Dutch*. This typeface is called *hwuf proportiononol*, because the spacing of the antau letters is fixed on the size of the letter, for example, the letter *m* is larger than the letter *i*, so that the distance between the two letters is always tight. This typeface is very commonly used in the printing of books, jumals, magazines, and newspapers.

Examples of *Times New Roman letters*.

This text is typed with *the letters Times New Roman*. The shape of this letter is similar to the letters *CG Times*, *Times*, and *Dutch* (depending on the Windows program used).

Explanation of the printing of scientific *papers with nonproportional letters* such as *Courir* (and *New Courir*) can be read in appendix 20.

### ***Font Size***

The sections of a chapter for the thesis, and the research report use different font sizes as follows.

- 12 points : chapter headings, subsection headings, parent text, abstract (thesis), attachments, reference list
- 10 point : block quotations, abstracts of termouts, and articles, table titles, chart/image titles, chart/image text table text, endnotes, leg defects, index, *header*, *footer*

Font sizes for *Traditional Arabic letters*:

- 26 point chapter title
- 18 point subsection headings, abstract headings, reference list titles, table headings, image headings, and index headings
- 16 points of parent text, index, and others

### ***Letter Mode***

The use of normal, *italic*, bold, and *underline* letters is as follows.

#### **Usual**

- parent text, abstracts, key words, tables, images, charts, notes, attachments.

#### ***Italics (italics)***

- said nonIndonesia.( foreign languages and vernacular languages)
- unorthodox terms

- important parts (for important parts should not be used bold-normal, but should be *italic-bold*)
- *examples* presented on the main text
- subbab title ranked 4th on Alternative I
- titles of books, journals, magazines and newspapers in the main text in the reference list .

### *Bold*

- Chapter title
- Subbab headings (headings)
- An important part of an example is printed ***bold-italic***; consider the example of a benkut.

Amir ***is a very young man*** studying at the Academy of Militer.

### *Underline*

- *Underlines should not* be used, except in very particular matters. Underscores are used for text printed with ketlk machine letters (*Courier* and *Prestige*). In text printed with the letters Times New Roman, the lower gatis is replaced with a letter oblique (*italic*).

### *Space*

**Interline.** Scientific articles are printed with a space of 1.5 while *proposed descriptions, scripsy reports, papers, research reports, and PKL reports* are printed with a space of 2 (double), except for image captions, graphs, attachments, tables, and reference lists printed with single spaces. The chapter title is printed down 4 spaces from the top outline of the typescript field. The distance between the end of the chapter title and the beginning of the text is 4 spaces. The distance between the end of the text with the subheading is 3 spaces and the distance between the subheading and the beginning of the next text is 2 spaces (see Appendix). The distance between paragraphs is the same as between lines, namely 2 spaces for thesis proposal, thesis report, report

PKL, and papers, and 1.5 spaces for articles. The distance between one type of library material and another library material in the reference list uses double space (2 spaces).

**Interwords.** The space between the two words should not be too tenuous. The maximum allowed spaces are equal to the size of one letter. The right edge can be flat (*full justification*) or uneven. If the right edge is flat (*full justification*), please work on the space between the words quite tightly. In order for the spaces between words to be tight enough, words located on the margins if necessary to be cut off according to their syllables (*hyphenation facilities*) are activated: on) following the standard Indonesian rules. Here's an example of text with spaces between meeting words and less meetings.

***Wrong***

The spaces between words in this text are too wide so they don't look neat and make it difficult to read. The spaces between words in this text are too wide so they don't look neat and make it difficult to read.

***True***

The spaces between the words in this text are tight enough that they look neat and easy to read. The spacing between the characters in this text is tight enough that it looks neat and easy to read.

### ***Separation and Bulit Signs***

Dashes in proporsional letters (such as *Time New Roman*) are expressed with one long line (-), and should not be expressed with 2 short lines (--) as in *courier* and *prestige letters*. The dash should be tight (not spaced) with the word preceding and nailingthe ti" Nonhierarchist grain marks with a short line (-) should not be used, and should be expressed by a built-in sign (round or square in shape: ● and ). Consider the following example.

***Wrong***

All research approaches--quantitative and qualitative--need to be studied for their application.

The bagran is written on page 15--20.

The following things need to be considered in choosing a paper for the thesis.

- Kind
- Size
- Weight

***True***

All research-quantitative and qualitative approaches need to be studied for their application.

The section is written on pages 15-20.

The following things need to be considered in choosing a paper for the thesis

- Kind
- Size
- Weight

***Paragraph and Numbering***

The beginning of the paragraph starts 1.2 cm from the left edge of the typing plane. After punctuation periods, colons, semicolons, and commas, they should be given one blank tap .

Coat of armsThe Greek letters and those that cannot be written with a computer should be neatly handwritten in black ink. Numbers should be written with numbers, except at the beginning of a sentence.

The beginning of the thesis is numbered with a page number of small Roman numerals in the middle of the bottom, while the page numbers on the core and the closing part of the thesis with Arabic numerals in the upper right, except for the page numbers of the new chapters which

written in the middle of the bottom of the page. Page numbers for attachments are written using Arabic numerals, in the upper right corner, continuing the previous page numbers.

### ***Binding***

The provisions regarding binding stated here only apply to thesis, while the binding of thesis proposals, PKL reports, and papers are regulated separately by the department.

The thesis should be bound using a thick cardboard- On the back of the thesis should be contained the name of the author and title. The thesis was bound to 6 copies (1 for majors, 1 for the central library, 2 for dzn2 supervisors for members of the board of examiners). Hcover should be printed in golden yellow ink on the base of the green linen fabric leather .

## **PRACTICAL INSTRUCTIONS FOR WRITING TECHNIQUES**

The following are summarized some practical instructions for writing techniques in a concise manner.

### **Things to Look Out for**

- Space 3 spaces between the table or image and the text before or after it.
- The title of the table or image along with the table or its image must be placed on the same page (if possible). The mention of a table or an image in the text using the word Table ... or Pictures... (numbered as identity)
- The edges of the text knan should not be flat, therefore the word at the end of the line should not be truncated. If a is appended, the hyphen is written after the final letter, without being inserted a space, not placed below it.

- Place the page numbers in the upper-right corner of each page, except the first page of each chapter and the Beginning page. Chapter start page numbers and Early Drtulis in the middle of the bottom of the page.
- All author names in the reference list must be written, although the same author has several works to which they are referenced in the text.
- The initial name and middle name can be written in full or abbreviated as long as it is done consistently in one reference list.

The Reference List contains only the sources used as references in the text, and all sources cited ( directly or indirectly ) must be written in the Reference List

### **Anythings Not to Do**

- There should be no blank sections on the page, unless the page is the end of a chapter.
- It is not permissible to cut a table into two bagrans (in two pages) if it can indeed be placed on the same page.
- It is not permissible to give any tand as a sign of the act of a chapter.
- It is not allowed to place subsection headings and table identities at the end of the page (foot of the page).
- Details should not usethe hyphen (-), but use the built sign (and ). The large and small size of the built-in is adjusted to the size of the letters used. The bulit is placed on the left edge, one tap apart with the letters that follow it. Details using numbers are only allowed if they contain a sense of steps or procedures.
- It is not allowed to add spaces between words in a single line aimed at aligning the right edge.
- The Referral List should not be placed at the foot of the page or the end of each chapter. The List of References should only be placed after the last chapter and before the annex of theJamp(if any)

**PART IV**

**FORMAT AND CONTENT OF WRITING  
SCIENTIFIC  
ARTICLES FOR RESEARCH JOURNAL  
PUBLICATIONS**

## INTRODUCTION

A scientific article is a report of research results written and published. The data included in the article must come from the results of research carried out by the scientific method, namely methods that contain elements, including: statements of the problems studied, formulation of ideas and theories, preparation of logical hypotheses, hypothesis testing by experimental methods and an objective assessment of the hypothesis compiled on the basis of the results of the research obtained. The writing and publication of scientific articles is carried out in a certain way.

A scientific article that deserves to be published is one that meets the specified requirements as it is usually written on the cover page of the journal. In the article should contain enough information so that the user who is deep in his field can review observations, repeat experiments and evaluate his intellectual processes. Judging from its usefulness, users will be lucky if the research results obtained are applied in their business activities or at least the results of the research are useful in the development of science and technology.

In this paper, it is stated that the description of writing, scientific starting from judul, author, author address (author's agency), abstract, keywords, abstract, key words, introduction, materials and methods, results and discussions, conclusions, thanksgiving and bibliography.

## ARTICLE WRITING FORMAT FOR RESEARCH JOURNALS

- (1) Title : Singkat but clear (informative and in accordance with the content of the paper)
- (2) Writer
- (3) Abstract (in Indonesian and English)
  - (a) Purpose
  - (b) Method
  - (c) Result
  - (d) Signification and its implications

## (4) Keywords

## (5) Introduction

- (a) Research Background .
- (b) Summary of the literature review related to the problem under study
- (c) Hypotheses and approaches used.
- (d) Expected output.

## (6) Materials and Methods

Explained about the implementation of the research carried out (what research, where and when it was carried out and the methods used), so that other researchers can repeat the research

## (a) Material

- What materials are used
- In sequential stacking

## (b) Method

- What methods are used and how
- Arranged sequentially

## (7) Results and Discussion

## (a) Result

- Contains all the results of data analysis in the form of tables and illustrations accompanied by brief explanations.
- Arranged in order.

## (b) Discussion

- Bringing up / discussing the results.
- The results found are connected with the hypothesis, as well as with previous studies.

## (8) Conclusion

## (9) Acknowledgments

## (10) Bibliography

It should refer more to the primary article and wherever possible not to refer to unpublished papers.

Note:

Table Titles, Graphs, Illustrations and the like are written in Indonesian and English.

## **WRITING SCIENTIFIC ARTICLES**

### **Heading**

It is written short, clear or informative, according to the content of the paper and consists of a maximum of 15 words. Furthermore, some things that must be considered are as follows.

- The title is the most read by the user, consisting of several words that represent the content of the paper. Titles are also important for index and abstract-building officers .
- The title is a series of words that do not need to follow grammatical rules , the most important thing is that the selection of these words must have the right meaning.
- Do not expose unnecessary use of words in judul such as Research for observation , Preliminary Experiments for , some, and so on. Such words can be omitted and will not change the meaning of the title.
- Avoid using abbreviations, formulas, jargon and similar things. If it is forced to be used , it must be written in full, for example HCL must be written hydrochloric acid , etc.
- The use of serial titles can be troublesome for readers especially when one of the serial numbers is not published. This causes dependence from the reader. Similarly the use of hanging headings (between headings and sub-headings separated by a sign : ). The title contains unnecessary words or punctuation marks. The title is similar to the serialized judul. The use of this kind of title should be avoided because in principle, the article should convey the results of independent research.

- Conventional titles are usually more indicative than informative. The title thus puts forward the subject not the conclusion and usually begins with the word, for example : *Influence*... ..

### **Writer**

The name that must be included in a scientific article is the name of a researcher who really has a substantive contribution to research activities. Researchers who have the greatest scientific contribution in these activities should be written as the main (first) author. The names of the authors to be included in the paper should be planned since the planning of the study. The number of authors in each paper does not have a limit, but some argue that four authors in one article are already many.

The author's name should be written consistently with the spelling as the author wishes. For the name of the author who has only one syllable, there is no problem in writing the name, but the author whose name consists of two or more syllables, the writing of the name in the article must be consistent. The existing rules of surnames are written in full while the first and middle names are abbreviated according to the first letter of the name and written in uppercase letters. The rule of writing the name of Indonesians who do not use the clan system does not yet exist.

The writing depends on the wishes of the author of the name mana which will be written in full and which one will be abbreviated. If the first and middle names are abbreviated and it is feared that they will be the same as other people's names, then it is also possible that the names are not abbreviated. If it has been established how to write the name, then the author's name harus is always written as such in every paper. For authors who have a name with three syllables and the first and middle names are abbreviated, then the writing in each paper is the abbreviated first and middle name and followed by the name of the terakhir which is written in full. This is especially important for the writing of libraries as well as the creation of indexes by authorized officers. The degree of scholarship, position and others does not need to be included in the writing of the author's name.

### **Author's Address.**

the institution where the author is active is written after the author's name. There is no need to write in the words Researcher / Research Staff at the agency ..... If there is more than one author in an article and comes from a different institution, then all names are written. The way it is written uses a superscript of numbers on each name written after the last letter of the name. The inclusion of this author's address is intended for correspondent purposes. Considering that the institution is easily known make in the arrangement of the address, it is enough to write the name of the institution, the name of the city, and the Zip code.

### **Abstract**

Abstracts are a bagran of scientific articles that can stand alone. This means that without reading the entire article, the reader can quickly and precisely understand the isinyes. In the abstract should be listed the elements: objectives, methods, results, and the significance and implications of the results of the study.

The elements that should be contained in the abstract should be described in more detail. To list the purpose of the study there is no problem, namun towards the method there needs to be a briefing because it is unlikely that it will put forward all the methods used in the study. The principle is that the essence of the method used is listed in the abstract, perhaps the inclusion of the treatment and the design of the experiment and the special materials used in the study, are sufficient. The results of the study that should be included in the abstract are enough to move what is already written in the conclusion. Meanwhile, the significance and implication of the research results is a theoretical or practical advantage to the application of the research results. So it can be said that in terms of which way the user benefits if he wants to apply the results of the research in his field of business.

What's also important to remember is that abstracts consist of only one paragraph and are written in single spaces. The composition of writing the abstract is the author's name" year , title of the paper, research objectives, research methods, research results and significance and implications of research, Maximum number of words 150 pieces' About this number of words, there are several opinions. Some say

that it should not exceed 250 words. In this case, if you can write an abstract with only 100 words, there is no need to make an abstract in 200 words.

### **Keywords**

The keywords listed here are the equivalents of key words listed after *abstract*.

### **Abstract**

Abstracts are composed and written the same as abstracts, except that they are presented in English .

### **Key words**

Key words are words or combinations of words that represent the content of the article. Selected words or combinations of words that serve as descriptors listed in Thesaurus Agrovoc. When this is not there, a word is used that has a breadth of meaning under the descriptor. Some argue that the number of key words that are tapped in one article title, Jerdiri, is a maximum of 10 words.

### **Introduction**

In the guide it is stated that the unsrir-elements that should be covered in the introduction are the background of the study, a summary of the literature review relating to the problem under study, the hypotheses and approaches used, as well as the expected output.

In the background of the research, it was stated about the importance of the research being carried out. Here it is important to clearly state , what is the problem and what is the result of the problem. To find the problem, an analysis with the subject matter may be used.

The importance of listing relevant literature review summaries is to provide information that allows readers to understand and assess the research objectives in the field under study that once existed as well as

provide justification of the treatment to be tested on the methodology' In addition, it is also to prevent duplication of research.

From the problems that have been formulated and then the hypothesis' Best, the hypothesis is compiled quantitatively. There is also a way to test hypotheses. Here is explained the method of approach used, related to the treatment tested. Hishypothesis can be corrected according to the results achieved.

Another element that must be included in the introduction is the output of research results. The output of the research results is what will be obtained from the study as reflected in the purpose of the research. for this introduction, it is better to consist of a maximum of 400 words

## **Materials and Methods**

Research materials and methods should be put forward in detail The goal is that the observer is serious in his field and can repeat his experiments. For thespecific materials used, it must be stated the technical specifications, quantity, source and even how they are made if the material is indeed made separately. For new it should not be written with its trade name, because

this will give the impression of promotion; but it is written with its generic or Chemical name. The yang tool used needs to be mentioned the specifications and manufacturer of the manufacturer.

When using plants or microbes, it is necessary to identify carefully, state the name of the family, species, cultivar, andstrains (specifically for microbes). In addition, for plants or planting parts , it is also important to specify the state in detail, for example age, physical condition, origin, and so on.

For the method should be mentioned in linking. Name the rancangan experiment used. Also mention the number of plants or plant parts or the area of plants used per treatment. How to test for real differences

against the treatment attempted, is also put forward here so that it does not need to appear as a footnote in each table.

The way of measurement and analysis of the changer should be mentioned in detail and precisely. If in the measurement and analysis of change there is a stage of manasan for example' then it must be clearly stated about the temperature and duration of heating. If you use the standard method that has been published, it is only a matter of mentioning the source' who the author is and the year of its implementation. When using the modification of the standard method then the source and modification need to be mentioned and if using the method developed by yourself then mention it sequentially and completely.

The observed changes must be arranged sequentially according to the logic of the process' For example, for the experiment of fertilizing plants; the first to be observed is the changer of plant growth, yield and finally the yield quality.

## **Results and Discussion**

The data obtained needs to be verified and processed' If in data management using transformation, then the data stated is the original data not the transformation data. Does all the data have to be put forward ? How to presentation of statistically processed data on studies using factorial experiments and those using split plot experimental designs, whether or not different parameter data, and whether there is interaction or not?

The data included in this chapter are only data that provide evidence to the hypothesis created or answer the problem under study' What about data that are insignificant and whose responses are negative ? Against such data, it is best to look at the context of the problem' For data that is not significantly different, it can be included in the paper if the treatment is still favorable both in terms of cost, ease of ease

implementation, bahan that is easy to get and side effects are minimum. Data that does not differ real and not useful, should not be listed in the text. The presentation of the data must be sequentially aligned with the order of observation or analysis as written in bab Materials and Methods.

The data presented are given sufficient explanations, e.g. how the response of the parameters *ati* is *ati* or analyzed to the tried treatment' how the direction of change is and how much it changes or in other words the general pattern of parameter response observed against the treatment being tested. In explaining data on tables or other illustrations, it should be avoided to use words such as *dari data in Tables ..... it was obvious that.....* Sentence after more and more contains too many unnecessary words. Such words can be omitted and replaced and composed with new sentences containing words of direct meaning.

Interpretation of the data promulgated is associated with a problem, question or hypothesis that has been compiled. It is stated all the relationships between the observed parameters and the treatment tried, both positive and negative' Do all the data obtained answer all the questions? Is the evidence sufficient? Connect the research results achieved with the results of previous studies, including those that agree and contradict and put forward Reason. Also discuss the possibility of using the results of the study both theoretically and in practical activities

which is worth remembering that the research results achieved are only a small part of the truth. If these results are extrapolated to a wide scope then the results will be doubtful.

## **Conclusion**

From the results and discussions that have been described, it is necessary to make conclusions.

## **Acknowledgments**

This section can be boleh no, depending on reality. Write the name of the person who really helped in the research and writing of the paper, but not because of his field of assignment. The inclusion of the name must be with the permission of the person concerned. There is also a mention that the funding of research is among those that should be given this award.

### **Book**

Libraries are written alphabetically according to the name of the first author and the year of publication. Each library can be assigned a sequence number or without a sequence number according to the rules of each issue. According to the literature, at least 70% are derived and primary articles and at least 5 primary articles in each paper. Scientific papers in the proceedings do not include primary articles. Wherever possible not to twist scientific papers that have not yet been published. The writing of the library of the cited article must be completely written starting from the author, tahun the title of the article, the name of the journal (written only briefly), volume, numbers and pages. The words volume, number and page do not need to be written in words but are written directly the numbers.

In the literature, if the author is more than two people then for the article in Inggris, in the text after the name of the first author is written followed by the word *et al.* in latin letters; while for the article in Indonesian, after the first writing is written followed by the letter *et al.* or *et al.*,

which is written with latin letters. The writing of the author's name in the bibliography should be listed in full.

### **Table Editing**

The data is distributed in the form of a table if in the results of the study it is desired that there is an appropriate value and to distinguish the responses of parameters to the treatment tested statistically in addition to that also to facilitate the understanding of the data. Do not arrange data in the form of tables when the data obtained can be written directly in the text. This will be advantageous due to the savings in printing costs. Bila data has been put forward in the form of

table, avoid conveying the same data in other forms. Duplication of data is unjustified.

Tables can be arranged vertically as well as horizontally. The table is arranged vertically when the observed parameters are placed vertically so that the reading of the data is sideways; while the table is arranged horizontally when the observed parameters are placed horizontally so that the data reading is downward. The data arranged in the table horizontally is best because the reader will easily understand the data presented.

The data presented in the form of a table can stand alone. Each table is assigned a sequence number and a title. The title is written in Indonesian and language and is written on top of the table. So are the headings in columns and rows. The table title is made ringkas but clear. Each observed parameter must be listed in units. The units used must be standardized and written in a standard way anyway. the problem is how many columns and rows are the maximum in a table so that the data is still easy to read and understand? What is the number of tables allowed in a paper?

### **Illustration Editing**

The data hasil research can be displayed in the form of illustrations. There are many illustrative shapes that can be created such as line graphics, scattered points, bars, columns and others. The presentation of data in the form of graphs is cultivated when desired to show the direction of change or relationship and compare the direction and section with the whole.

As with tables, then the graph is also assigned sequence numbers and headings. The title is written in Indonesian and English which is placed below the graph. When necessary, in the graph there may be abbreviations to describe the graph, but the abbreviation should be explained in the footnote.

The numbers in abscissas and ordinates do not have to be written in order level by level so that the numbers are in a row, but the numbers can be calculated as long as the intervals are fixed. Ini for the sake of the neatness of the graph. The amount listed in the abscissa or ordinate, harus is given a unit.

The problem is how many graphics are in one image and how many graphics can be allowed in one script?

### **Photo Selection**

If in the paper it is necessary to include photos, then the editing is to pay attention to the quality of the photo, the message to be conveyed and the composition of the photo, In terms of quality, the photo must be sharp and contrasting. The message to be conveyed to the reader should be easy to recognize. The location of the important points of the photo needs to be determined.

### **Data Editing**

Some things that must be considered in editing data in the form of numbers are as follows:

- Does all the data in the table correspond to the subject under study? .
- Is the data not too much?
- Are there unnecessary columns and rows ?
- Can data be broken down into two or more tables so that the tables can be more easily understood
- Has the data been displayed correctly? for data in the form of numbers obtained and measurements or calculations, as good as one number or a maximum of only up to two numbers behind the comma. The writing of numbers should be consistent. If it is written up to one or two numbers behind the comma, then all must be written as such.

- Has the data been carefully presented? Editor is indeed unable to verify all the data, but can check the accuracy of the calculations in the table.
- If the data in the column is unified percent, is the number already 100%? the writing of decimal numbers should be with commas not periods. The data that hilang must be shown correctly. When the number 0 is written, it means that the data is zero. If left blank it means that the data should exist but not be obtained and when written with a strip mark (-) it means that the data does not exist.
- Has the data been statistically processed? If so, is the distinguishing notation correct? Is the data presented in the form of original data or transformations?
- As with text, the data in the table is also written with double spaces, The number of columns in the table must be set so that there is enough free space available which facilitates the understanding of the data presented.

### **Language**

Word editing, grammar, writing elements of serapan, spelling and othersJain use guidelines issued by the Center for Language Development and Development of the Ministry of Education and Culture. Foreign words that already have an equivalent of the word are written directly the equivalent of the word; while those that have not, can be written directly as the original in italics. Writing the name of the plant or other in Latin, after the first one is written in full then the next

the first name is abbreviated by its first letter and is written in uppercase and followed by a period and does not need to be written in full.

### **PROBLEMS ENCOUNTERED**

Even with a good research plan and implementation, we often still encounter difficulties in writing. No one knows the meaning of a piece of writing better than the author himself. It's just the ability to pour the meaning that exists in the author to the reader in the form of

the whole is not always well understood. The expressions written in a manuscript of a scientific nature must be rational.

Many manuscripts still encounter the following weaknesses:

*Heading:*

- It's too long.
- The scope is too broad
- Lack of reflection on the content of the article

*Abstract:*

- Incomplete content

*Keywords*

- Not listed

*Introduction*

- less relevant to the content of the article
- Background and purpose not listed

*Ingredients and methods:*

- incomplete information
- Citing other methods of the article in detail
- List common formulas

**Appendix 1: Sample Cover Page of the PKL Report**

**TEAK SEED PRODUCTION TECHNIQUE (*Tectona grandis*)  
THROUGH TISSUE CULTURE  
AT THE SIIMBERDAYA HUTAN RESEARCH AND DEVELOPMENT  
CENTER**

**REPORT ON WORK PRACTICES OF EIGHT GAN**

BY SRI KINANTI

NIM 89741001



**DEPARTMENT OF FORESTRY  
FACULTY OF AGRICULTURE-ANIMAL SCIENCE  
UNIVERSITY OF MUHAMMADTYAH MALANG  
January 2003**

**Appendix 2: Sample page title of the Second Sheet PKL Report**

**TEAK SEED PRODUCTION TECHNIQUE (*Tectona grandis*)  
THROUGH TISSUE CULTURE  
AT THE CENTER FOR RESEARCH AND DEVELOPMENT OF  
FOREST RESOURCES**

**FieldWork Practice Report**

Submitted to the University of Muhammadiyah Malang  
to meet one of the requirements in taking the Thesis

BY  
Sri Kinanti  
NIM 89741001

**DEPARTMENT OF FORESTRY  
FACULTY OF AGRICULTURE-ANIMAL SCIENCE  
UNIVERSITY OF MUHAMMADTYAH MALANG  
January 2003**

### Appendix 3: Sample Pkl Supervisor Approval Sheet

Title : Teak Seed Production Technique (*Tectona grandis*)  
Through Tissue Culture at the Center for Research and  
Development of Forest Resources

Name : Sri Kinanti

Nim/Nirm : 89741001199.7.024.23091.01001

Major/Prog. Study : Forestry/Forest Cultivation

This Field Keda Practice Report by Sri Kinanti has been examined  
and approved for dissemination

Malang.....  
Supervisor

Malang.....  
of Lapangan Guidance Material

(Full name)  
NIP ,.....

(Full name)  
NIP.....

#### Appendix 4: Sample PKL Approval and Endorsement Sheet

Title : Teak Seed Production Technique (*Tectona grandis*) Through  
Tissue Culture at the Center for Research and Development  
of Forest Resources

Name : Sri Kinanti

Nim/Nirm : 89741001/99.7.024.23091.01001

Major/Prog. Study : Forestry / Forest Cultivation

This Report on Field Work Practices by Sri Kinanti has been  
disseminated On the date .....

Field  
Advisor

Advisory Material

.....  
name)

..... (Full name) (Full

Head of Department.....

Knowing, Certifying,  
Dean

(Full name)  
Nip.....

(Full name)  
NIP.....

**Appendix 5: Sample Pages Until Thesis Research Proposal**

**THE EFFECT OF STORAGE TEMPERATURE ON GERMINATION  
SENGON SEED (*Albizia Falcataria* L.)**

**RESEARCH PROPOSALS**

BY  
BAMBANG SATRIO  
NIM 89741111



**DEPARTMENT OF FORESTRY  
FACULTY OF AGRICULTURE-ANIMAL SCIENCE  
UNIVERSITY OF MUHAMMADTYAH MALANG**

**2003**

**Appendix 6: Sample Title Page of the Second Sheet thesis Research  
Proposal**

**THE EFFECT OF STORAGE TEMPERATURE ON GERMINATION  
SENGON SEED (*Albizia Falcataria* L.)**

**Research Proposals**

Submitted to the University of Muhammadiyah Malang  
To fulfill one of the requirements in carrying out  
thesis research

BY  
BAMBANG SATRIO  
NIM 89741111

**DEPARTMENT OF FORESTRY  
FACULTY OF AGRICULTURE-ANIMAL SCIENCE  
UNIVERSITY OF MUHAMMADTYAH MALANG  
2003**

**Appendix 7: Sample Approval Sheet of thesis Proposal** Supervisor

Title : Effect of Storage Temperature on Sprouting Capacity of  
Sengon Seeds (*Albizia falcataria* L.)  
Name : Bambang Satrio  
Nim/Nirm : 89741111199.7 .024.23091.01111  
Major/Prog. Study : Forestry/Forest Cultivation

This research proposal by Bambang Satrio has been examined and  
approved for research

Malang.....  
Supervisor I

Malang.....  
Supervisor II

(Full name)  
Nip.....

(Full name)  
NIP.....

Approve and Certify,  
Head of Department

(Full name)  
NIP.....

**Attachment 8: Example Yard Cover Thesis**

**ESTIMATION OF CARBON STORED ABOVE THE SURFACE  
SOIL ON PINE STANDS (*Pinus merkusii* Jungh et de vriese) IN PLOT  
225b RPH ORO-ORO OMBO BKPH PUJON  
KPH MALANG**

**THESIS**

Submitted as a Requirement to Obtain a Bachelor's Degree in Strata One (S1) in  
the Forestry Srudi Program



**By:**

**AHMADIN 06740013**

**DEPARTMENT OF FORESTRY  
FACULTY OF AGRICULTURE-ANIMAL SCIENCE  
UNIVERSITY OF MUHAMMADTYAH MALANG**

**2010**

## Attachment 9: Example Yard Certification

### ATTESTATION PAGE

Name : Ahmadi  
NIM 06740013  
Major : Forestry  
Faculty : AGRICULTURE-ANIMAL SCIENCE  
Title : Carbon Storage Stored above the Ground surface in  
Pius Stands (*pinus merkusii* Jungh et de vriese) in plot  
225 RPH Oro-Oro Ombo BPKH Pujon KPH Malang

This thesis has been accepted as a requirement to obtain a bachelor's degree in  
Forestry in the Department of Forestry, Faculty of Agriculture-Livestock,  
University of Muhammadiyah Malang

Confirms

Dean,

Head of Department,

(Full Name)

Nip. ....

Date : .....

(Full Name)

NIP. ....

Date : .....

**Attachment 10: Example Yard Certification**

**THESIS**

**ESTIMATION OF CARBON STORED ABOVE GROUND LEVEL  
ON PINE STANDS (*Pinus merkusii* Jungh et de vriese) IN PLOT 225b RPH  
ORO-ORO OMBO BKPH PUJON KPH MALANG**

**By:  
AHMADIN  
06740013**

It has been retained before the Board of

Examiners On the date.....

Board of Examiners :

Main Supervisor Of The Accompanying

Supervisor

**(Full Name)**

**(Full Name)**

Principal

Tester of the Companion tester

**(Full Name)**

**(Full Name)**

Malang, .....2010

University of Muhammadiyah  
Malang Faculty of Agriculture-  
Animal Husbandry

Dean

**(Full Name )**

Nip

**Attachment 11: Example Statement Authenticity**

**AFFIDAVIT**

I am the undersigned ,

NAME : Ahmadin

NIM 06740013

MAJOR : Forestry

FACULTY : AGRICULTURE-ANIMAL SCIENCE

UNIVERSITY OF MUHAMMADIYAH MALANG

States that the thesis entitled Estimation of Carbon Stored above The Ground Level on Tegakan Pinus (*Pinus merkusii Jungh et de vriese*) in Plot 225b RPH Oro-Oro Ombo BKPH pujan KPH Malang is not the work of others either in part or in whole except in the form of quotations referenced in this manuscript and has been written sumbemya,

Forthe sake of this statement I made in real terms and if this statement is not true, then I am willing to get academic sanctions.

Malang, .....

Who made the statement,

A H M A D I N

NIM. 06740013

**Appendix 13: Sample Appropriation Sheet**

Read! And your Lord (Allah) is very  
Generous who teaches Various Sciences with  
a pen  
who teaches man anything he knows nothing (Qur'an 96:3-5)

I presented this thesis as a sign of  
my devotion to my beloved Father  
and Mother and my dear brother .

**Appendix 14: Sample Curriculum Vitae Sheet****CURRICULUM VITAE**

The author was born on March 21, 1981 in Malang, as the third son of father Abdul Karim and Mrs. Siti Romlah, of five children.

The author completed his education at Negn Blimbing III Elementary School Malang in 1993, State Junior High School V Malang in 1996, State High School III Malang in 1999. agriculture of the University of Muhammadiyah Malang until it is completed.

While in college the author was active pthere were intra and extra-curricular activities... Dst.

## Appendix 15: Sample Atrstrak (Summary)

### SUMMARY

Bambang Satrio. *Effect of Storage Temperature on Germination of Sengon Seeds (Albizia falcataria L.)*. Pembimbrng. (I) Ir. Dipo Alam, MP., (II) Ir. Dewi Ratih, MP.

**Keywords:** germination, zincon, storage temperature

This study aims to determine the influence. storage temperature against germination of sengon seeds (*Albizia falcataria L.*).

The sengon seeds used in this study were obtained from the Seed Hall Bogor Forestry .

The research was conducted at the Silviculture Laboratory of the Department of Forest Cultivation, Faculty of Agriculture, University of Muhammadiyah Malang, from June 24 to October 26, 2002. The design used is a Complete Randomized Design repeated 3 times. The treatment level is the storage temperature: 75, 20, 25, 30 and °C. Observations were made on germination, growing strength, ... Dst.

The results of this study show that the storage temperature affects the germination of sengon seeds. The most effective temperature for storage of sengon seeds is °C ... Dst.

Based on the results of this study, it can be suggested that further research be carried out, for example the influence of water content ... etc., to the germination of sengon seeds. In the storage of sengon seeds it is necessary to pay attention to the things that affect the decrease in the germination of sengon seeds.

## Appendix 16: Sample Foreword Sheet

### FOREWORD

Thank God the author is devoted to God Almighty for His mercy and grace the writing of the Llmiah Work Report in the form of this Thesis has been completed.

This thesis was compiled from the results of research conducted by the author and submitted as one of the requirements for obtaining a bachelor's degree (S-1) at the Department of Forest Cultivation, Faculty of Agriculture, University of Muhammadiyah Malang.

On this occasion the author expresses his deepest gratitude to the most famoust:

1. Mr. Ir. Dipo Alam, MP. as Supervisor I
2. Mrs. Ir. Dewi Ratih, MP. as Supervisor II
3. Mr. Dr. Ir. Solomon, MP.; Ir's mother. Sri Lestari, MP., as a member of the board of Examiners
4. Mr. Dean of the Faculty of Agriculture
5. Mr. Chairman of the Forest Cultivation Department
6. All parties who assisted both morally and materially in the writing of this report .

The author hopes that this report can be useful and useful for all parties.

Malang, January 2003

Author

**Appendix 17a: Sample Table of Contents whose Subsection Title Rankings  
Are Marked with Different Letters (Alternative 1)**

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TABLE LIST .....	ix
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APPENDIX .....	LIST xi
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Relakang .....	1 background
Goal .....	3
Hypothesis .....	4
CHAPTER II LITERATURE REVIEW .....	5
Seed Properties .....	5
Factors Affecting Seed Germination .....	9
Seed Storage .....	13
CHAPTER III MATERIALS AND METHODS .....	15
Tempat and Time .....	15
Tools and Materials .....	15
Method .....	16
Implementation .....	16
Media Preparation .....	16
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Maintenance .....	18
Observation .....	19
CHAPTER IV RESULTS AND DISCUSSION .....	23
Result .....	23
Seed Germination .....	23
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**Appendix 17a: Sample Table of Contents whose Subsection Title Rankings  
Are Marked with Different Letters (Alternative 1)**

**TABLE OF CONTENTS**

	Yard
FOREWORD .....	vi
TABLE OF CONTENTS .....	vii
TABLE LIST .....	ix
IMAGE LIST .....	x
APPENDIX .....	LIST xi
CHAPTER I INTRODUCTION .....	1
Relakang .....	1 background
Goal .....	3
Hypothesis .....	4
CHAPTER II LITERATURE REVIEW .....	5
Seed Properties .....	5
Factors Affecting Seed Germination .....	9
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Media Preparation .....	16
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Seed Treatment .....	17
Seeding .....	17
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Observation .....	19
CHAPTER IV RESULTS AND DISCUSSION .....	23
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IMAGE LIST .....	x
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1.2 Goal.....	3
1.3 Hypothesis.....	4
CHAPTER II LITERATURE REVIEW .....	5
2.1 Seed Properties.....	5
2.2 Factors Affecting Seed Germination .....	9
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Are Marked by Number Letter Combinations (Alternative 3)**

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IMAGE LIST .....	x
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## Appendix 21: Sample Reference List (Bibliography)

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**Appendix 22: Sample Cover Pages of Publication Manuscripts**

**THE EFFECT OF STORAGE TEMPERATURE ON GERMINATION  
SENGON SEED (*Albizia Falcataria* L.)**

**PUBLICATION MANUSCRIPTS**

BY  
BAMBANG SATRIO  
NIM 89741111



**DEPARTMENT OF FORESTRY  
FACULTY OF AGRICULTURE-ANIMAL SCIENCE  
UNIVERSITY OF MUHAMMADTYAH MALANG**

**2003**

**Appendix 23: Sample Cover Pages of Publication Manuscripts**

**THE EFFECT OF STORAGE TEMPERATURE ON GERMINATION  
SENGON SEED (*Albizia Falcataria* L.)**

**Research Proposals**

Submitted to the University of Muhammadiyah Malang  
To fulfill one of the requirements in carrying out thesis research

BY  
BAMBANG SATRIO  
NIM 89741111

**DEPARTMENT OF FORESTRY  
FACULTY OF AGRICULTURE-ANIMAL SCIENCE  
UNIVERSITY OF MUHAMMADTYAH MALANG  
2003**

**Larnpiran 24: Sample Publication Manuscript Attestation Sheet**

PTS Name : UNIVERSITAS MUHAMMADIYAH MALANG  
 Faculty : AGRICULTURE-ANIMAL SCIENCE

---

**PUBLICATION MANUSCRIPTS**

NAME : CULTIVATIONHUESTRY  
 NIM : 89741111  
 NIRM : 99.7.024.23091.01 1 1 1  
 DEPARTMENT : FORESTRY STUDY  
 PROGRAM : FOREST  
 CULTIVATION STUDY LEVEL : SI  
 (BACHELOR)  
 TITLE : THE EFFECT OF STORAGE  
 TEMPERATURE ON SEED  
 GERMINATION  
 SENGON (*Albizia falcataria* L.)

SUMMARY OF CONTENTS : 1. Background  
 2. Purpose of the Experiment  
 3. Experimental methods  
 4. Place and Time of Trial  
 5. Subject matter of the Experiment Results  
 6. Conclusion

Malang.....  
 The student in question

Bambang Satrio

Know

Pts Leader/Supervisory Dean

---



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**Larnpiran 25: Sample Thesis Guidance Minutes Sheet**

PTS Name : UNIVERSITAS MUHAMMADIYAH MALANG  
 Faculty : AGRICULTURE-ANIMAL SCIENCE

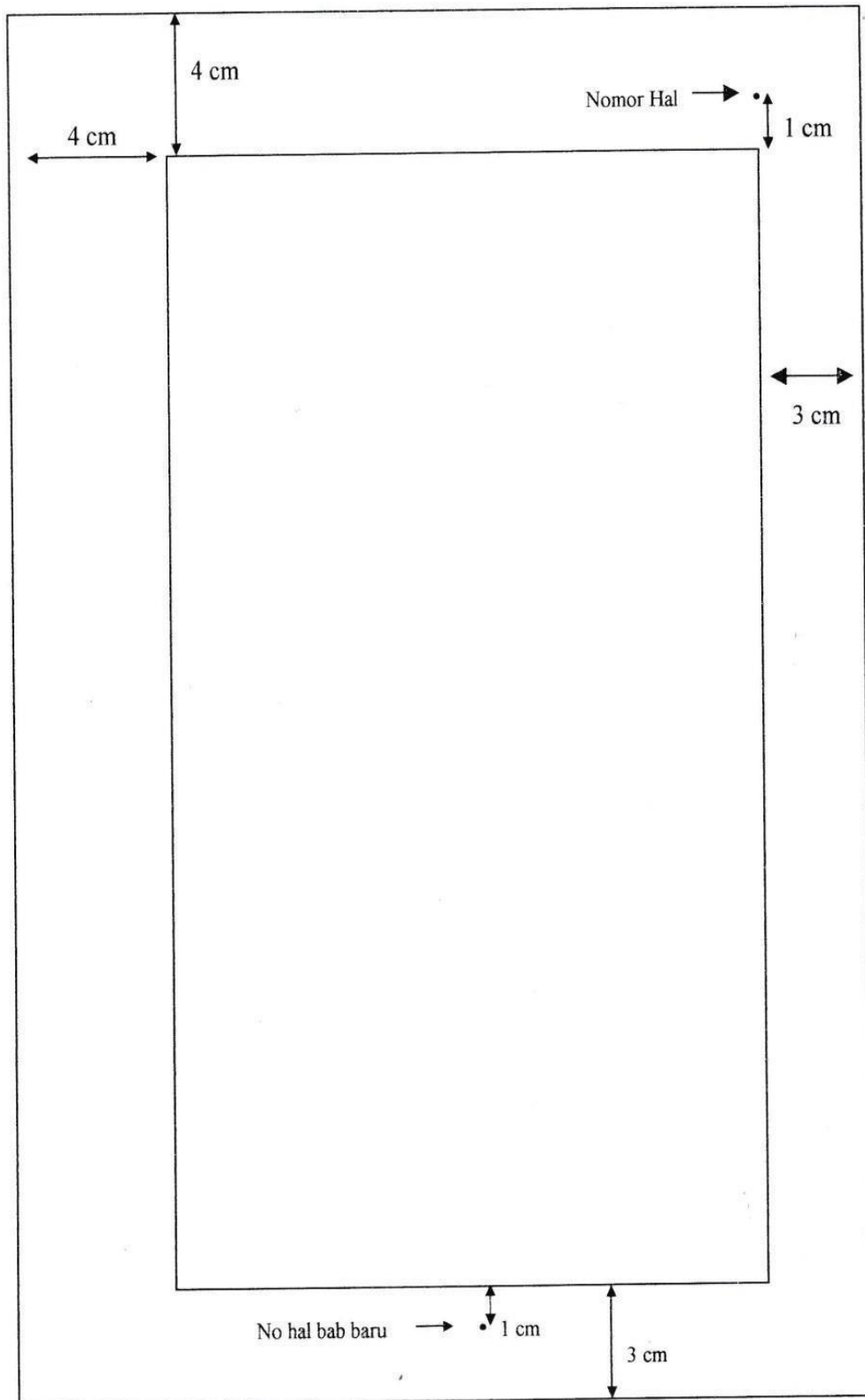
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**THESIS GUIDANCE MINUTES**

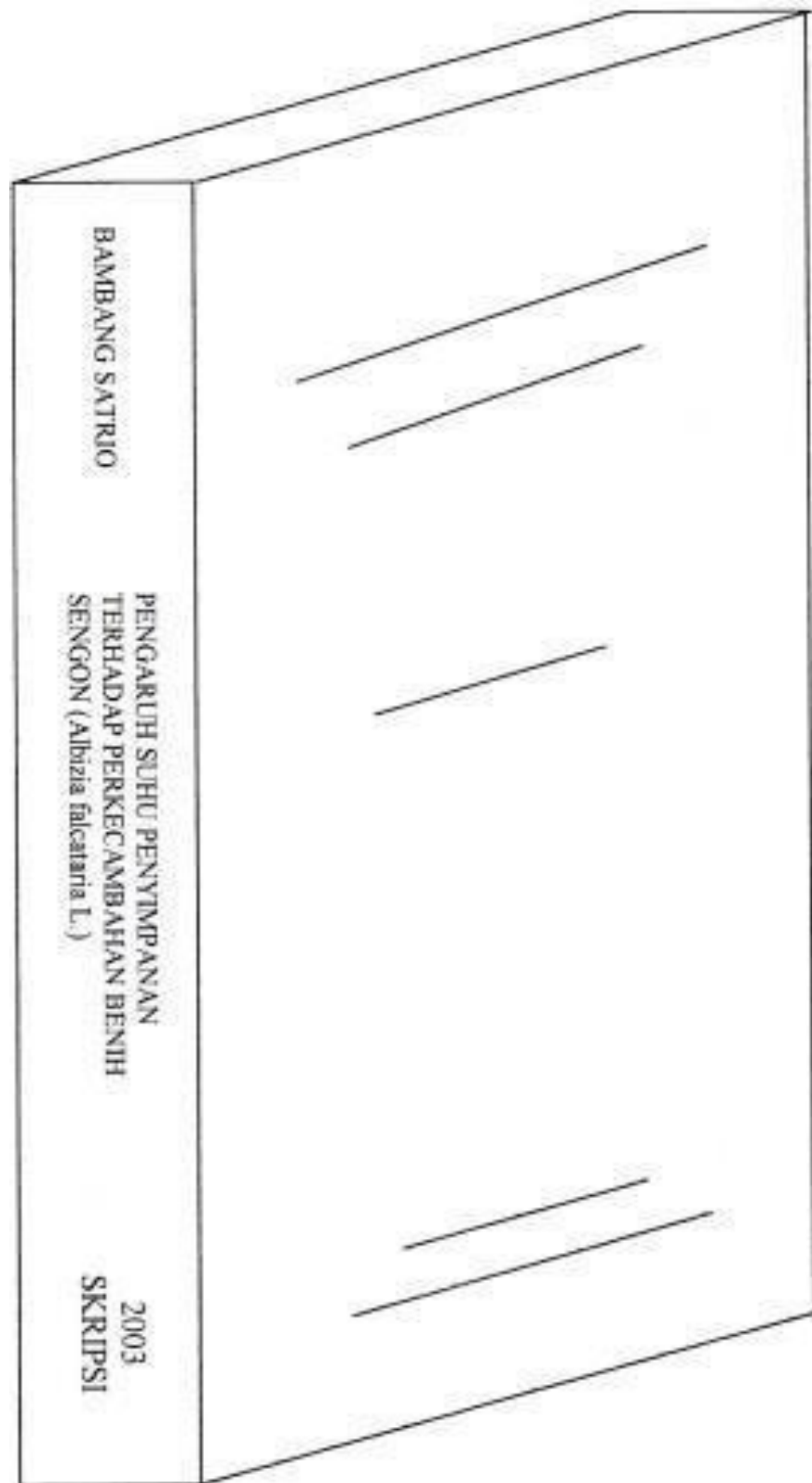
NAME : CULTIVATIONHUESTRY  
 NIM 89741111  
 NIRM : 99.7.024.23091.01111  
 DEPARTMENT : FORESTRY STUDY  
 PROGRAM : FOREST  
 CULTIVATION JENJANG STUDI : SI  
 (BACHELOR)  
 TITLE : THE EFFECT OF STORAGE  
 TEMPERATURE ON SEED  
 GERMINATION  
 SENGON (*Albizia falcataria* L.)

Adjudication Date : July 5,  
 2002 Thesis  
 Supervisor : Ir. Dipo Alam, MP.  
 Consulting :

Date	Paraphrase Mentors	Information
July 7th, 2002		Submission of Title
July 20th, 2002		Research Proposal
August 2 , 2002		Proposal Improvements
August 23 , 2002		Proposal Approval
Dst...		

**Appendix 26 : Typing Field Size**

**Appendix 27: Examples of Thesis Binding**



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**PART VI**  
**APPENDIX - APPENDIX**

*Results and discussion:*

- data in tables is underutilized
- less reference To the purpose
- implications of the results of the study were not revealed

*Conclusion:*

- irnapplication of research results not revealed
- less reference to research objectives

*Bibliography:*

- less valid reference material

The most striking weakness is the custom of using references as reference to articles, **there are still many references plucked from** secondary **articles**. In addition, unpublished papers such as lecture diktats, praktikum guides, reports of upgrading materials or manual training are still widely used as reference materials.

**PART V**

**INSTRUCTIONS FOR  
TECHNIQUES FOR PRESENTING  
SCIENTIFIC INFORMATION IN  
SEMINARS / WORKSHOPS**

## INTRODUCTION

The presentation of information, in general, is carried out in two ways, namely in writing (publication) and orally. Ways or techniques of scientific writing, either for a report or for publication in a publication is discussed in the "INSTRUCTIONS FOR THE ORAL REVIEW OF REPORTS AND/OR SCIENTIFIC PUBLICATIONS" while the technique of presentation in communicating the information orally, for example in a Seminar / workshop, or other formal meetings is set forth in "TECHNICAL INSTRUCTIONS FOR PRESENTING SCIENTIFIC INFORMATION IN SEMINARS / WORKSHOPS"

Seminars, Workshops, or other formal meetings (hereinafter referred to as Seminars), especially those of a scientific nature, are a vehicle for the exchange of ideas, knowledge or information that is expected to be useful for presenters and speakers, and is a communication of two ways / reciprocals. This benefit will only occur if (i) the material presented is interesting and indeed worthy of information and/or requires input back for improvement for subsequent activities and (ii) the listener listens and understands the material presented. The latter is strongly influenced by (i) the scientific acumen of the presenter and (ii) the technique of the presentation itself. Or in other words, scientific presentation, to be effective, is strongly influenced by the individual abilities of the presenter himself. It should be taken seriously, especially by the presenter, that the participants who come to a Seminar have made time, and want information that is useful to himself, it is worthy that the information to be presented is useful and presented communicatively.

The purpose of this Information Presentation Technique Guide is to prepare the presenter so that the message contained in the presentation material can be conveyed effectively to the listener, so that it can be expected that "feedback" will occur for the presenter. Pericles, an Athenian General, who lived in the Greek century, as said that.. "A person who can think, yet is not able to express the fruits of his thoughts, is just as much a person who cannot think". While debatable, the statement demonstrates the importance of "the ability to express the fruit of the mind" which is information for others.

The ability to communicate information if is acceptable to the listener is very important until it convinces the listener. However, it is not uncommon for the opposite to happen, the message to be conveyed is not conveyed, due to the lack of ability to express information. The most important thing in it is the lack of preparation for seminars or other formal meetings.

## **SEMINARS/WORKSHOPS**

Seminars or other formal meetings are vehicles for the exchange of ideas and information in a particular field, carried out by academics or professionals, where various ideas are planted and nurtured, while others and considered useless are trimmed or discarded. Based on their effectiveness, Seminars can be classified into two categories, namely ineffective seminars and effective seminars. In an ineffective Seminar, although in the end the listener gives applause, with thunderous applause, the same listener may come out of the room asking himself, what should be done so that the time that has just passed can be put to better use. On the contrary, An effective seminar is a vehicle for two-way communication (reciprocity) and is beneficial for both the presenter and the listener.

### **Ineffective Seminars**

Conversing with other celebrities, reading newspapers or other articles, daydreaming, drowsiness and even falling asleep, have been common events that often occur in a Seminar. Not infrequently even, those who "influence" such an atmosphere are the participants/listeners themselves. Overall, it often happens, that the information of the revised demonstrations is less interesting' continued with a period of boring questions and answers, and the participants who have come to pay and possibly also to obtain the required credit offerings fail to build expected communication, such seminars are not beneficial either for seminar participants

nor the presenter himself, and is therefore more of a "stepping stone" than a vehicle for the exchange of information or a scientific exercise.

According to a practitioner, the main reason for the ineffective occurrence of seminars is because the presenter takes lightly the efforts that need to be made to produce an effective Seminar, or in the word on the other hand, the presenter is less than well prepared. To become an effective presenter, a presenter has a lot to learn. Even broader efforts need to be made to determine the selection of topics of interest, "stirred" with props coupled with a way of speaking that can lead to the existence of "communication-relationships" with the listener. Perhaps the presenter considers that 'science cultivates respect', so that automatically the listener will listen in earnest. This assumption is not true, because science's's are not automatically more interesting than other common topics presented. Therefore, the presenter of scientific topics also requires the ability to concoct speech techniques with good presentation, including the use of props, as well as other general speakers.

Various other factors that also play a role in seminars that are less successful are (i) the presentation's own performance of the Seminar, for example, only considering it as a means of obtaining credit scores, so it does not require serious preparation and practice. This is concerning, because the skill of communicating information secara verbal plays a very pnting role in supporting job acquisition and career advancement, (ii) the presenter assesses himself as a free / independent thinker, preparing the Seminar with an approach that can be said to be "monkey See, monkey do", simply by imitating what other presenters do, including imitating other unprepared presenters, and (iii) an insufficient amount of exercise/opportunity, e.g. only 1 or 2 Seminars, how can the exercise be perfect?' In addition, there is no inappropriate delivery of the Seminar, for example during the afternoon or evening, when the participants want to rest more than attend the Seminar

Up to this stage, it is hoped that potential presenters have realized how to avoid unpromising Seminars- However, before considering the various instructions that can help prepare and deliver seminars that interest interest, the presenter must first define whether the so-called Seminar is effective,/successful. It is worth remembering that the failure to define the expected goal is the product of a vague/unclear mindset. An unclear mindset results in actions that do not weld, and vague actions lead to frustration and sometimes failure.

### **Effective Seminars**

The word seminar comes from the Latin seminarium, which means seedbed. So, in the operational definition it may mean an academic or professional meeting in which various ideas are planted and nurtured, while everything else is cut. A freer definition is that a seminar is a meeting for the exchange of ideas in a particular field. It is worth noting that the word exchange means member and accept reciprocally. In other words, the Seminar should benefit both the presenter and the listener. However, this will only be the case if the participant listens and understands. Therefore, communication will depend heavily on the topic of the presenter's interest and the presentation technique.

### **Effective Presenters**

Being an effective presenter, it's not just a matter of practicing. The presenter, again, must have a purpose and define the so-called effective presenter. Once the presenter understands what an effective presenter is doing, then the presenter can practice more cleverly and effectively, and if he practices diligently, then the presenter can become an effective presenter. The following definitions

summarized from A Syllabus of Speech Fundamentals from Mardell Clemens and Anna Lloyd Neal.

These definitions are important, so they may be good when they can be memorized. The following criteria apply to all ulnulu speakers, regardless of their experience or profession. An effective interpreter is someone who :

- Have a caralter, knowledge and considerations that give rise to respect .
- Knowing that he has a message to be conveyed by thekarq has a clear purpose in conveying the message, feels responsible that the message can be conveyed and has completed the goal.
- Realizing that the main purpose of such presentation is the communication of ideas and feelings to obtain the desired response
- Able to analyze and adjust to every presentation situation. ,
- Able to choose a clear and worthy topic
- Able to read and listen to differences (not blind
- shouting suggestions or stubbornly always rejecting considerations that are contrary to his ideas).
- Able to maintain facts and opinions through detailed investigations and
- careful thinking (so that its presentation, whether in a limited or general forum, is of value to its pndengar).
- Able to select and arrange materials so as to form an interrelated merger .
- Able to use clear, direct, feasible and real language,
- Able to make its presentation vital and free from disturbing elements.

This criterion is able to make the presenter maintainn rapport or the atmosphere / communicative relationship between the presenter and the listener. *Ropport can be interpreted as a concept of mutualistic humor or emotional confusion between the presenter and the listener and is the basis of communication in the context of upfront speech ability.* , thus becoming a necessity for the presenters to understand this concept. When the presenter has been able to build a rapport, the presenter can feel the interest from the presenter. In

psychologically, this is an encouragement for the presenter to look better. Similarly, listeners can also feel the presenter's knowledge, ability and enthusiasm in communicating/conveying information for them. Conversely, if the presenter fails to create a rapport, or loses that atmosphere even though it has been created, the listener's interest decreases and a dull atmosphere arises. If the atmosphere is formed, the presenter should not continue its presentation, because the communication has been cut off. So, in short, an effective presenter is one that is able to build and maintain a rapport or communicative atmosphere with the listener. How to do this in seminars?

### **Setting Up the Seminar**

In general, the first stage in preparing material for the Seminar is to make outlines of the topic to be presented. On the one hand, Outline is useful for structuring information, but on the other hand it is less attractive and less comprehensive, what if it is less systematic and less informative. This can happen if the choice of words for Outline does not arouse the interest of seminar participants. Another alternative is to develop an Outline that is narrative and communicative. Narrative information is easily developed through one of the greatest inventions of mankind, namely computer paper. All that is required, initially it may be only 4 - 5 pieces of paper to be continued. The first stage is to organize the information in the form of outlines, then develop the coverage in the form of a narrative framework by arranging all ideas chronologically and systematically." When this framework has been formed, it will be very easy to do editing, re-organizing and development" After the idea flow is composed, the next stage is inserting data/fakta/expositional ingkasan that will be delivered. If the narrative concept has been developed, then it's time to think of the props (visual aids) that will be used to describe the information. The most simple and commonly used pragmatic tools are slide and OHP transparency; or in the current era is

by directly using a computer that is equipped with a transformer- projector; with its programs including Microsoft Power Point. However, in choosing the props to be used, in addition to understanding the advantages and disadvantages of each prop, as well as the rationality behind making the props. This principle should be used in developing props according to the needs of the narrative to be presented, which in essence is an orchestra that is in sync between speaking and racing. Up to this stage, the presenter was almost ready to give the seminar, but there were two things that should be remembered, the first was a quote from Pericles, an Athenian General and statesman who was paid to invent aphorisms in the Greek golden age, which said that one who could think but could not afford expressed his thoughts, just as level as people who can't think. In language that is simpler and more relevant to the ability to present information in seminars, it can be said that the presenter who cannot express the fruits of his thoughts is in great difficulty. Therefore, it is better to write down the most information that will be said in the seminar first. This will force the presenter to think critically about the activities that are being carried out and will be presented in the Seminar. Nevertheless, the text of the writing is not to be memorized.

To obtain the best results, the way of speaking in the delivery of seminar materials is free from textual entanglements, in the sense that it is stated is not the result of rote memorization that has been prepared or trained in advance. The weakness in the scientific presentation that Dmemorized earlier was that memorization and textual speaking caused difficulty in developing rapport with listeners.

In addition, if the presenter memorizes the material to be presented, at some point there can be a presenter lupa with the material to be said' This can cause nervousness and chaos of the presentation systematics. Film actors usually learn a little verbatim that allows them to cope with the situation of forgetting the text. But it must be admitted that the presenters of the seminar are not actors, and therefore are not necessarily able to cope with such a random situation; as a result, the ability to master the atmosphere of the seminar was suddenly lost. It is always worth remembering that an effective presenter is a presenter who has knowledge that can be appreciated, in the sense that he masters the seminar material even if the material is not memorized.

Since the possibility of the presenter becoming an actor is as great as the possibility of becoming a newsreader in the content, it is better that the possibility of being an expert in reading the manuscript is left to the expert. It is a difficulty to be able to establish eye contact with all seminar participants, either due to insufficient light intensity or other causes, which also makes it difficult for participants to see the presenter's character. Staring and reading the text continuously makes the problem more complex, although it may be exciting for the penyaji, but it is very boring for the participants of the trial' In summary, speaking in front of the seminar participants should be with a free approach, without attachment to rote memorization, or even reading the material seminar. It is also increase penyaji's self-confidence as a speaker. Self-confidence, as well as a convincing appearance, is the result of continuous practice.

The presenter must always practice in front of critical participants, no need for a large number of participants, just from the colleagues and if possible coupled with one or two seniors who are perceived to be able to provide input and Idtik. Practice needs to be practiced at the beginning, so that there is still enough time for changes when it is expanded including fixing the props usedLatihan is needed, as well as to reduce stage fright' The more often the practice usually increases self-confidence, however, too frequent exercises can also

lowering the presenter's gain and/or causing boredom to the presenter which results in the difficulty of building a rapport with the seminar participants. In conclusion, everyone can be an effective presenter as long as they are aware and understand the meaning of the seminar, have and/or try to have the characters of an effective presenter, capable of choosing/making props that are as important as practicing and diligently practicing.

### **Tips in Seminar Recitation**

To help the smooth running of the seminar and the presenter is able to describe the "atmosphere of the seminar" ("rapport"), it is necessary to pay attention to several things when the presenter speaks in front of the seminar participants, namely:

- Eye contact
- Voice intonation
- Presenter attitude
- Grammatical use
- PenggUnaarcatftan
- Duration of presentation
- Presenter enthusiasm
- Generalpiling. evoking respect

### **Seminar Materials**

Seminar materials are generally in the form of (i) Reviews (reviews), which are usually requested for a joint session (plenary session) and primary research results- Preparation of review materials (Review), after the Title, Author, Implementing Institution and Introduction (see chronology of preparation of primary research results material) in umuln, it is usually free depending on the topic of discussion. For primary research materials' are usually more standardized and arranged as follows:

- (1) Title
- (2) Writer

- (3) Implementing institutions
- (4) Introduction
- (5) Purpose and HiPotesis
- (6) Methodology
- (7) Results and Discussion
- (8) Conclusions and Suggestions

### **AIDS (VISUAL AIDS)**

Props (ABP) have an important role in determining the success of a presentation and therefore careful and careful preparation is needed in making ABP' Wraga aids can help achieve the expected results if :- Able to explain ideas contained in the discussion material' Able to emphasize the topics to be conveyed Increase the interest and attention of seminar participants Props that do not meet these criteria, may only make participants s eminar distracted him or even fell asleep. The most commonly used variety of abp types are slides and transparency, as they are considered the least expensive, the availability of materials is easy to get, the manufacture is simple and practical. The more sophisticated equipment used is the computer and its equipment, with programs that are specific to the purpose of presentation, for example MS Power Point' However, in addition to being expensive, and requiring skills in its operation, it is not as necessary for institutions to have this equipment, so it becomes not as expensive, and requires skills in its operation, it is not as simple as the institution has this equipment, so it becomes not as important as the institution has this equipment, so it becomes not as expensive practical. In making ABP itself, it is necessary to pay attention to various things such as (a) the size of the rare letters used, (b) the layout of sentences /words, (c) tables and (d) graphs, (e) combinations, colors (if used), and also (f) light intensity in the seminar. Create a slide with a dark background, lowercase and dark in color, [gray, blue, dark brown]; or a light background with a light brown yellow, light green word/image causing the word/sentence to go illegible. The choice of contrasting colors between the background and the information to be conveyed is very helpful for the participants to be able to read clearly.

what really needs to be considered in making ABP is so that the contents of the ABP can be read by the seminar / meeting participants. It should always be assumed that such ABP is provided for participants sitting farthest from the projection screen.

the most frequent causes of failure in the presentation of ABP be there is too much material in one ABP and (b) there is a presumption that what can be read in printed form (e.g. books or papers), can also be read in the form of slides/transparency. This means that one page of the paper is easy to read, and is transacted into a form of transparency (a full page), as a result of which participants cannot read clearly and even become reluctant to read it. Because if what is presented is such a form, it is easier to give a photocopy of the paper to the participants and participants can simply listen to the paper.

### **Presenters and Participants**

In a seminar or meeting, it can be estimated that the presenter already has information to be delivered" the ideal atmosphere is in the event of feedback or communication networks involving the presenter, information delivered, and its participants/listeners. Therefore, in addition to some of the things that have been mentioned above, in preparing abp , participants who are present there must always be remembered, for example:

- Who are the participants, the listeners
- How far they understand to the picnic to be presented
- Why they are present/willing to listen to the topic presented
- How to get them involved
- Do they agree with the material and conclusions presented, or should the presenter better convince the listener
- The extent to which participants / listeners can understand the content of the material presented

If the presenter can answer these questions appropriately and can arrange the presentation as those answers, then the presenter has done enough for the participants to pay attention to the presentation' The systematics of the material to be presented can be arranged as follows' Start by explaining the purpose and breadth of the seminar material' This can help direct the listener's attention. Present the main intent/pokok in a gradual and reasonable order (rationally), then summarize the entire presentation in one conclusion. The conclusion should reinforce the message that is a "souvenir" for the listener to take home' Props can be used at each of these stages to help the presenter equip his duties. However, if there is not enough time to prepare every ABP, then at least prop that is expected to help will even be an ABP that hinders.

### **Planning the Manufacture of Props**

After reviewing the material to be presented, based on considering the needs of seminar participants, the following stage is to design the making of ABP. One approach is to use a 10 x 15 cm index card (a card commonly used for publication indexes in libraries). The cards are then filled with the material to be presented, including Tables, Figures and descriptions of the information. The card can be considered to represent a single transparency or slide. Evaluate the cards based on the criteria below:

- Is this ABP important/essential? Can this ABP help the presenter achieve the purpose of presentation?
- Is there a flow of information that is intertwined between abp one and the following?
- Can this ABP help listeners receive the presenter's message?
- Does this ABP direct attention to a single idea?
- Does this ABP make sense?

- Is this ABP free of distracting materials?
- Is this the most effective way to convey information? For example, if what is presented is a Table, is it not clearer when presented in the form of a Figure?
- Can the information in the ABP be projected on the screen readable from the farthest distance in the room?
- Can the ABP used be well found in the presenter's speech/verbal attitude?  
Are the two strengthening each other?

Any ABP that does not meet all of the above criteria must be revoked/replaced. It is always necessary to assume that the presenter will show his ABP to participants sitting in the last row in a large and very bright space, because the curtains are transparent /translucent (for transparency), or in a large and relatively dark room due to the lights which is extinguished when the slide is presented. Furthermore, it may be necessary to assume that the width of the projector screen is no more than 2 x 2 meters and the presenter does not have access to the light of a small lamp, to read small notes, which are usually available on the presenter's podium. If the presenter can prepare the presentation material, by fulfilling all the prerequisites and conditions like this, it can be expected that the message to be conveyed can be received effectively by his listeners.

## **Preparing Props**

### ***Slides and Transparency***

Slides and/or Transparency can help illustrate at least four things, namely :

- Equalizations, to reinforce or summarize what will be Said,

- A series of pictures, which state how to tell a sequence of information,
  - Tables or Diagrams, which present measurable data or information
  - Abstracts or symbols for expressing ideas or creations
- The most common mistakes occur in the creation of slides or

transparency is the assumption that "if the substance of the print is readable, then it can be read if it is expressed in the form of a slide/transparency" In many ways, this assumption is almost always wrong. For example, we can read a printed page from a single journal at a distance of 30 - 35 cm. Slide, can be projected on a screen 2 m wide. and viewed from a distance of 20 m. If one page of writing from the journal is projected on the screen in this condition, we are like reading a journal from a distance of 4 m. Therefore, something like this is very not recommended, but it turns out that many can't stand the "temptation" to put all the information or tables, a full page of the journal/publication into one slide/transparency. There's no denying it's because of its ease, that this pattern is increasingly "popular" by many seminar presenters; "photocopying" the paper directly into transparency, so that seminar participants are given a "presentation" page by page full of words and sentences. There is nothing interesting in such a presentation or even causing a distraction from the projection screen to other things - It is a less ordinary thing happens to print very large letters on the slide. What often happens is that rare letters on slides are often printed too small. An ideal condition is when the maximum visibility of a slide is 8 x the height of the projected image (remember that we should always consider conditions below optimum). If this condition is followed, then a screen with a height of 1.6 m is not seen at a distance of more than 10 m. If this pattern is followed, then the presenter can easily estimate whether the substance in his slide can be read or not. For simple testing, place the created slide at a distance of 8 x the height of the slide; suppose the height of the slide window is 2 cm, place it at a distance of 16 cm from the eyes. If at that distance the substance is read, then the slide is definitely captured what was mentioned above with a screen height of 1.6 m.

On an index card of 10 x 15 cm, the reading distance is 60 - 80 cm. If at that distance the substance can be read clearly, then the contents of the slide must be read at the same distance ratio when projected on the screen. Elite fonts/font types can be read easily at a distance of 12 meters when written in 9 lines with spacing on one slide. Pica typeface with the same number of lines and spacing, can be read at a distance of 15 m. Slides can be made in black-and-white or with various color combinations. Often, the presenters use black-and-white slide films, because they are cheap, easy and quick to make them. There are 3 types of white black films that are commonly used, namely (i) negative film, (ii) direct reversal film, and (iii) reversal processes film. Slides with a negative film, simple in preparation and usually contain only a little, if any, things that are detractive. The downside and this slide is that it often pops up when mounted on the "frame" of cardboard. This pop can be reduced by preheating on the slide in the projector, or using an 'auto-focus' projector. Another alternative is to install it on a plastic frame (polyurethane).

### ***Slides for Sentences/Realizations***

The statement or sentence in the slide must be precise in a space of less than 7.5 x 10 cm. Some of the provisions for slides containing statements/sentences include:

- One line, great; 3 lines, good; 5 lines, enough; 9 lines, maximum. Make a short alignment in each line, no more than 25 letters, numbers or spaces.
- Keep each sentence located in the middle, so that it looks balanced with a fairly wide side border
- Try to be in a horizontal/horizontal format, if possible
- Use capital/large letters, except for Units, e.g. cm, ml or other abbreviations. Capital huf-letters do not take up more space on the dislide, but the size eyes 2 x larger, and therefore can be read with a probability of 2 x greater.

- The letters used should be not less than 0.6 cm high and in one row not longer than 16 cm. Try to keep the ratio of the height of the letter to the length of the sentence in one line no more than 1 : 30.

### *Slides for Table*

The general provisions for the creation of tables in slides or transparency are similar to the provisions for sentences/statements. The table must fit in the 7.5 x 10.0 cm (index card) example space. Try not to exceed 9 lines (double space). Complex headings and footnotes, do not need to be included in the Table, as the presenter will explain the things in the Table verbally/orally. The heading for the row or column should be short, clear and immediately able to explain the self in question ("self explanatory"). The numbers presented should not exceed 2 digit (or some of them at most three). Normal use often only uses space, and is less or even useless. The data presented can be manipulated by a decent multiplication or division, for example by the number 10 or 100, to omit the decimal. However conventional unit-unit expressions should be used where possible. In many examples of presentation, standard tools (standard error) or standard deviations (standard deviations) also do not need to be included in the Table, unless they are to be explained or emphasized, for example, lack of diversity or too much deviation that affects the results obtained. Statistically, the difference is indicated simply by the letter "superscript" or with an asterisk \* ( $P < 0.05$ ). Since the availability of printing space in a table is limited (7.5 x 10 cm), then one Table can contain only one idea to be described.

It may be necessary to represent a similar set of tables/images into one table or just one image to cover the entire data. In transparency, this can be overcome by creating an "overlay". In many instances, this is usually not necessary because the presenter's goal is to present the "highlight" of the data, rather than "impressing" the participants with the abundance of data. The presenter's ability to determine what will not be presented is important.

### ***Slides for GraJik and Diagrams***

Strive that each graph or hegrams represents only one idea; and make each graph/diagram as simple as possible. Keep in mind that graphs/diagrams projected onto slides/transparency cannot be studied in detail as in the form of papers. An or block circumference graphis easier to absorb/understand than a line graph. Multiple benchmarkings can be presented in a series of graphiphograms drawn in the same pattern, rather than including all the data in one comparative image.

Many graphs or diagrams look good and satisfying in printed papers but look bad in slides or transparency. Graphs or diagrams for presentation should be made in a very simple form. The ordinate and abscissa should contain only 4 - 5 points of distance. Ideally all naming is made horizontal. Four rows of curves may be possible in one slide, if the curves do not cross each other or pass through each other. If the slides are complex, the presentation of more than one or two curves in a single skide can be a mess.

### ***Slides for Pictures and Abstract-Images***

Images, abstracts or cartoon-images can arouse / attract the attention of participants, because the shape and type of the image are beautiful. witty or even made creepy to put pressure on certain information. But it is necessary to be careful in the manufacture of abstract images or cartoon images; make it in good taste and appropriate, but not too much, especially when many participants in the seminar may be irritable, or when the image is made just to attract attention without certain messages.

It is also worth paying attentionto, sometimes participants will wait for the next abstract image / cartoon, but do not pay attention to the data / information presented. This means that the message/information to be conveyed becomes undeliverable precisely because of the presence of abstract images/cartoons that

become a "bully". Therefore, the presenter must be sure that the image- abstract or cartoon-image can actually contribute, or Appropriate, to the presentation.

In making a series of images that tell how to assemble a story, it is better to prepare in advance a scenario before shooting slides. Slides are generally made in a "close-up" manner so that the desired letters/numbers can be projected as large as possible. Use the time to discard or mask objects in the background that are unnecessary or that may "interfere" with the participant's view. The slides created are usually colored, to be able to show the differences clearly (represented by a certain color warn a-color). The choice of colors to represent various data and images and contrast with background colors and lighting is very important to pay attention to, or otherwise the data is even illegible because it is too dark or too bright. Theselection of the type of film should also be appropriate. In addition to slides, color transparency is also available, and with the availability of "scanners" and color printers, almost anything that can be converted by slides can be made to transparency. However the price of transparentsi colors today is very expensive, so it becomes impractical to be able to use it widely. In addition, a low-resolution color printer does not make the transparency of the colors more beautiful, and even makes the results unattractive to listen to.

# **FINAL PROJECT PROGRAM ACTIVITY HANDBOOK**



**COMPILED BY**

**FINAL PROJECT  
COMMISSION**

**FACULTY OF AGRICULTURE-ANIMAL SCIENCE  
UNIVERSITY OF MUHAMMADIYAH MALANG  
2021**

## FOREWORD

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

السلام عليكم ورحمة الله وبركاته

Thank God we convey to Allah SWT who has bestowed His mercy, so that we can complete the "Final Project Program Activity Guidebook" well. Accompanied by our greetings to the Prophet Muhammad SAW who became our bright light in life and life in this world. This final project program guidebook is intended for all students majoring in the department within the FPP UMM, Faculty of Agriculture-Animal Husbandry, University of Muhammadiyah Malang as a guide for the assignment program final (PKL, PUP, and Thesis) from debriefing to reporting preparation.

This final project program manual is prepared in order to provide direction, standards and assessment methods in the Implementation of the Final Project Program. All the provisions contained in this book are expected to be able to equalize perceptions between majors within the FPP UMM, PKL partners, PUP partners, PKL field supervisors, Supervisors, Peserta Final Project Program, Task Program Committee End and related Institutions.

This guideline broadly contains four things, namely: (1) Guidelines for the Implementation of PKL Activities, (2) Guidelines for the Implementation of PUP Activities, (3) Guidelines for Thesis Preparation, and (4) Format Attachments as a reference for activities. Especially for PKL field supervisors, a PKL Program Implementation Value Sheet is provided which is compiled in this PKL Program Pedoman Book.

Hopefully this Final Project Program Manual is useful in an effort to improve the skills of students so that they can become professional managers and meet competency standards. Thus, hopefully this final project program guidebook will be very useful later, God willing, in the future. Amen

Malang, November 2021

Final Project

Commission

**IDENTITY OF THE PARTICIPANTS OF THE FINAL PROJECT PROGRAM**

- 1. Full Name : .....
- 2. N I M : .....
- 3. Study Program : .....
- 4. Address : .....
- 5. Mobile Number : .....

Malang, .....

Nim. ....

## LIST Fill

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**HANDBOOK OF FIELD WORK  
PRACTICE PROGRAM ACTIVITIES**



COMPILED BY  
**FIELD WORK PRACTICE  
COMMISSION**

**FACULTY OF AGRICULTURE-ANIMAL SCIENCE  
UNIVERSITY OF MUHAMMADIYAH MALANG  
2021**

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

The University of Muhammadiyah Malang as a Superior, Modern and Islamic Higher Education Institution, according to its vision is constantly improving the quality of education so that its graduates can enter the world of work easily. One of the spearheads to produce quality graduates is the major in the FPP UMM environment. So far, the departments within the FPP UMM have tried their best to educate students to achieve the vision and mission of the university. The department hopes that after graduation, the student will have the character of a worker who is smart, superior, and ethical.

One of the expected graduate profiles from majors within FPP UMM is to become professional and skilled homework personnel. Students have been equipped with various scientific theories in accordance with their respective fields and practices about the world of agriculture at large, however, they have not been honed directly involved in handling work practices in the field. Therefore, it is necessary to improve the quality of learning that can direct professional students in the world of agriculture at large so as to produce quality graduates who will be accepted in the world of work. One of the efforts in this case is the development program through student Field Work Practices to PKL partners by observing the work process, reviewing activities, developing improvement efforts, and evaluating activities. The PKL program to PKL PartnersThe impression needs to be appreciated by all parties, both by the Faculty and the University of Muhammadiyah Malang. Therefore, majors in the department within the FPP UMM University of Muhammadiyah Malang try to anticipate all forms of programs to be carried out optimally and in line with the Strategic Plan of the University of Muhammadiyah Malang. With the implementation of this activity, it is hoped that pkl participating students will have attitudes, understanding, passion, motivation and skills as prospective managers who in time have the quality competence of a smart, superior, and ethical professional.

#### **B. Basic Implementation of the PKL Program**

PKL is a compulsory course in the department within the FPP UMM , University of Muhammadiyah Malang which must be taken by students at each stage which is determined based on the following conditions:

1. Law of the Republic of Indonesia No. 20 of 2003 on the National Education System.
2. Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers.
3. Law of the Republic of Indonesia number 12 of 2012 concerning Higher Education.
4. Ministerial Regulation (Permen) RI No. 19 Th 2005, on National Standards of Education
5. Guidelines for Muhammadiyah Central Leadership on Muhammadiyah Universities.
6. Statute of the University of Muhammadiyah Malang.

7. Decree of the Rector of the University of Muhammadiyah Malang Number 40 of 2013 concerning the Academic Curriculum for the Year 2013-2014
8. Academic Handbook 2013-2014 University of Muhammadiyah Malang
  - a. The basis for the development of the PKL Program in principle is 4 (four) important things, namely:
    - 1) The PKL program in the S-1 Program of majors in the FPP UMM environment is carried out once with a specified time
    - 2) PKL has a credit weight that has been determined by the department, namely 4 credits
    - 3) This PKL activity is carried out at PKL Partners
    - 4) Guidance is carried out by PKL Supervisors who meet the requirements as determined
  - b. The basic concepts of implementing PKL activities are as follows:
    - 1) PKL activities are activities that provide experience to build students' identity at work, strengthen professional competence, strengthen the practical abilities of prospective managers, develop cognitive, affective and psychomotor skills in building areas of expertise
    - 2) PKL activities are a program of activities whose realization of activities is managed by the department
    - 3) PKL activities focus more on managerial and learning fields at PKL Partners
    - 4) PKL activities are academic and practical activities that are also expected to develop student creativity in academic and professional fields

### **C. Understanding the PKL Program**

The PKL program is an academic activity listed in the curriculum of the department within the FPP of the University of Muhammadiyah Malang. This program is a learning by doing activity in order to form knowledge, skills, attitudes and managerial.

### **D. Principles of the PKL Program**

1. PKL is an important part and is a precondition of a professional human resource preparation system.
2. PKL is carried out in a structured manner and is a separate learning load that is carried out independently after meeting the sks requirements (sesuai minimum provision of 80 credits), with a load of 4 (four) credits
3. PKL is guided by PKL supervisors and field supervisors
4. Pkl implementation requires a strong partnership with PKL Partners
5. Pkl implementation Requires systematic PKL management, such as debriefing, scheduling, placement, PKL process, and evaluation (assessment)
6. The implementation of PKL Requires financial support so that the implementation of PKL is in accordance with the target.
7. Implementation of PKL Requires a good guidance system, terstructure and systematic

## **E. Vision and Mission of PKL Program**

The PKL program is a vehicle for the formation of prospective professional personnel and provides experience to students in applying theory and practice in the actual scope, so that the department majors in the FPP UMM FPP Environment, University of Muhammadiyah Malang can prepare / produce graduates who are smart, superior, ethical and professional in the world of agriculture at large.

### **1. Pkl Program Vision**

PKL prepares / produces graduates who are prepared to become professional personnel, broad in their knowledge, have high creativity, and foster professional attitudes and behavior patterns .

### **2. Mission of PKL Program**

- 1) Producing prospective professionals who have values, attitudes, knowledge, professional skills and in accordance with professional academic competence
- 2) Integrating and implementing the knowledge he has mastered into practice according to the field of science.
- 3) Have professional, pedagogic, personality and social competencies in accordance with related fields of study and science
- 4) Increased ability to solve problems encountered in the PKL place in a real way

## **F. Objectives of the PKL Program**

The objectives of the PKL program can be categorized as follows:

1. Implementing basic pedagogical, personal, social and professional competencies in the form of direct involvement in activities at the pkl premises
2. Strengthening student understanding through observation and activities at the PKL place
3. Building the foundation of students' identity by directly experiencing the culture of work in the field
4. Observing managerial systems and strategies in the PKL premises
5. Participate in management activities at the PKL premises
6. Carrying out managerial tasks in the premises of the PKL
7. Produce PKL (individual) reports and PKM AI or GT proposals (groups according to the location and provisions of the higher education)

## **G. Benefits of pkl program**

### **1. For Students**

- 1) Increase understanding and passion about activities at PKL Partners
- 2) Gaining experience on how to think and work according to disciplines, so as to understand the relationship between knowledge in overcoming problems at PKL Partners
- 3) Obtaining reasoning power in studying, formulating and solving problems at PKL Partners
- 4) Gaining experience and skills to carry out managerial activities at PKL Partners

- 5) Getting the opportunity to be able to act as a motivator, facilitator, dynamicator and help thinking as *a problem solver*

## **2. For PKL Partners**

- 1) Obtaining opportunities for cooperation with universities
- 2) Get help with thinking, energy, science, and technology in planning and solving problems to support the development of PKL Partners.

## **3. For Faculty**

- 1) Obtaining feedback from the implementation of the PKL Program at PKL Partners, in order to improve the higher education curriculum that is tailored to the needs of the community
- 2) Obtaining various learning resources and finding various problems for research and education development
- 3) Establishing good cooperation with PKL Partners for the development of the Tri Dharma of Higher Education

## **CHAPTER II**

### **PKL PROGRAM PROVISIONS**

#### **A. Activity Status of PKL Program**

1. The PKL program is a compulsory course for all students majoring in the department within the FPP UMM FPP, University of Muhammadiyah Malang and is mandatory to pass
2. The PKL program is an intracurricular academic program and is a compulsory course that can only be followed by students who meet the predetermined requirements

#### **B. Rules of Conduct for PKL Participants**

##### **1. Behavior and ethics**

Students must comply with the provisions of existing regulations in the faculties, departments, and partners of pkl. Behavior while in the PKL environment, students must be disciplined, responsible, behave politely and not interfere with the smooth running of the PKL program. Students must carry out worship in accordance with their religion. Students participating in the PKL must try not to cause problems in the PKL place, if it causes problems in the PKL place, it will be resolved in a familial manner. If no settlement has been found, it is resolved formally between institutions.

##### **2. Discipline**

During the PKL time, PKL students must be present and fill out the attendance list at the PKL place. If the student is unable to attend , there must be an official statement (sick letter from a doctor and so on) to the PKL Supervisor / PKL field supervisor. The consequences of the absence of PKL students who have no information (skipping) get sanctions in accordance with the regulations of the PKL place and majors in the FPP UMM environment.

##### **3. Personal Completeness**

In general, PKL students are required to wear clothes that are in accordance with the regulations of PKL partners. PKL students are required to wear alma mater suits upon arrival and return

#### **C. Limitations and Conditions of the PKL Program**

##### **1. Sending College (PT Sender)**

Sending Universities are universities that send PKL students to take part in the PKL program at PKL Partners based on the MoU agreed with the departments within the FPP UMM.

##### **2. PKL Partners**

Partners are partners of PKL / Institutions / SMEs / Centers / Agencies engaged in agriculture, food technology, animal husbandry, fisheries, and forestry that meet the criteria for each major in the FPP environment

### **3. PKL Supervisor**

PKL Supervisors are lecturers who are given assignments by the Dean of FPP, University of Muhammadiyah Malang to assist PKL participants who carry out PKL activities.

### **4. PKL field supervisor**

PKL field supervisors are personnel who are assigned by the leadership of PKL Partners to guide PKL students

### **5. PKL Participants**

PKL participants are FPP UMM students as prospective professionals who are placed in PKL partners.

## **D. Job Description**

### **1. PKL Students**

- a. Icompiled a group proposal for the application for a PKL place with the guidance of the PKL coordinator in each department.
- b. Prepare individual proposals for PKL work programs with the guidance of the approval of the PKL Supervisor.
- c. Conducting PKL for at least 1 month as evidenced by a report on the list of daily student activities at the PKL location which is filled out every day,
- d. Consulting with a PKL Supervisor, as evidenced by filling out a mentoring consultation form. Consultation on the preparation of PKL reports with PKL Supervisors at least 2 times,
- e. Preparing PKL reports is guided and approved by PKL supervisors, field supervisors and endorsed by PKL Partners, PKL places and PKL Supervisors,
- f. Prepare a PKM AI-or PKM GT proposal approved by the department's assessment team based on the PKL report (group according to the location and provisions of higher education) as a condition for conducting the PKL exam
- g. Conduct a PKL exam which is attended by PKL examiners and students of at least 10 people no later than 3 (three) months after the end of the PKL implementation. If it passes the 3-month deadline, it is mandatory to repeat the PKL
- h. Compile and collect a daily list report of PKL to the PKL Commission no later than 1 (one) month after the implementation of the PKL exam

### **2. PKL Partners**

- a. Providing opportunities for students to carry out their duties as well as possible in accordance with the provisions applicable to the PKL institution
- b. Directing, and guiding PKL students so that activities are carried out according to the objectives
- c. Preparing a place for the PKL
- d. Assigning PKL field supervisors for PKL students
- e. Coordinate with sending colleges

### **3. Faculty**

- a. Establishing supervisors and PKL Partners for PKL places through the Decree of the Dean of FPP UMM
- b. Accommodating the needs of PKL participants
- c. Coordinate with relevant parties for the implementation of the PKL Program

### **4. PKL Supervisor**

- a. Guiding and directing PKL students regarding the situation, conditions and problems in the field theoretically
- b. Help meet the data and information needs needed by PKL students
- c. Provide directions for the preparation of PKM AI or PKM GT proposals and reports and daily lists of PKL
- d. Provide evaluation of the performance of PKL participants based on reports, PKM proposals and **exams**

### **5. PKL field supervisor**

PKL field supervisors are professional personnel who are assigned tasks by the leadership of PKL Partners to assist PKL participants who carry out PKL activities, which include, among others:

- a. Provide direction to PKL participants on activities that need to be carried out in accordance with the work program created.
- b. Providing technical guidance on the implementation of PKL
- c. Coordinate with pkl partner leaders, PKL supervisors and related parties in the implementation of the PKL Program.
- d. Provide an evaluation of the performance of each PKL participant which is the responsibility of the PKL field supervisor.

### **6. PKL Commission**

Providing administrative, academic and technical services related to student PKL activities, namely: starting from the preparation stage, implementation, to the evaluation of PKL activities.

## **E. Time and Location of PKL Program Activities**

The implementation of this activity must be coordinated in advance with the PKL partner party where the PKL is located, so as not to interfere with activities on both sides.

### **1. Time of PKL Program Activities**

- a. PKL Program Time

The PKL Program time is carried out once for a minimum of 30 working days which is carried out in each end of semester holiday

- b. Schedule of PKL Program Activities

The schedule of activities of the PKL Program is regulated by adjusting the academic calendar that has been prepared by the University with the following sequence of activities :

No.	PKL ACTIVITIES	TIME (vacation odd semester)	TIME (vacation even semester)
1.	Activity Socialization and hunting pkl partner location	End of term even 4	End of term odd 5
2	PKL Payment	November – middle December	March – middle April
2.	Registration of PKL Program Participants	The beginning of the middle December	Early in April
3.	PKL Program Debriefing	Mid-December	Mid-May
4.	Certainty of pkl partner location	End of December	End of May
5.	Implementation of the PKL Program	Mid-January – Mid-February	Mid-July - middle September
6.	Withdrawal of Program Students PKL	Mid-February	Mid-September
7.	PKL Exam	Mid-March	Mid-October
8.	Deadline for Submitting Reports PKL	Mid-April	Mid-November

**2. Activity Location and Number of PKL Partners**

The location of the PKL Program is the position of PKL Partners who are prioritized to be in the East Java area. The location of PKL activities in areas outside East Java, transportation, consumption and accommodation of supervisors during monitoring are borne by PKL students if deemed necessary to visit.

## **CHAPTER III**

### **MECHANISM FOR IMPLEMENTING THE PKL PROGRAM**

#### **A. PKL Program Preparation**

Some things that need to be known and prepared by students and managing institutions, PKL dan Partners of related agencies in the PKL Program are as follows:

##### **1. Pkl Participant Requirements:**

- a. Registered as an active student of the S-1 Program at FPP UMM in the semester of pkl activities
- b. 5th semester students who have completed lectures, the minimum credits obtained are 80 credits (evidenced by KHS). Special requirements are imposed if there is a company request or certain conditions.
- c. Meet the administrative requirements set by Komisi PKL
- d. Have taken a package of courses in the required semester (Evidenced by KHS)
- e. For students who have a risk of certain diseases that are harmful to themselves if they do PKL, they are required to consult with the PKL Commission
- f. For female students who are pregnant for more than 5 months are not allowed to take part in the PKL Program, while for female students whose gestational age is less than 5 months must attach a health certificate from a doctor (related to pregnancy) and a written permit from husband that all risks that occur are not the responsibility of the PKL Commission

##### **2. PKL Procedure**

- a. Students of prospective PKL participants are required to register with the PKL Commission majoring in the FPP UMM FPP, University of Muhammadiyah Malang, by fulfilling the registration requirements, as follows:
  - 1) Recorded as an active student in the current semester
  - 2) Melunasi administration to the BANK and submit the Original Receipt
  - 3) Transcripts up to the previous semester are at least 80 credits that have passed. Or have participated in lecture activities for 5 semesters. Except for special provisions for PKL at the request of the company and on special conditions.
  - 4) Have taken and passed the specified prerequisite courses
- b. Students look for /choose PKL partners independently or in groups. Students can also have PKL partners from industries / companies that are partners in practicum locations and previous PKL partners in the Department.
- c. The PKL Commission has the right to regulate the number of students in partners in accordance with the scale of PKL Partners.
- d. Students apply for the chosen PKL partner.

- e. Students must compile a PKL proposal in accordance with the conditions and activities in the partner industry / company, with the direction and guidance of the Supervisor or PKL commission team
- f. PKL proposals that have received approval from the PKL Supervisory Lecturer are reproduced by 4 copies with conditions, 1 copy for PKL partners, 1 copy for supervisors, PKL Commission 1 copy and archives. For submission to PKL Supervisors and PKL Partners, it is carried out by the students themselves
- g. PKL proposal to get a Letter of Introduction for PKL Permit Application in industry / Partners which is paraphrased by the Head of the Department and signed by the Assistant Dean 1 of FPP UMM. A Letter of Introduction to the PKL Permit Application is made by the admin in the Department.
- h. Letter of Introduction to pkl permit application is attached to pkl proposal, delivered or sent by yourself to industry / partners by students participating pkl.
- i. Students are advised to monitor the application letter. If within 2-4 weeks there is no answer or there is certainty of rejection and pkl partners, students again apply for PKL partners.
- j. Students submit a Statement of Willingness from PKL partners to the Department admin for document archives.
- k. Students who have obtained PKL partners are required to take part in pkl debriefing .
- l. For students who are prospective PKL participants who are rejected with PKL Partners where PKL is located, it will be regulated /placed by the PKL Commission
- m. Students participating in the PKL go to the PKL place by bringing pkl administrative completeness (a letter of willingness to be a pkl place from PKL partners, a letter of introduction, a decree of a PKL supervisor and so on)
- n. During the implementation, students participating in pkl are required to make a report on the daily list of activities and consult with field PKL supervisors and PKL partners.
- o. PKL Supervisors and field supervisors provide direction to the report on the list of daily activities of the PKL
- p. The PKL Management Team of the Department / study program only visits the PKL location in accordance with the priority of the problem, distance and the interests of the institution.
- q. After the PKL selection, students participating in the PKL must refine the daily activity list report into a PKL report by being guided and approved by the PKL Supervisor accompanied by a PKL Completion Certificate (See Sheet A6).
- r. The examination by the PKL Supervisory Lecturer can be done through presentations, oral or written exams no later than one month after the implementation of the PKL.
- s. The PKL report was reproduced by 4 (four) copies approved by the PKL Supervisor and field supervisor and endorsed by PKL partners and the Dean of the FPP, University of Muhammadiyah Malang, 1 (one) copy for the committee, 1 (one) copy for lecturers

PKL Supervisor, 1 (one) copy of PKL dan Partner 1 (one) copy for the student concerned.

### 3. Registration Procedure

Students who will take part in the PKL Program are required to register themselves as prospective PKL participants with the following procedures:

- a. Take and fill out the registration form provided by the major,
- b. Request the approval of the PKL Commission by attaching:
  - 1) Photocopy of required KHS
  - 2) Original receipt of PKL registration
  - 3) Students apply and provide a complete identity of PKL partners.
- c. Submit a form that has been approved by the Head of the Study Department to the PKL Commission
- d. Obtaining permission and willingness of PKL yang partners to be addressed
- e. Participating in the PKL Program Debriefing Activities organized by the PKL Commission
- f. Determine the time of implementation and obtain field guidance and determine the topic plan or title of the PKL study that is adjusted to the field of study at the intended PKL partner.

### 4. Socialization and Debriefing

Before the implementation of the PKL Program activities, it is necessary to provide briefings to prospective PKL participants as follows:

- a. Purpose of Socialization and Debriefing,
  - 1) Understand and live the basic concepts, meaning, objectives, approaches, programs, implementation, monitoring and evaluation of PKL Program activities
  - 2) Obtain information about the situation, conditions, potential of PKL Partners in the previous period.
  - 3) Have knowledge of manners and life ethics at PKL Partners
  - 4) Have insight into management and development at PKL Partners
  - 5) Have the provision of knowledge and practical skills in order to be able to carry out programs and tasks at PKL Partners
  - 6) Have the knowledge to be able to behave and work in groups in order to complete tasks at PKL Partners
  - 7) Develop the ability to use time efficiently
- b. Debriefing and Training Materials.

The PKL that will be implemented consists of various PKL including Form:

- 1) Comprehensively implement pedagogical, professional, social, and personality competencies in PKL Partners
- 2) Strengthening the understanding of students through observation at PKL Partners

8)

- 3) Building the foundation of student identity by directly experiencing the culture of work in the field
- 4) Observing managerial systems and strategies at PKL Partners
- 5) Preparing the initial abilities of prospective PKL students related to the ability to develop theoretical skills to be applied in the field
- 6) Participate in the activities and tasks of pkl partner management
- 7) Providing direct experience for prospective PKL students to get involved in PKL partners with a balanced proportion of time

## B. Implementation of the PKL Program

Some of the stages of implementing the PKL Program that must be followed by participants, both individually and in groups, are as follows:

### 1. Pre Program PKL

Prior to the implementation of the PKL Program, all PKL participants who are members of a PKL Program working group must carry out activities as a partof:

- a. Prepare a PKL work program guided and approved by the PKL Supervisor and ratified by the Assistant Dean I of FPP UMM.
- b. Consulting with a PKL Supervisor, as evidenced by filling out a consultation form. Consultation on the preparation of the PKL program with pkl supervisors at least 2 times.

### 2. Preparation of the PKL Program Design

The design of the activity program that must be made by PKL participants must not be separated from the targets of the PKL Program that have been determined, as follows:

PKL Program
<ol style="list-style-type: none"> <li>a) Comprehensively implement pedagogical, professional, social, and personality competencies in the form of carrying out activities in the field</li> <li>b) Building the foundation of pkl students' identity by directly experiencing the culture in the field</li> <li>c) Strengthening pedagogical competence through direct observation and reflection in the field</li> <li>d) Implementing learning outcomes related to academic competencies in the field of study</li> <li>e) Examining managerial systems and strategies</li> <li>f) Take part in management activities</li> <li>g) Preparing the abilities of prospective PKL students by experiencing directly working in certain fields in a limited time</li> </ol>

### 3. Implementation of the PKL Program

#### a. Building Commitment

In implementing the PKL Program, participants must strive to be able to:

- 1) Complete a program of activities on time
- 2) Establishing cooperation with colleagues and related agencies
- 3) Exploring and developing potential goals
- 4) Record all activities in the daily activity list report
- 5) Consider wisely if in the process of implementing the program there is a request from PKL Partners to hold a certain program of activities
- 6) Report and consult with supervisors if there are incidental activities
- 7) Reflecting on the performance that has been done

#### b. Creating a PKL Report

- 1) Compile a report on the list of daily activities which is then refined into a PKL report by being guided and approved by the PKL Supervisor and field supervisor then ratified by the PKL venue partner and the Dean of FPP University Muhammadiyah Malang.
- 2) Prepare and collect PKL reports to the PKL Commission according to the predetermined time limit.

#### c. Lapang/Monitoring PKL Visit

Field Visit activities are carried out by supervisors and or the PKL Management Team of the Department / study program, only visiting the location of the PKL in accordance with the priority of the problem, distance and the interests of the institution. PKL field visit activities are arranged as follows:

- 1) Monitoring, guiding and assessing student PKL activities under the supervision of majors / study programs through field supervisors with documentation and reporting approaches.
- 2) Students' daily activities at the PKL location are monitored through a book (*Log Book*) or a daily activity report sheet (*Log Sheet*) which is paraphrased by a field supervisor and if possible when there is a Field Visit from the department / study program
- 3) If the location of the PKL is too far and is not included in the priority scale of the institution, while the PKL participants are very willing to get a visit from the study program PKL team, then additional transportation and accommodation costs will be borne by the PKL participants.

#### d. PKL Exam

Students who have completed field activities at PKL partner locations are required to make a report on the results of the PKL and be consulted with the supervisor. For students whose reports have been approved by the supervisor, they can carry out the PKL Exam whose implementation technical implementation is determined as follows:

- 1) Register for the PKL Exam to the PKL Team/coordinator, to obtain an invitation form and minutes of the exam.
- 2) Participants in the PKL Exam are at least 10 people.

- 3) The final report of the PKL after being tested, corrected and approved and signed by the Supervisor is endorsed by the Head of the Department submitted to the Department.
- 4) The final score of the PKL is an accumulation of assessment points and will be announced by the PKL Team / Coordinator of the department / study program.
- 5) Students who are determined to die their PKL, must repeat in the next period.
- 6) The PKL report is also written in the form of a Scientific Article, in PKM-AI format and guided and endorsed by a PKL or PKM Supervisor.

### **C. Evaluation of the PKL Program**

Evaluation of the PKL Program has 2 (two) interests, namely for the purposes of assessing student achievement and improving the PKL Program.

#### **a.Final Value of PKL Program**

The final value of the PKL Program is determined by the committee based on the accumulation

from:

- a. The value of the Debriefing of the Implementation of the Program PKL, namely the assessment of the following aspects:
  - 1) Presence in debriefing
  - 2) Discipline of PKL participants
  - 3) Neatness of PKL participants
  - 4) Activeness in following debriefing
  - 5) Courtesy in following the debriefing
- b. The value of the IMPLEMENTATION OF THE PKL Program from the PKL field supervisor, namely the assessment of the aspects of:
  - 1) Presence
  - 2) Manners and ethics
  - 3) Discipline
  - 4) Leadership
  - 5) Collaborate
  - 6) Creativeness
  - 7) Understanding the vision and mission of PKL Partners
  - 8) Passion for basic pedagogic, professional, personality and social competencies
  - 9) Social relationships and adaptation
  - 10) Involvement of work activities
- c. The value of the PKL Program Implementation Report, which is an assessment of the aspects of:
  - 1) Accuracy of submission
  - 2) Systematics of writing
  - 3) Grammar and language
  - 4) Completeness of the content of the report
  - 5) Neatness and layout of components
  - 6) Readability level
  - 7) The logic of the order of presentation
  - 8) Conclusion of suggestions and attachments

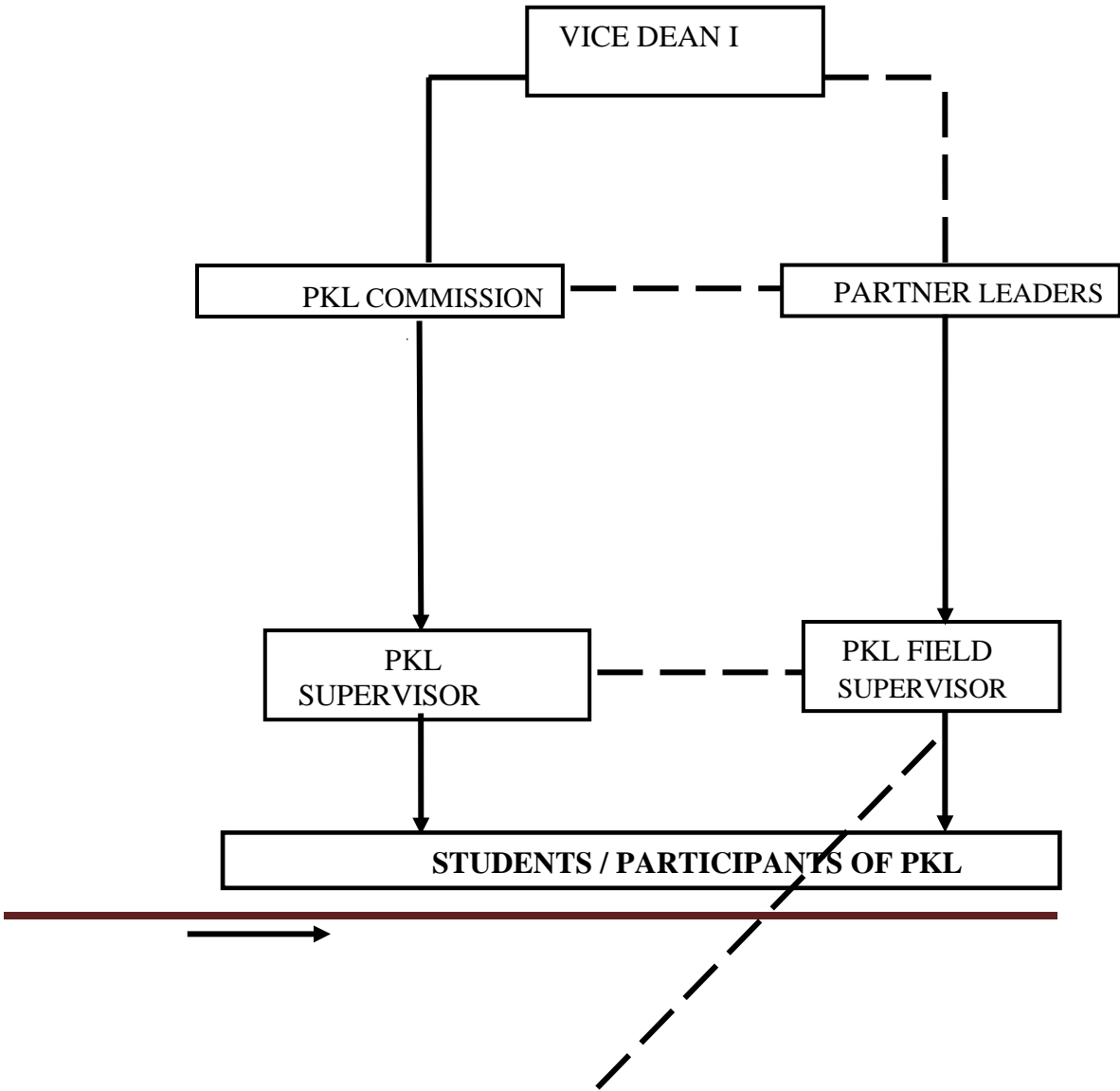
**b. Criterion Valuation.**

Criterion valuation Done after Done test PKL with collect 3 (three) assessment components with a division of 1 (one) part of the debriefing value, 1 (one) part of the implementation value and 1 (one) part of the value of the recapitulated daily activity list report become the final value.

Transfer guidelines The value of the PKL Program is as next:

		Letter Notation
Letter	Number	
A	3.50 - 4.00	Special
B+	3.00- 3.49	Very Good
B	2.50 – 2.99	Good
C+	2.00 - 2.49	Good Enough
C	1.50 – 1.99	Enough
D	1.00 – 1.49	Less
E	0	Less Once

**D. Structure Work PKL**



Line of Command  
Line of  
Coordination

## CHAPTER IV

### CLOSING

All PKL Programs are designed with the aim of developing competencies and fostering the professionalism of PKL participating students as prospective managers and entrepreneurs in the hope of providing a more meaningful impact on participating students PKL and the PKL partners themselves. The series of activities of the PKL Program provide a complete experience for PKL participating students , PKL partners, universities and related agencies, so that they can be utilized to develop and improve their respective tasks and functions. Therefore, it is necessary to build a high commitment from all related components to support each other in the activities of the PKL Program.

Departments of majors within FPP UMM harus always improve themselves to improve the quality of graduates through quality assurance, therefore it is necessary to involve PKL partners and *stakeholders* so that all shortcomings that occur can be immediately corrected for the implementation of the next activity. Through program PKL, it is hoped that the University of Muhammadiyah Malang will collaborate with PKL partners and *stakeholders*, so that there is a *link* and *match* in providing a complete and complete experience to every student participating in PKL as a prospective manager and professional entrepreneur.

## **PKL proposal:**

### **FIELD WORK PRACTICE PROPOSAL (PKL)**

The PKL proposal is an attachment to the Permit Application Letter at PKL partners. In the form of an activity proposal, consisting of three parts, the initial part, the main part and the complementary part.

#### **1. The initial part of the PKL proposal**

This section consists of a front cover page, a title page and an approval page

- **Front cover page**

- a. contains the words: PKL title, PKL proposal and PKL Partner Name / company / institution / PKL partner institution, Emblem of Muhammadiyah University, Institution Name (Department in the first line, Faculty in the second line, University in the third line), month - year of completion of the proposal.
- b. Printed on thick paper (buffalo/concorde) with the basic color of the cover being white. It can be given a picture for example the UMM Campus, but it is simple, and does not interfere with the Cover Format. Cover paper of the plain/smooth type is not textured and direct binding or spiral. Logo, Arrangement/systematics and contents as attached.

- **The title page of the proposal**, this page contains exactly the same as the front cover, is only printed in white and plus the Name and NIM of the PKL Team. (See example).

- **The approval/endorsement** press page contains the words: PKL proposal; PKL title/topic (if any); submitted by; student's name; NIM; Place and date, Assistant Dean 1 FPP UMM (See Example)

#### **2. Main Parts of the PKL Proposal**

The main part of the proposal consists of the introduction (background, identification of PKL partners /Partners and objectives); the place and time of the pkl implementation; methods of implementing PKL activities (implementation methods, methods of collecting complementary information/data), and preparing reports. Equipped with an appendix to the data of the Kerja Lapang Practice Team (PKL).

##### **I. The introductory chapter** should not exceed 1 page and contain the background and purpose.

The background explains the reasons for choosing the focus of activities and institutions where pkl is located and the importance of studying the topic. The explanation refers to various sources of data and the latest information so that the problems raised are really important to be studied. The pattern of writing in expressing reasons with a pattern of pursuing, meaning that in explaining it starts from information, information or the widest data to very narrowed to the focus of the topic / title.

The objectives of the PKL explain the target objectives or intentions to be achieved through PKL activities, including :

- a. Studying the management applied in an enterprise
- b. Technology used
- c. Work activities, Problems occurring in the production process, aspects of management

- d. Know, find and determine the distinctiveness, advantages, advantages, problems and alternative solutions / solutions, how to method)

## **II. Tinjauan Bibliography**

It should not exceed 3 pages and contain citations relevant to the topic of the PKL as well as specific tasks.\*\*\*)if needed. The literature review contains theoretical concepts that are necessary for the study of production processes applied by an enterprise. The literature review refers to scientific library sources, primary library sources (scientific journals, data journals dl) or secondary library sources (book texts). The selected theories are adjusted to the problems posed.

The purpose of preparing the theoretical basis is so that PKL students, prepare themselves in advance with the necessary knowledge before entering the field. The theoretical basis is also used as a comparison with the conditions of observation results in the field at the time of PKL, so that it can help students to observe and identify activities and problems in the field and find distinctiveness, advantages, alternative solutions the problem is using a good scientific mindset.

## **III. Implementation Methods**

Chapter implementation methods are not bby more than 2 pages. This chapter contains a schedule of work plans, ways of collecting supporting data (if urgently needed) as well as information in the field. The schedule of the work plan is drawn up in the form of a Table.

- Explain the place of the agency where the implementation of pkl berlangsung, complete with the address
- Explain the time for the implementation of the PKL, starting from the time of arrival at the PKL location until the completion of PKL activities in the field
- Describe various aspects of data collection through documentation, interviews, observations and others.
- The type of data collected, for example (brief historical data of the company, location, organizational structure, employment power, marketing, technological aspects of PK L partnersand others that are in accordance with the topic / title of the focus of the study or the problem raised). This type of data supports work activities and the main objectives of PKL and can be described into variables in detail, if deemed necessary.
- Methods and steps for data collection, for example (work procedures and practical activities in the field, observation, surveys, document tracing, audio / audio-visual documentation, interviews). Each of them is explained in detail about the way the data is collected, for example, hasil interview with whom, interview time and location where) what, who, when, where
- Describe the steps or techniques of analysis and discussion carried out to process the data that has been collected, or descriptive analysis to identify describing and explaining the series of activities in pkl partners. Remember, that pkl activities are not research!!!

- Explain about the plan of activities to be carried out, complete with the implementation time (*time schedule*). Its presentation should be in the form of tabulation.
- The bibliography contains all the libraries used by students in preparing and completing their PKL proposals/reports. The Bibliography is listed if in the proposal it is written a Bibliography point.

#### **IV. Cover**

Briefly explain why this proposal was drafted, hope and thank you.

Example:

"Thus, this Field Work Practice Proposal (PKL) was prepared, with the hope that it can be used as a reference in the implementation of PKL activities. Hopefully , what is planned can run well , so that maximum results and real experience are obtained for PKL participants and the agencies concerned. For all the opportunities, assistance, and guidance given by n, we thank you."

Example of PKL Proposal Cover

Using A4 size paper with a left side distance of 4 cm, right side 3 cm, top 4 cm and bottom, 3 cm

**PROPOSAL**  
**PRACTICE WORK SPACIOUS**  
**At**  
**NAME OF PKL PARTNER**

Times New  
Roman/Arial 18 **Bold**  
Capital 1.15



the shape of the logo is in accordance with the statute of the UMM pentagon, with a midline measuring 5 cm x 5 cm

**By:**

.....  
.....

Listed, if there is a  
PKL title/topic, missal  
Management  
Application  
.....  
Times New roman/Arial  
**Bold** 14 spaces 1

**DEPARTMENT .....**  
**FACULTY OF AGRICULTURE-ANIMAL**  
**SCIENCE, UNIVERSITY OF**  
**MUHAMMADIYAH MALANG**  
**Year**

Times New roman/Arial  
14 spaces 1 **Bold**

Note :  
Cover color: White

## **PKL Report :**

### **FIELD WORK PRACTICE REPORT (PKL)**

Field Work Practice (PKL) as a learning by work (*Learning By Doing*) activity in order to form knowledge, skills and attitudes. Field Work Practice (PKL) is an activity carried out by students according to their field of study to study problems in the field whose results are compiled in the form of a report. Field Work Practice Report (PKL) a scientific work prepared based on the results of practice or observation of problems in the field that are scientifically studied and has been disseminated.

The field work practice (PKL) activity report consists of three parts, namely the initial part, the main part and the complementary part.

#### **THE INITIAL PART OF THE PKL REPORT**

1. Cover Page / Title – Hardcover

The color of the cover is Light yellow. Cover paper of the plain/smooth type is not textured. On the logo, Arrangement or cytamatics and contents are attached.

2. Attestation page (**See example!**)

3. Foreword Page

4. Table of Contents page

The table of contents page is typed on the new page. The title of the TABLE OF CONTENTS is typed in capital letters without ending in a period and placed in the middle of the top paper. In the table of contents are contained tables, a list of figures, a list of attachments, chapter titles and sub-chapter headings, a bibliography (if any) and attachments. Chapter titles are all typed in capital letters while sub-chapter headings are typed in lowercase except the first letter of each word is typed using capital letters. All titles don't end in the dot. Nomor bab uses roman numerals and sub-chapters use arabic numerals or a combination of letters with arabic numerals. Typing distance 1.15 spaces. Each end of the sub-chapter is equipped with the page number the sub-chapter is located.

5. Table page (if applicable)

The table list page is typed on the new page. Table headings are typed in capital letters without ending in periods and placed in the middle of the top paper. Each table heading ends with the page number the table is located on.

6. Image List page (if applicable)

The list page gambar is typed on the new page. The title OF THE LIST OF IMAGES is typed in capital letters without ending in a period and placed in the center of the top paper. Each image/illustration title ends with a page number

7. Appendix List page

The attachment list page is typed on the new page. The title of the ATTACHMENT LIST is typed in capital letters without ending in a period and placed in the middle of the top paper. The attachment list page contains the attachment title. The title of the attachment list must be the same as the title of the attachment. All attachments are numbered pages.

8. Illustration of Images and Tables

Illustrations in the form of photos, drawings, school plans, diagrams, graphs, histograms, charts, maps are referred to as drawings. Illustration The table is a table created in the form of a whole line adjusted to the length and width of the paper. All images and tables must be numbered and titled, and have a source or caption.

## SYSTEMATICS OF PKL REPORTS

**Title Page/Cover**

**The Endorsement Page**, signed and known by the Supervisor, Head of Department and Dean of FPP UMM. See Example.

**SUMMARY**

**FOREWORD TABLE**

**OF CONTENTS**

**TABLE OF**

**CONTENTS TABLE**

**OF IMAGES TABLE**

**OF ATTACHMENTS**

**LIST**

**CHAPTER I. INTRODUCTION**

- 1.1. Background of PKL Activities
- 1.2. Problem Formulation
- 1.3. Purpose of PKL
- 1.4. Benefits of PKL

**CHAPTER II. LITERATURE REVIEW**

- 3.1. ....
- 3.2. ....

**CHAPTER III. METHOD OF IMPLEMENTATION**

- 1.1. Time and Place
- 1.2. Tools and Materials
- 1.3. Methods and Technical Implementation of PKL
- 1.4. Implementation of PKL

**CHAPTER IV. RESULTS AND DISCUSSION**

- 4.1. A Brief History of PKL Partners
  - 4.1.1. Geographical Location
  - 4.1.2. Organizational Structure
  - 4.1.3. Duties and Functions
- 4.2. Facilities and Infrastructure
- 4.3. Hatchery Techniques

*Note: This Chapter IV point can be adjusted to the conditions of PKL partners and the topic of discussion of Field activities.*

**CHAPTER V. CONCLUSIONS AND SUGGESTIONS**

- 5.1. Conclusion
- 5.2. Suggestions (*Discuss and Consult with field supervisors of PKL Partners and Supervisors and avoid suggestions that cause problems with the industry / MitraPKL.*)

**APPENDIX**

**BIBLIOGRAPHY**

*MINIMUM 10 PHOTOS OF ACTIVITIES ETC.*

**EXAMPLE OF PKL REPORT COVER:**

Using A4 size paper with a left side distance of 4 cm, right side 3 cm, top 4 cm and bottom, 3 cm

**FIELD WORK  
PRACTICE REPORT**

**HEADING:**

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Times New Roman/Arial 14 **Bold**  
capital 1.15

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Listed, the title /  
topic of pkl, in  
accordance with  
the guidance of  
the Partner field  
supervisor and  
or PKL supervisor  
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**By:**  
**SERVANT OF  
GOD**  
**NIM: .....**

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**MAJORS.....**  
**FACULTY OF AGRICULTURE-ANIMAL  
SCIENCE, UNIVERSITY OF  
MUHAMMADIYAH MALANG**  
**<Years>**

Times new roman/Arial  
14 spaces 1 **Bold**

Note :  
Cover color: Light Yellow  
Layout can be set by  
yourself

EXAMPLE OF CONSENT/ATTESTATION PAGE

a. REPORT PRACTICE WORK SPACIOUS

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By :

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It has been checked and approved by :

Head of Department.....

Field Supervisor of PKL Partners  
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Know :

Dean of the Faculty of Animal Husbandry Agriculture,  
University of Muhammadiyah Malang

Dr. Ir. David Hermawan, MP, IPM

NIP.

*Note:*  
*This endorsement page is used as evidence that the student concerned has compiled a PKL planning proposal. On the signature of the Assistant Dean 1 of FPP UMM, it is affixed with the stamp of the Faculty.*

**EXAMPLE OF SUMMARY FORMAT:**

Explain the location of the industry / MitraPKL, the focus or topic / title of the PKL, the method of implementation, a brief profile and the results of the discussion of PKL activities. Maximum 1 page with 1 (one) space

**SUMMARY**

**Title :**.....

Compiled by : Name/NIM; Name/NIM,.....

Abstract Contents    □ written instantly!

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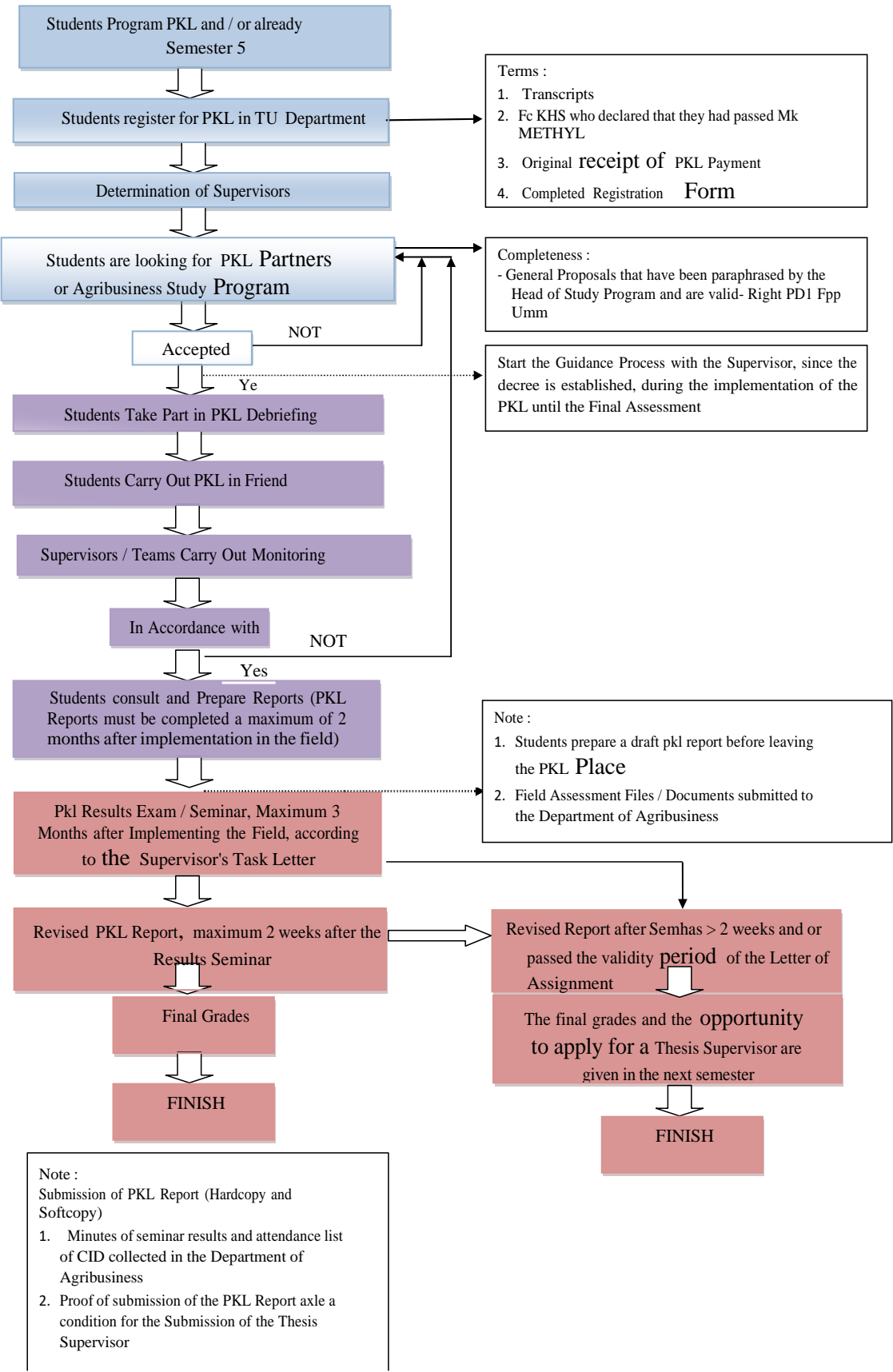
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FLOWCHART OF PKL IMPLEMENTATION

PROCEDURE FOR IMPLEMENTING FIELD WORK PRACTICES



# **AQUAPRENEURSHIP PRACTICE PROGRAM ACTIVITY HANDBOOK**



COMPILED BY

**AQUAPRENEURSHIP PRACTICE  
COMMISSION**

**FACULTY OF AGRICULTURE-ANIMAL  
SCIENCE  
UNIVERSITY OF MUHAMMADIYAH  
MALANG  
2017**

## **CHAPTER I INTRODUCTION**

### **H. Background**

The University of Muhammadiyah Malang as a superior, modern and Islamic Higher Education Institution, according to its vision is constantly improving the quality of education so that its graduates can work well , one of which is by becoming a strong entrepreneur. One of the spearheads to produce quality graduates is the Faculty of Agriculture-Animal Husbandry UMM. So far, the Faculty of Agriculture-Animal Husbandry has tried its best to educate students to achieve the vision and mission of the university. The faculty hopes that after graduation, the student will have a professional entrepreneurial character and have good morals.

One of the expected graduate profiles from FPP UMM is to become an entrepreneur. Students have been equipped with various theories of agricultural science at large and practical about the world of agriculture at large, but nevertheless they have not been honed directly involved in handling agriculture broadly in the field. Therefore, it is necessary to improve the quality of learning that can direct professional students in the world of animal husbandry so as to produce quality graduates who will become strong entrepreneurs. One of the efforts in this case is the need for a development program through aquapreneurship practice by directly involving business in agriculture broadly. The Aquapreneurship Practice Program needs to be appreciated by all parties, both by the Faculty of UTM and the University of Muhammadiyah Malang. Therefore, the Faculty of Animal Husbandry, University of Muhammadiyah Malang tries to anticipate all forms of programs to be carried out optimally and in line with the Strategic Plan of the University of Muhammadiyah Malang. With the implementation of this activity, it is hoped that students participating in the Aquapreneurship Practice will have attitudes, understanding, passion, motivation and skills as prospective entrepreneurs with moral professional qualifications. Islamic.

### **I. Basic Implementation of aquapreneurship practice program**

The practice of Aquapreneurship is a compulsory course in all majors in the Faculty of Agriculture-Animal Husbandry, University of Muhammadiyah Malang which must be taken by students at each stage which is determined by:

9. Law of the Republic of Indonesia No. 20 of 2003 on the National Education System.
10. Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers.
11. Law of the Republic of Indonesia number 12 of 2012 concerning Higher Education.
12. Ministerial Regulation (Permen) RI No. 19 Th 2005, on National Standards of Education
13. Guidelines for Muhammadiyah Central Leadership on Muhammadiyah Universities.
14. Statute of the University of Muhammadiyah Malang.

15. Decree of the Rector of the University of Muhammadiyah Malang Number 40 of 2013 concerning the Academic Curriculum for the Year 2013-2014
16. Academic Handbook 2013-2014 University of Muhammadiyah Malang
  - c. The basis for the development of the Aquapreneurship Practice Program in principle, there are 4 (four) important things, namely:
    - 1) The Aquapreneurship Practice Program in the S-1 Program is carried out once with a specified time
    - 2) Aquapreneurship practice has a credit weight that has been determined by the department, namely 8 credits
    - 3) Aquapreneurship Practice Activities are carried out in accordance with their respective study programs
    - 4) Guidance is carried out by a Hip Aquapreneurs Practice Supervisor who meets the requirements as determined
  - d. The basic concepts of implementing Aquapreneurship Practice activities are as follows:
    - 1) Aquapreneurship Practice Activities are activities that provide experience to build the identity of students at work, strengthen professional competence, strengthen the practical abilities of prospective entrepreneurs, develop cognitive, affective and psychomotor skills in building his area of expertise.
    - 2) Aquapreneurship Practice activities are a program of activities whose realization of activities is managed jointly by the department
    - 3) Aquapreneurship Practice activities focus more on the field of direct practice in the field of agriculture at large.
    - 4) Kegiatan Aquapreneurship Practice is an academic and practical activity that is also expected to develop student creativity in academic and professional fields

#### **J. Understanding aquapreneurship practice programs**

The Aquapreneurship Practice Program is an academic activity listed in the Department's curriculum within the Faculty of Agriculture and Animal Husbandry, University of Muhammadiyah Malang. This program is a work-by-learning activity (*Doing by Learning*) in order to form knowledge, skills and attitudes.

#### **K. Principles of aquapreneurship practice program**

1. The practice of Aquapreneurship is an important part and is a precondition of the system of setting up professional entrepreneurs.
2. Aquapreneurship practice is carried out in a structured manner and is a separate learning load which is carried out independently at least semester 5, with a total load of 8 (eight) credits.
3. Aquapreneurship practice is guided by qualified Aquapreneurship Practice supervisors

4. Systematic management of Aquapreneurship Practice is required , such as debriefing, scheduling, implementation of Aquapreneurship Practice, and evaluation (assessment)
5. A good, structured and systematic mentoring system is needed.

#### **L. Vision and Mission of Aquapreneurship Practice Program**

##### **1. Vision of Aquapreneurship Practice Program**

To prepare / produce graduates who are professional, broad in their knowledge, have high creativity , and foster professional attitudes and behavior patterns in entrepreneurship in the field of entrepreneurship agriculture at large.

##### **2. Mission of the Aquapreneurship Practice Program**

- a. Producing prospective entrepreneurs who have values, attitudes, knowledge, professional skills and according to professional academic competence
- b. Integrating and implementing the knowledge he has mastered into agricultural practices broadly
- c. Have professional, pedagogic, personality and social competencies in accordance with related fields of study and science
- d. Increased ability to solve broad agricultural problems faced in real terms

#### **M. Aquapreneurship Practice Program Objectives**

The objectives of the Aquapreneurship Practice program can be categorized as follows:

1. Comprehensively implement pedagogical, professional, social, and personality competencies in the form of direct involvement in activities in the world of agriculture at large.
2. Strengthening the understanding of learners through observation and activities in the world of agriculture at large.
3. Building the foundation of student identity by directly experiencing work in the field
4. Looking at managerial systems and strategies in the agricultural world at large.
5. Providing direct experience of prospective entrepreneurs at the level of the most basic activities to the marketing of agricultural businesses broadly.

#### **N. Benefits of aquapreneurship practice programs**

##### **1. For Students**

- a. Increase understanding and passion about activities in the world of agriculture at large.
- b. Gain experience on how to think and work *interdisciplinary*, so as to understand the relationship between science in overcoming the problems of the agricultural world at large.
- c. Obtain reasoning power in studying, formulating and solving agricultural problems broadly .
- d. Gaining experience and skills to carry out activities *managerial* in the world of agriculture at large.

- e. Provide the opportunity to be able to act as an organizer, motivator, facilitator, dynamicator and help thinking as *a problem solver*

**2. For The University of Muhammadiyah Malang**

- a. Obtaining feedback from the implementation of the Aquapreneurship Practice Program, guna development of a higher education curriculum that is tailored to the needs of the community
- b. Obtaining various learning resources and finding various problems for research and education development
- c. Establishing good cooperation with alumni who become entrepreneurs and with *stakeholders* for the development of the Tri Dharma of Higher Education

## **CHAPTER II**

### **PROVISIONS OF THE AQUAPRENEURSHIP PRACTICE PROGRAM**

#### **A. Activity Status of Aquapreneurship Practice Program**

- a. The Aquapreneurship Practice Program is a compulsory course that must be followed by all students at the Faculty of Agriculture-Animal Husbandry UMM and is mandatory to pass
- b. The Aquapreneurship Practice Program is an intracurricular academic program and is a compulsory course that can only be followed by students who meet the predetermined requirements

#### **B. Rules of Conduct for Aquapreneurship Practice Participants**

##### **1. Ethics and Conduct**

Ethics and behavior during the implementation of aquapreneurship practice, students must be disciplined, responsible, behave politely and not interfere with the smooth running of the Aquapreneurship Practice program. Students participating in aquapreneurship practice must try not to cause problems in the Aquapreneurship Practice place, if it causes problems in the Aquapreneurship Practice place, it will be resolved by the Department.

##### **2. Discipline**

During the Aquapreneurship Practice time, students participating in the Aquapreneurship Practice must be present and fill out the attendance list and activities at the Aquapreneurship Practice place. If the student is not present, there must be an official statement (sick letter from a doctor and so on) to the Aquapreneurship Practice Supervisor. The consequences of absenteeism and non-activity of students participating in the Aquapreneurship Practice who have no information (skipping) get sanctions from the Department

##### **3. Personal Completeness**

In general, participants of the Aquapreneurship Practice Program must have personal equipment including wearing modest clothes and according to field conditions

#### **C. Limitations and Conditions of the Aquapreneurship Practice Program**

##### **1. Departments / Study Programs**

The Department is an institution that certifies prospective aquapreneurship practice participants to take part in the Aquapreneurship Practice program inter or between study programs.

##### **2. Aquapreneurship Practice Supervisor**

Aquapreneurship Practice Supervisor is a lecturer who was given an assignment by the Dean of FPP, University of Muhammadiyah Malang to accompany the aquapreneurship practice participants.

##### **3. Aquapreneurship Practice Participants**

Aquapreneurship Practice Participants are students of the Department within the FPP UMM as prospective entrepreneurs with the following requirements:

- a. Students with a minimum of 5th semester with a minimum number of credits obtained is 80 credits
- b. Have a minimum GPA of 2.25
- c. Meet the administrative requirements set by the Aquapreneurship Practice Commission

#### **4. Aquapreneurship Practice Business**

Students must practice business in agriculture broadly by emphasizing aspects of production to marketing with fields that have been determined by their respective study programs.

#### **D. Job Description**

##### **i. Studi Department/Program:**

- a. Certify prospective aquapreneurship practice participants based on predetermined requirements
- b. Establishing Aquapreneurship Practice Supervisors
- c. Accommodate the needs of Aquapreneurship Practice participants
- d. Coordinate with relevant parties for the implementation of the Aquapreneurship Practice Program

##### **ii. Aquapreneurship Practice Participants**

- a. Develop aquapreneurship practice business planning with the guidance of aquapreneurship practice supervisors
- b. Conducting a business planning proposal seminar for Aquapreneurship Practice
- c. Conducting Aquapreneurship Practice for the time required as evidenced by the student's daily work report at the Aquapreneurship Practice location which is filled out every day,
- d. Consulting with an Aquapreneurship Practice Supervisor, as evidenced by filling out a mentoring consultation form. Consultation on Aquapreneurship Practice activities with Supervisors is carried out at least 4 times,
- e. Prepare reports on Aquapreneurship Practice activities by being guided and set by the supervisor.
- f. Conduct an Aquapreneurship Practice exam which is attended by an Aquapreneurship Practice supervisor no later than 1 week before the implementation of UAS or 1 (one) month after the end of the Aquapreneurship Practice implementation.
- g. Compile and collect reports on Aquapreneurship Practice activities to the Aquapreneurship Practice Commission no later than 1 (one) week after the implementation of the Aquapreneurship Pre-ktek exam.

##### **iii. Aquapreneurship Practice Supervisor**

- a. Guiding and directing students participating in the Aquapreneurship Practice regarding situations, conditions and problems in the field comprehensively
- b. Providing technical guidance on the implementation of Aquapreneurship Practice
- c. Help meet the data and information needs needed by students participating in the Aquapreneurship Practice
- d. Provide direction for the preparation of the Aquapreneurship Practice business report

##### **iv. Student Aquapreneurship Practice Commission**

Providing administrative, academic and technical services related to student Aquapreneurship Practice activities, namely: starting from the preparation, implementation, to evaluation stages of Aquapreneurship Practice activities.

**E. Time and Location of Aquapreneurship Practice Program Activities**

The implementation of this activity must be coordinated in advance with the Aquapreneurship Practice Commission or TKKA, so as not to interfere with the activities of various parties.

**i. Aquapreneurship Practice Program Activity Time**

1. Aquapreneurship Practice Program Time
- The Aquapreneurship Practice Program is held for 1 (one) semester which is carried out at the end of each semester 5 (five) after the practicum activities and final semester exams are completed.
2. Schedule of Kegiatan Aquapreneurship Practice Program
- The Schedule of Activities for the Aquapreneurship Practice Program is regulated by adjusting the academic calendar that has been prepared by the University with the following sequence of activities:

No.	PRACTICAL ACTIVITIES AQUAPRENEURSHIP	TIME
1.	Registration of Practical Program Participants Aquapreneurship	Early- Middle of June
2.	Debriefing and Business Planning	Mid-June
3.	Implementation of aquapreneurship practice program	July - October
4.	Aquapreneurship Practice Exam	November
5.	Deadline for Submission of Practice Reports Aquapreneurship	November

**ii. Location of Aquapreneurship Practice Program Activities**

The location of the Aquapreneurship Practice Program is prioritized in the Agrocomplex Laboratory area of FPP UMM, but if it does not meet it, it can use other places in Malang Raya and can be outside Malang Raya with permission from the Supervisor or Aquapreneurship Practice Commission.

**F. Financing of Aquapreneurship Practice Program Activities**

- a. Financing of the Aquapreneurship Practice Program is the responsibility of the students participating in the Aquapreneurship Practice
- b. The Aquapreneurship Practice Program must be able to be financed by Aquapreneurship Practice participants until the program is completed
- c. Students participating in aquapreneurship practice can seek capital from various parties with full responsibility from the person concerned

### **CHAPTER III**

#### **MECHANISM OF IMPLEMENTATION OF AQUAPRENEURSHIP PRACTICE PROGRAM**

##### **A. Aquapreneurship Practice Program Preparation**

Some things that students need to know and prepare for in the Aquapreneurship Practice Program are as follows:

##### **1. Aquapreneurship Practice Participant Requirements:**

- a. Registered as an active student of the S-1 Program at FPP UMM in the semester of the Aquapreneurship Practice activity
- b. Have taken a package of courses in the required semester
- c. Students can form Aquapreneurship Practice groups between 2-4 students

##### **2. Aquapreneurship Practice Procedure**

- a. Prospective students participating in aquapreneurship practice are required to register in the Study Program or to the Aquapreneurship Practice Commission
- b. The business plan that has received approval from the Aquapreneurship Practice Supervisor is submitted to the Komthe contents of the Aquapreneurship Practice as many as 1 copy.
- c. During the implementation, students participating in the Aquapreneurship Practice are required to make daily work reports and consult with the Aquapreneurship Practice supervisor
- d. Aquapreneurship Practice Supervisor provides direction on daily work reports
- e. After completing the Aquapreneurship Practice, students participating in the Aquapreneurship Practice must compile a business report guided and approved by the Aquapreneurship Homework Supervisor
- f. Exams by Supervisors and Aquapreneurship Practice Examiners are carried out through presentation exams
- g. The Aquapreneurship Practice Report was reproduced by 3 (three) copies approved by the Supervisor, Examiner Lecturer and Dean of FPP UMM, 1 (one) copy for the Aquapreneurship Practice Commission, 1 (one) copy for the Aquapreneurship Practice Supervisor, and 1 (one) copy for the student concerned.

##### **3. Proceedings r Registration**

Students who will take part in the Aquapreneurship Practice Program are required to register themselves as prospective participants in the Aquapreneurship Practice with the following procedures:

- a. Take and fill out the registration form provided by the Department / Study Program
- b. Request the approval of the Aquapreneurship Practice Commission by attaching:
  - 1) Photocopy of required KRS
  - 2) Photocopy of the last SPP payment proof

- c. Submit the form that has been approved by the Head of the Department to the Aquapreneurship Practice Commission
- d. Participating in the Aquapreneurship Practice Program Debriefing Activities organized by the Aquapreneurship Study Program and Practice Commission

#### **4. Socialization and Debriefing**

Before implementing the Aquapreneurship Practice Program activities, it is necessary to provide briefings to prospective aquapreneurship practice students as follows:

##### **a. Purpose of Socialization and Debriefing,**

The objectives of the implementation of socialization and debriefing include :

- 1) Understand and live the basic concepts, meaning, objectives, approaches, programs, implementation, monitoring and evaluation of aquapreneurship practice program activities
- 2) Obtaining information about the situation, conditions, potential of the agricultural world at large.
- 3) Have insight into the management and development of the agricultural world at large.
- 4) Have the provision of knowledge and practical skills in order to carry out the program well
- 5) Have the knowledge to be able to behave and work in groups interdisciplinarily and cross-sectorally in the context of completing tasks
- 6) Develop the ability to use time efficiently
- 7) Develop a group work strategy

##### **b. Debriefing and Training Materials.**

The Aquapreneurship Practice Briefing that will be carried out consists of:

- 1) Comprehensively implement pedagogical, professional, social and personality competencies in the agricultural world at large.
- 2) Building the foundation of student identity by directly experiencing the culture of work in the field
- 3) Looking at managerial systems and strategies in the agricultural world at large.
- 4) Preparing the initial abilities of prospective Aquapreneurship Practice students related to the ability to develop theoretical skills to be applied in the field
- 5) Providing direct experience for prospective Aquapreneurship Practice students to engage in agriculture broadly.

#### **B. Implementation of aquapreneurship practice program**

Some of the stages of implementing the Aquapreneurship Practice Program that must be followed by participants, both individually and in groups, are as follows:

##### **1. Aquapreneurship Pre Program**

Prior to the implementation of the Aquapreneurship Practice Program, all Aquapreneurship Practice participants who are members of a kerja group of the Aquapreneurship Practice Program must carry out the following activities:

- a. Following the debriefing and preparation of aquapreneurship practice proposals

- b. Prepare an Aquapreneurship Practice business plan guided and approved by the Aquapreneurship Practice Supervisor and endorsed by the head of the department.
- c. Consulting with an Aquapreneurship Practice Supervisor, as evidenced by filling out a consultation form. Consultation of the Aquapreneurship Practice business plan with the Aquapreneurship Practice Supervisor at least 2 times.

**2. Preparation of aquapreneurship practice program design**

The business plan that must be made by Aquapreneurship Practice participants must not be separated from the targets of the Aquapreneurship Practice Program that have been determined, as follows:

Aquapreneurship Practice Program	
h)	Comprehensively implement the competence of broilers ogik, professional, social, and personality in the form of carrying out activities in the field
i)	Building the foundation of the identity of Aquapreneurship Practice students by directly experiencing the culture in the field
j)	Implementing learning outcomes related to academic competencies in the field of study
k)	Preparing the ability of prospective Aquapreneurship Practice students by experiencing directly working in certain fields for a limited time

**3. Implementation of Aquapreneurship Practice**

- a. Building Commitment
 

In implementing the Aquapreneurship Practice Program, participants must strive to be able to:

  - 1) Complete a program of activities on time
  - 2) Establishing cooperation with colleagues
  - 3) Exploring and developing potential goals
  - 4) Record all activities in the daily work report
  - 5) Reflecting on the performance that has been done
- b. Make An Aquapreneurship Practice Activity Report
  - 1) Prepare an Aquapreneurship Practice report guided and approved by the Aquapreneurship Practice Supervisor and ratified by the Head of the Department at FPP UMM.
  - 2) Collect aquapreneurship practice reports to the Commission Practice Aquapreneurship according to a predetermined time limit

**C. Evaluation of Aquapreneurship Practice Program**

Evaluation of the Aquapreneurship Practice Program has 2 (two) interests, namely for the purposes of assessing student achievement and improving the Aquapreneurship Practice Program.

### **1. Final Grades of Aquapreneurship Practice Program**

The final value of the Aquapreneurship Practice Program is determined by the Aquapreneurship Practice Commission based on the accumulation of:

- a. Business Planning in the form of proposals
- b. Implementation of Aquapreneurship Practice
- c. Aquapreneurship Practice Final Exam

### **2. The Value of Business Planning**

The value of Business Planning consists of the value of debriefing Aquapreneurship Practices and the preparation of proposals, namely an assessment of the following aspects:

- a. Attendance in debriefing and guidance on proposal preparation
- b. Discipline of Aquapreneurship Practice participants
- c. The neatness of aquapreneurship practice participants
- d. Activeness in participating in debriefing and guidance on Proposal Preparation
- e. Courtesy in following the debriefing and guidance on the preparation of proposals
- f. Accuracy of submission of business planning proposals
- g. Systematics of writing business planning proposals
- h. Writing and language of business planning proposals
- i. Completeness of the content of the business planning proposal
- j. Neatness and layout of the components of the business planning proposal
- k. Readability level of business planning proposals

### **3. The Value of Implementing the Aquapreneurship Practice Program**

The value of the Implementation of the Aquapreneurship Practice Program from the Aquapreneurship Practice Supervisor, namely an assessment of the aspects of:

- a. The presence of individuals in the implementation of Aquapreneurship Practice
- b. Manners and ethics of individuals in the implementation of Aquapreneurship Practice
- c. Discipline individu in the implementation of Aquapreneurship Practice
- d. Obedience in carrying out religious orders during the implementation of Aquapreneurship Practices
- e. Individual leadership in the implementation of Aquapreneurship Practice
- f. Group cooperation in the implementation of Aquapreneurship Practice
- g. Group creativity in the implementation of Aquapreneurship Practice
- h. Social relations and group adaptation and with the surrounding community in the implementation of Aquapreneurship Practice
- i. Involvement of work activities of each individual in the implementation of Aquapreneurship Practice
- j. Knowledge of aquapreneurship practice implementation work
- k. Field conditions for the implementation of Aquapreneurship Practice
- l. Cleanliness of the place where the Aquapreneurship Practice is carried out
- m. Neatness of the place where the Aquapreneurship Practice is carried out
- n. Kenyemen where aquapreneurship practice is carried out
- o. Aquapreneurship Practice production conditions

**4. The Value of the Aquapreneurship Practice Report**

The value of the Aquapreneurship Practice Report is an assessment of the following aspects:

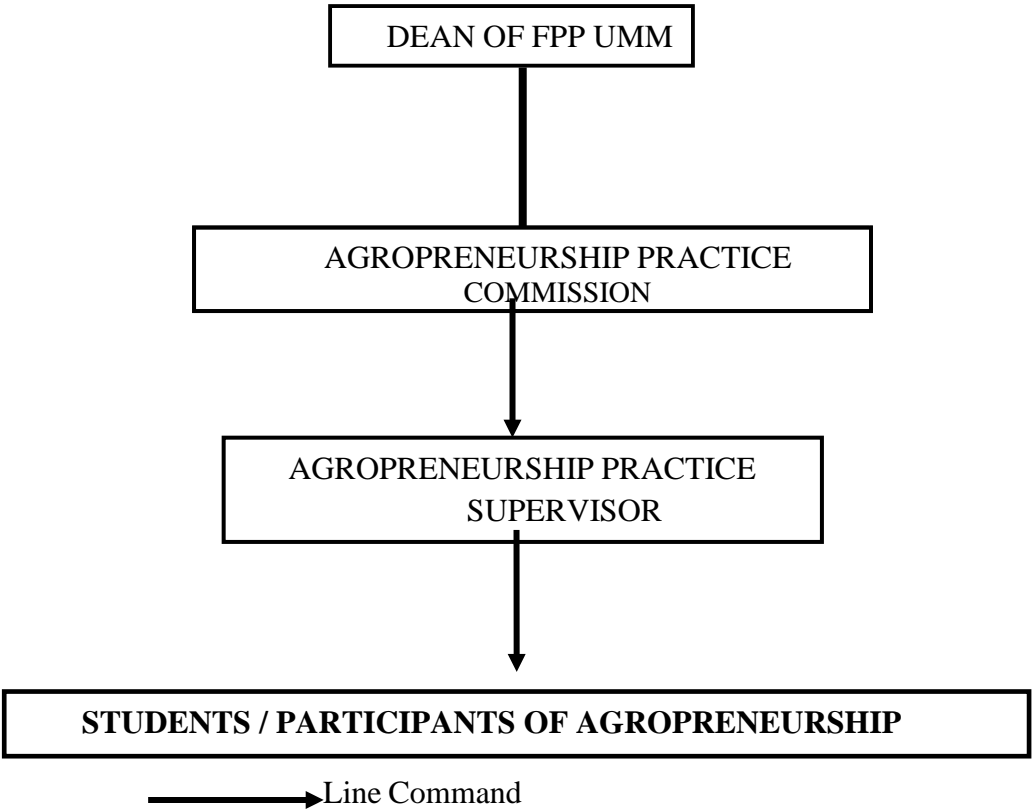
- a. Attendance in aquapreneurship practice report consultation
- b. Activeness in consulting aquapreneurship practice reports
- c. Manners in consulting aquapreneurship practice reports
- d. Attendance in aquapreneurship practice report consultation
- e. Discipline in consulting aquapreneurship practice reports
- f. Accuracy of report submission
- g. Systematics of report writing
- h. The writing and language of the report
- i. Completeness of the content of the report
- j. Neatness and layout of report components
- k. Readability level of the report
- l. The logic of the order in which the report is presented
- m. The substance of the report
- n. Conclusion of suggestions and appendices to the report
- o. Presentation of the Aquapreneurship Practice report
- p. Discussion in aquapreneurship practice report exam
- q. Cohesiveness of the group in the Aquapreneurship Practice report exam
- r. Accuracy in answering exam questions  
aquapreneurship practice report

**5. Assessment Criteria.**

The assessment criteria are carried out after the news of the Aquapreneurship Practice exam event by collecting three (three) assessment components, namely the value of Business planning in the form of proposals, Aquapreneurship Practice Implementation, and Final Practical Examination Recapitulated aquapreneurship becomes the final value. The guidelines for the transfer of values of the Aquapreneurship Practice Program are as follows:

Standard Score	Letter Value	Letter Notation
3.50 - 4.00	A	Special
3.00 - 3.49	B+	Very Good
2.50 - 2.99	B	Good
0.00 – 2.49	Not Passed	Not Passed

**D. Aquapreneurship Internship Structure**



## CHAPTER IV

### CLOSING

All Aquapreneurship Practice programs are designed with the aim of developing competencies and growing the professionalism of students participating in Aquapreneurship Practice as prospective entrepreneurs and in the hope of having a more meaningful impact on students participating in the Aquapreneurship Practice itself. The series of activities of the Aquapreneurship Practice program provide a complete experience for students participating in the Aquapreneurship Practice, universities and related agencies, so that they can be utilized to develop and improve their respective tasks and functions, therefore, it is necessary to build a high commitment from each of them. all components are related to support each other in the activities of the Aquapreneurship Practice program.

FPP UMM must always improve itself to improve the quality of graduates through quality sharpening, therefore it is necessary to involve *stakeholders* so that all shortcomings that occur can be corrected immediately for the implementation of the next activity. Through the Aquapreneurship Practice program, it is hoped that the University of Muhammadiyah Malang will collaborate with *stakeholders*, so that there is a *link and match* in providing a complete and complete experience to each participating student. Practice Aquapreneurship as a professional aspiring entrepreneur .

## **APPENDIX 1 :**

### **THE INITIAL PART OF THE AQUAPRENEURSHIP PRACTICE BUSINESS PLANNING PROPOSAL**

Cover Page / Title – Hardcover

the color of the cover corresponds to the color of the faculty flag, which is a young hijau. Cover paper of the plain/smooth type is not textured. On the logo Arrangement and contents attached

Attestation page See  
example above

Table of Contents page

The table of contents page is typed on the new page. The title of the TABLE OF CONTENTS is typed in capital letters without ending in a period and placed in the middle of the top paper. In the table of contents are loaded tables, a list of figures, a list of attachments, chapter titles and subsection headings, a bibliography (if any) and attachments. Chapter titles are all typed in capital letters while subsection headings are typed in lowercase except the first letter of each word is typed using capital letters, all headings do not end in periods. Chapter numbers use roman numerals and subsections using arabic numerals or a combination of letters with arabic numerals. Typing distance 1.5 spaces. Each end of the subbab is equipped with a page number of the subbab.

Table page (if applicable)

The table list page is typed on the new page. Table headings are typed in capital letters without ending in periods and placed in the middle of the top paper. Each table heading ends with the page number the table is located on.

Image List page (if applicable)

The image list page is typed on the new page. The title OF THE LIST OF IMAGES is typed in capital letters without ending in a period and placed in the center of the top paper. Each image/illustration title ends with the page number the image is located on.

Lampiran List Page

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Illustration of Images and Tables

Illustrations in the form of photos, drawings, school plans, diagrams, graphs, histograms, charts, maps are referred to as drawings. Illustration The table is a table created in the form of a whole line adjusted to the length and width of the paper. All images and tables must be numbered and titled, and have a source or caption.

**SYSTEMATICS OF AQUAPRENEURSHIP PRACTICE**

**BUSINESS PLANNING PROPOSALS**

Title Page

The Endorsement Page is signed and approved by  
the Supervisor and head of the FPP UMM department

Foreword

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- 1.2. Aquapreneurship Practice Objectives
- 1.3. Benefits of Aquapreneurship Practice

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- 2.2. Production Management
- 2.3. HR Management
- 2.4. Financial Management
- 2.5. Marketing Management
- 2.6. Business Analytics

**CHAPTER III. OPERATIONALIZATION**

- 3.1. Time and Place
- 3.2. Business Scale
- 3.3. Materials and Tools
- 3.4. Technical Implementation

**APPENDIX**

**BIBLIOGRAPHY**

Cover Examples

Using A4 size paper with a left side distance of 4 cm, right side 3 cm, top 4 cm and bottom, 3 cm

AQUAPRENEURSHIP PRACTICE  
BUSINESS PLANNING PROPOSAL

Times New Roman 14 **Bold** capital 1 space



the shape of the logo is in accordance with the statute of the UMM pentagon, with a midline measuring 5 cm x 5 cm

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PRACTICE AQUAPRENEURSHIP  
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Times new romance 12 spaces

By:

SERVANT OF GODNIM: .....  
ABDULLAH NIM: .....  
JUNDULLAH NIM: .....  
ANSHORULLAH NIM: .....

Times New novel **Bold** 12



MAJORS.....  
FACULTY OF ANIMAL SCIENCE  
AGRICULTURE, UNIVERSITY OF  
MUHAMMADIYAH MALANG YEAR....

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It has been checked and approved by :

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Aquapreneurship Practice Commission FPP UMM, \*

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*Note:*  
*This endorsement page is used as evidence that the student concerned has compiled an Aquapreneurship Practice business planning proposal.*

## **APPENDIX 2 :**

### **THE INITIAL PART OF THE AQUAPRENEURSHIP PRACTICE REPORT**

#### **Cover Page / Title – Hardcover**

the color of the cover corresponds to the color of the department's flag, which is brown. Cover paper of the plain/smooth type is not textured. On the logo Arrangement and contents attached

#### **Attestation page See**

example above

#### **Daftar Page Contents**

The table of contents page is typed on the new page. The title of the TABLE OF CONTENTS is typed in capital letters without ending in a period and placed in the middle of the top paper. In the table of contents are loaded tables, a list of figures, a list of attachments, chapter titles and subsection headings, a bibliography (if any) and attachments. Chapter titles are all typed in capital letters while subsection headings are typed in lowercase except the first letter of each word is typed using capital letters, all headings do not end in periods. Chapter numbers use roman numerals and subsections use arabic numerals or a combination of letters with arabic numerals. Typing distance 1.5 spaces. Each end of the subbab is equipped with a page number of the subbab.

#### **Table page (if applicable)**

The table list page is packaged on the new page. Table headings are typed in capital letters without ending in periods and placed in the middle of the top paper. Each table heading ends with the page number the table is located on.

#### **Image List page (if applicable)**

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#### **Appendix List page**

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Illustrations in the form of photos, drawings, school plans, diagrams, graphs, histograms, charts, maps are referred to as drawings. Illustration The table is a table made in a whole line bent uk adapted to the length and width of the paper. All images and tables must be numbered and titled, and have a source or caption.

# **SYSTEMATICS OF AQUAPRENEURSHIP PRACTICE REPORT**

Title Page

The Endorsement Page is signed and known by the  
Supervisor, Head of Department and Dean of FPP UMM

Foreword

Table of

contents

## **CHAPTER I. INTRODUCTION**

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- 4.9. Business Analytics

## **CHAPTER V. CONCLUSIONS AND SUGGESTIONS**

- 5.3. Conclusion
- 5.4. Suggestion**

## **APPENDIX**

## **BIBLIOGRAPHY**

Cover Examples

Using A4 size paper with a left side distance of 4 cm, right side 3 cm, top 4 cm and bottom, 3 cm

AQUAPRENEURSHIP  
PRACTICE/REPORT

Times New Roman 14 **Bold** capital 1 space



→ the shape of the logo is in accordance with the statute of the UMM pentagon, with a midline measuring 5 cm x 5 cm

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AQUAPRENEURSHIP PRACTICE

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By:

SERVANT GOD  
ABDULLAH  
JUNDULLAH  
ANSHORULLAH

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MAJORS.....  
FACULTY OF ANIMAL SCIENCE  
AGRICULTURE, UNIVERSITY OF  
MUHAMMADIYAH MALANG **YEAR....**

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➔ **YARD CERTIFICATION**

**AQUAPRENEURSHIP PRACTICE REPORT**

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**JUNDULLAH**  
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It has been checked and approved by :

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Head of aquapreneurship

Supervisor  
practice department,

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Dean of FPP  
UMM,  
times new roman 12

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*Note:*  
*This endorsement page is used as evidence that the student concerned has compiled an AQUAPRENEURSHIP PRACTICE report. On the signature of the Dean of FPP UMM, it is affixed with a faculty stamp.*

# **GUIDEBOOK OF THESIS PREPARATION PROGRAM ACTIVITIES**



Compiled By :  
**THESIS COMMISSION**

**FACULTY OF AGRICULTURE-ANIMAL  
SCIENCE,  
UNIVERSITY OF MUHAMMADIYAH  
MALANG  
2017**

## **CHAPTER I INTRODUCTION**

### **1.1. Understanding**

The definition of research is actually a *process* that is carried out systematically and supported by data to find answers to a question, solutions to problems, or deep understanding of a phenomenon (Leedy, 1997).

Furthermore, at FPP UMM, it is implemented in the form of an academic program in the form of a series of activities carried out by applying scientific rules and methods in order to compile a scientific work, as part of a thesis to take an sarjana degree. Writing scientific papers resulting from research for Strata 1 students is called Thesis.

### **1.2. Purpose**

- a. Train students to explore problems in agriculture in general to find answers which are then raised in a research activity .
- b. Train students to be able to carry out activities systematically and methodically, so that these activities can be scientifically accounted for.
- c. Forming individuals and academic societies that are responsible for what has been done.
- d. As part of the student thesis to obtain an undergraduate galar at the Faculty of Animal Husbandry UMM.

### **1.3. Goal**

The target to be achieved in the implementation of research is the preparation of scientific work / thesis as a part and real activity of individuals and the academic community that are able to be scientifically accountable.

## **CHAPTER II THESIS TERMS**

### **2.1. Weight of Credits and Stages of Research**

Research at FPP UMM for all majors weighing 6 (six) credits consists of from:

- a. Proposal Preparation
- b. Implementation & monitoring research
- c. Thesis Report Writing
- d. Research Results Seminar
- e. Final Exams/Hearings.

### **2.2. Operationalization**

#### **2.2.1. Theme**

Every student and or group of students who will carry out research can raise / take research problems / themes freely according to their respective majors / study programs, as long as they do not carry out duplication, replication and plagiarism in detail to the research which has been implemented. According to the type of research, students can choose 2 types of research themes, namely:

1. Independent Research Themes

Research with an independent theme can be carried out by students with reference to the field of agriculture in general

2. Umbrella Program Research Theme

If students choose this research theme, then students are required to follow the main research theme that has been determined periodically by the Department as a Research Umbrella and determined through the Dean's Letter of Appreciation.

#### **2.2.2. Heading**

The title of the study can be deciphered from the research themes of a Research Umbrella that has been taped, except for independent research.

#### **2.2.3. Time**

Research can be carried out in the seventh semester with the requirement that students have taken 120 credits with a GPA of more than 2.0 and have passed all courses, and have completed and collected the PKL Report.

#### **2.2.4. Location**

Research can be carried out anywhere according to the wishes of students / student groups and or at the direction of the Head of the Department and Supervisors.

#### **2.2.5. Research Materials**

The material that will be used as research is all commodities that are directly related to agricultural sciences in general according to their respective majors.

#### **2.2.6. Specialized Research**

Especially for researchers who follow / transplant / collaborate with research carried out by other parties outside the FPP UMM, students are required to report to the Faculty of CQ. Assistant Dean I. Meanwhile, the research that grafts to UMM lecturers refers to the Rector's Decree cq. Director of DPPM UMM. These two types of research, the technicalities will be regulated separately through special regulations.

## **CHAPTER III**

### **THESIS REQUIREMENTS**

#### **2.3. Administrative Requirements**

To be able to carry out research, every FPP UMM student must meet the following administrative requirements:

- a. Register to take research by filling out the available forms and attachments
- b. The registration time is carried out after completing the PKL exam / seminar and or the PKL Report has been submitted to the Department / Study Program,
- c. Registered as a student in the academic year that is valid when submitting a thesis is evidenced by the receipt of the registration of the current semester and is programming *online* for the thesis.

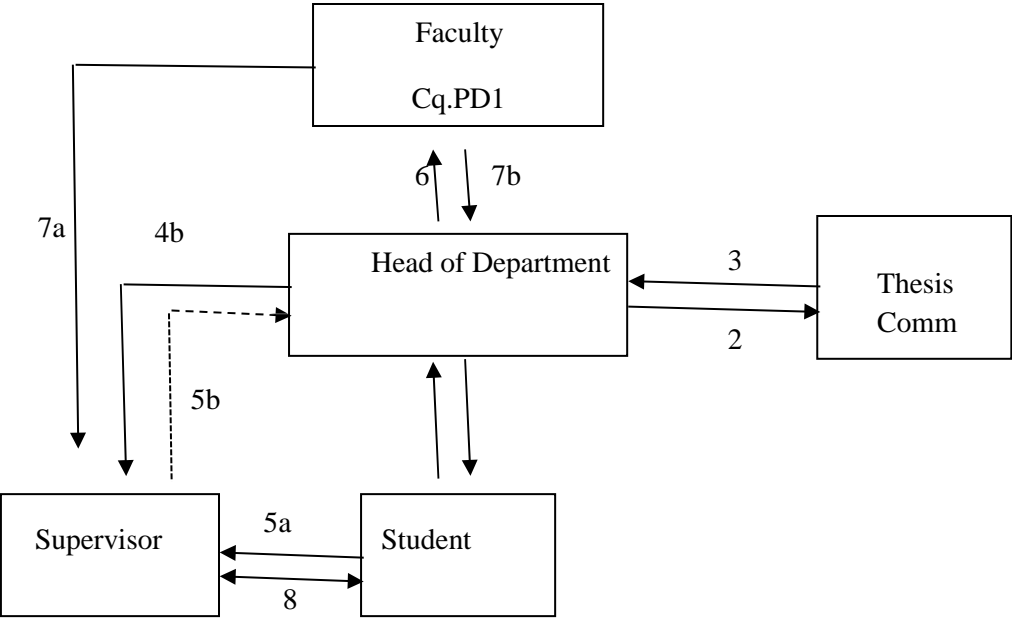
#### **2.4. Academic Requirements**

- a. Have collected a minimum of 120 credits with a GPA  $\geq 2$  as evidenced by academic transcripts and overall study result cards (KHS).
- b. Have passed all expertise courses that support research themes and research methodology courses.
- c. Have taken field work practice and aquapreneurship practice, and passed as evidenced by a photocopy of the certificate / minutes of examination / seminar as well as the attendance of PKL and Aquapreneurship Practice.

#### **2.5. Requirements of Supervisors and Examiners**

- a. Thesis supervisor is a permanent lecturer or part-time permanent lecturer at the Faculty of Animal Husbandry, University of Muhammadiyah Malang who already has academic authority according to the Higher Education Decree which states that the thesis supervisor must have the functional rank of Lector and have an education of at least S-2 for the main supervisor as well as having an NIDN.
- b. The main supervisor's field of science must be in accordance with the field of research taken by the student, while the accompanying supervisor adjusts to the consideration of the Thesis Commission.
- c. Supervisors / Examiners are Permanent Lecturers or Part-Time Permanent Lecturers who are active in the teaching and learning process (minimal recapan attendance per semester 75%) and are willing to guide according to the provisions. Other provisions related to these terms, will be governed by special regulations. The management of research registration can be seen in Figure 3.1.

1      4a



**Figure 3.1. Research Enrollment Management Diagram**

## **CHAPTER IV**

### **THESIS IMPLEMENTATION PROCEDURE**

#### **2.6. Socialization and Debriefing**

Before implementing the Thesis Program activities, it is necessary to provide briefings to prospective students of thesis participants as follows:

##### **4.1.1. Purpose of Socialization and Debriefing,**

The objectives of the implementation of socialization and debriefing include :

- a. Understand and live the basic concepts, meaning, objectives, approaches , programs, implementation, monitoring and evaluation of thesis program activities
- b. Get information about the situation, conditions, and opportunities for livestock research
- c. Have insight into research methods
- d. Have the provision of knowledge and practical skills in order to carry out research properly
- e. Develop the ability to use time efficiently
- f. Develop a group work strategy

##### **4.1.2. Debriefing and Training Materials.**

Thesis briefing that will be carried out consists of:

3. Comprehensively implement pedagogical, professional, social, and personality competencies in the field of research
4. Building the foundation of student identity by directly experiencing the research culture in the field
5. Examining managerial systems and strategies in the world of research
6. Preparing the initial abilities of prospective PUP students related to the ability to develop theoretical skills to be applied in research
7. Providing direct experience for prospective PUP students to enter the field of research

#### **2.7. Registration Procedure**

- a. Students fill out the Research submission form along with the attachments (C1, C2, C3). All blanko can be obtained at tu Faculty, the rest is kept by students for further activities.
- b. Before registration is carried out, it is advisable to have compiled a Term Of Reference (TOR) about the research plan
- c. After all the blanko are filled in, the student submits it to the Thesis Commission / Head of The Department, along with all its attachments to be submitted to the Thesis Commission Meeting to get approvals and recommendations on academic eligibility and desposition of prospective mentors.
- d. The draft of the Prospective Supervisor (C3) is determined on the basis of academic and administrative considerations in the Thesis Commission meeting, to be followed up by submitting the draft to the prospective supervisor with a student copy.
- e. After the student receives a recommendation on the feasibility of the TOR research to be carried out, the student can conduct an initial consultation to

- prospective supervisor by showing a draft recommendation for eligibility and or a copy of the draft disposition of the prospective supervisor (C2 & C3).
- f. If the prospective supervisor has approved the draft, then the blangko (C3) is handed back to the ThesisCoordinator / Head of Department to be forwarded to the Dean of cq. Assistant Dean I, for the material for issuing the Supervisor's Letter of Duty.
  - g. If the Prospective Supervisor is not willing to become a supervisor, then the draft is still submitted to the Thesis Coordinator for coordination with the Head of the Department and Assistant Dean I.
  - h. The Supervisor Assignment Letter (Example) is made in duplicate 5 (five) where 2 (two) are addressed to each Supervisor, and a copy of 1 (one) for students, 1 (one) for majors and 1 (one) archive. This activity is carried out by the bag. Administration of FPP UMM ( Collective Guidance Task Letter to be efficient)

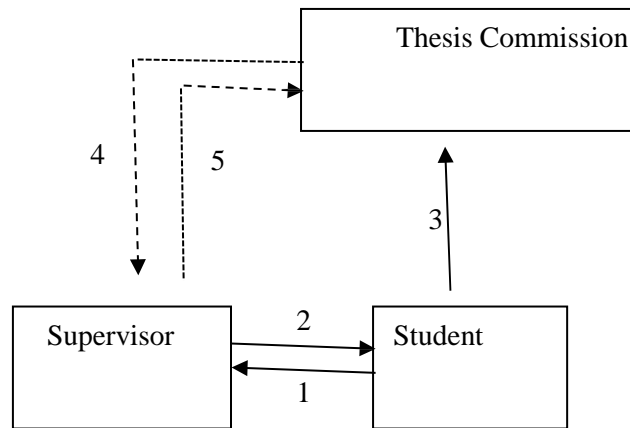
## **2.8. Thesis Commission Meeting**

- a. Thesis Commission Meeting (abbreviated as Komta) is a special meeting in the academic field to determine the feasibility of the *Term of Reference* (TOR) or Summary of the research plan submitted by students and the determination of supervisors, with the aim that each research can be directed according to scientific rules and does not deviate from the Research Umbrella that has been determined periodically by the Department through the Faculty Decree.
- b. The Thesis Commission consists of 4 (four) people, consisting of the Chairman of the Thesis Commission and three members
- c. In accordance with its purpose, the Komta Meeting can be carried out collectively & accumulatively (a number of research TORs that have been submitted by several students for review at the same time).
- d. The Komta session must be attended directly by all members of the Komta, except in certain circumstances it can be carried out through communication / telephony, as long as the attendance is not less than 3 members.
- e. The schedule of the Komta Session can be held at any time according to the submission and on the basis of the approval of the Chairman of the Thesis Commission
- f. As material in the Komta meeting is the Student Research Application Form (D1) and a summary or *term of reference* (TOR) of the research plan that has been submitted by the student, along with other requirements.
- g. The results of the Kom ta meeting are recommendations for the feasibility of the research TOR submitted, the draft disposition of prospective supervisors in accordance with the decisions of the meeting results.
- h. The Commission hearing reserves the right to reject, amend, subtract, add, and or perfect all and or part of the *dalam term of reference* (TOR) items that have been submitted by the student.
- i. If the Komta meeting recommends rejecting and or changing, the student must reapply for a new *term of reference* (TOR).
- j. If the Komta meeting recommends reducing, adding, refining and or accepting, then direct recommendations can be given to students, complete with a draft form of guidance.
- k. No later than 1 (one) week after the recommendation results are received, students are required to follow up on the results of the meeting decisions and complete the relevant administrative requirements .

1. As soon as the results of the recommendations of the Komta meeting in *the term of reference* (TOR) and the draft of the prospective Supervisor are received, immediately carry out consultations with the Supervisor, to obtain guidance approval and the preparation of research proposals.

## **2.9. Preparation of Research Proposals / Proposals**

- a. Substantively, research proposals/proposals must not deviate from the recommendations in the Draft or *term of reference* (TOR) that have been determined by the Komta meeting. The preparation of proposals that deviate from the results of the draft recommendations or *term of reference* (TOR), results in the cancellation of the entire implementation of the research.
- b. If there are changes in the results of the recommendations that have been determined in the Draft or *term of reference* (TOR), then students are required to report to the Thesis Coordinator, with a copy of the Head of the Department and Assistant Dean I, for a further coordination meeting of the Commission.
- c. No later than 1 week after receiving the recommendation for the Draft or *term of reference* (TOR), students are required to consult with the Supervisor and submit all related files.
- d. Every consultation is carried out, accompanied by filling out a Guidance Monitoring Card (C4)
- e. In order to achieve effectiveness, the completion of the entire proposal (until the proposal is signed), carried out no later than 1 (one) month. So that both students and supervisors are required to adjust the time limit. (What is monitoring)
- f. If until the specified time limit, it turns out that the proposal has not been completed, then both students and supervisors, can report to the thesis coordinator with a copy to the Head of the Department and assistant dean I, to get the appropriate treatment and solutions.
- g. Matters relating to decisions in handling problems in point f, will be determined based on the results of the Komta meeting with several alternative decisions, including calling students to requested information, other technical assistance, transfers/changes to supervisors and other policies.
- h. The proposal is declared complete if it has been approved and signed by all supervisors and ratified by the Head of the Department (on behalf of the Department) and assistant Dean I (on behalf of the Faculty). The proposal was then covered and printed as many as 4 copies (2 for the supervisor, 1 for the Thesis Commission and 1 for the student archives).
- i. Submission of proposals to each party, carried out in conjunction with a Notification Letter / Research Start Report (C5). As for the archives for students, they are used for the benefit of students for subsequent activities. The procedure for conducting research & monitoring can be seen in Figure 4.1.



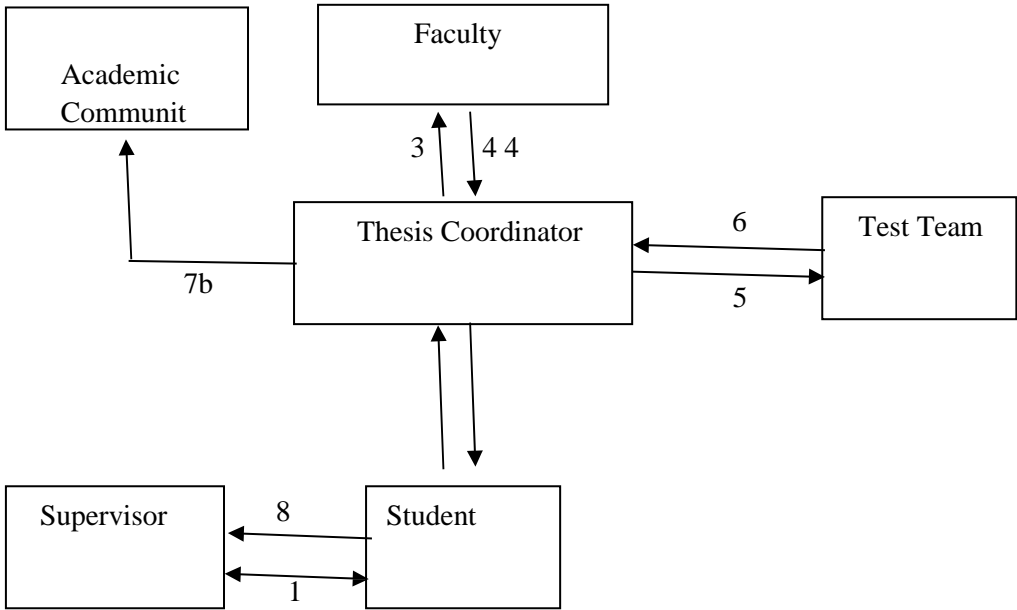
**Figure 4.1. Diagram of Research Implementation & Monitoring Procedures**

## 2.10. Research Proposal/Proposal Seminar

- a. Research Proposal Seminar is a scientific activity carried out in order to explain the research plan to be carried out in order to obtain theoretical inputs and can be scientifically accounted for in front of the public.
- b. The goal to be achieved in this seminar is to form an honest and responsible person and have academic skills.
- c. The Research Proposal Seminar is carried out by students (Pemrasaran) who will carry out research and is attended by Academic Examiners: 1 lecturer staff, (determined by the Thesis Coordinator) supervised by the Supervisor (2 people) led by the Chairman of the Session (1 student determined by Pemrasaran), General Examiner (6 m students who have been registered by pemrasaran) and general participants (academic community of FPP UMM).
- d. The implementation of this Research Results Seminar can be carried out if the Supervisor has agreed to conduct the Seminar and has signed a Research Proposal and in its implementation is attended by at least 10 general participants.
- e. Summary of Research Proposals is a paper-shaped paper based on research proposals along with supporting theoretical studies (as many as 3 pages space 1 including a bibliography), which is systematic and writing in accordance with the Interpretation Format / Research Summary.
- f. To carry out the Seminar, students are required to register with the Thesis Coordinator by filling out an Seminar Application Letter (C7) signed by the Supervisor and other forms (forms C8, C9, C10, C11).
- g. Students can carry out the seminar after the Seminar Attendance Card has a seminar attendance rate of 10 times (C6).
- h. The Thesis Coordinator must schedule the implementation of the seminar no later than 1 (one) week after students register to carry out the seminar. However, the exact schedule, basically, can be determined by agreement of the student with the Supervisor and Thesis Coordinator.
- i. Allsubmission of documents for seminar materials to Academic Examiners and Supervisors is managed by the Thesis Coordinator, including Examiner Assignment Letter (C8), Seminar Invitation (C9), Open Announcement (C10), Seminar Minutes

(C11) and Seminar Attendance List (C12). Meanwhile, the files for the General Examiner, The Leader of the Session and the General Participants are submitted by the students themselves.

- j. The duration of the seminar is 1 (one) hour and students are required to use multimedia facilities.
- k. The assessment is carried out by looking at the ability to explain the results of the research along with supporting theories, the ability to answer the questions of academic examiners, general examiners and general participants as well as the order and smooth running of the seminar.
- l. After the seminar is over, the Supervisor must submit the Seminar Minutes and their attachments to the Thesis Coordinator. The procedure for implementing the research proposal seminar can be seen in Figure 4.2.



**Figure 4.2. Diagram of the Procedure for Conducting a Research Proposal Seminar**

**2.11. Research Implementation**

- a. The implementation of the research is carried out by submitting a Research Start Notification Letter (C5) ( Research permit) attached to a proposal that has been approved and ratified, to the Thesis Coordinator.
- b. Students are required to report the start of research to the Thesis Commission, no later than 3 (three) days before the research begins.
- c. Each supervisor is required to carry out monitoring and review in the field, at least once during the research by filling out the Monitoring Card. (Is provided fee/from student)
- d. Every activity carried out during the research must be written / recorded in the research *log book* (which is made by the students themselves), while some important activities must be documented in the form of photos and at certain times, communicated to the Supervisor, for monitoring and review.
- e. The research is declared over and completed if each Supervisor has signed the Research Monitoring Card (C4) point 7.

### **2.12. Preparation and Guidance of Research Reports**

- a. Research reports / Thesis are prepared according to the specified format, as contained in the appendix and follow the procedures for writing scientific papers (chapter IV).
- b. No later than 2 (two) weeks after the research is declared complete, students are required to immediately consult with the supervisor to make a thesis draft.
- c. Any consultation activities with the Supervisor, must be accompanied by the signing of a Mentoring Monitoring Card (C4)
- d. For the effectiveness of time and other related matters, the implementation of consultation / guidance is completed as much as 10 times and or within a period of 3 months, whichever comes first.
- e. If until the specified time limit, it turns out that the guidance has not been completed, then both students and supervisors, can report to the Thesis Coordinator with a copy to the Head of the Department and Assistant Dean I, to get the appropriate treatment and solutions.
- f. Matters related to decisions in handling problems in point e, will be determined based on the results of the Komsa meeting with several alternative decisions, including calling students to requested information, transfer/change of supervisors and or other policies .
- g. The thesis is declared complete and ready to be submitted in the Trial Examination / Thesis if it has been approved and signed by all supervisors without being ratified by the Head of the Department or the Dean.
- h. The thesis as material for the Trial Examination is then reproduced by 5 copies (2 for the supervisor, 2 copies for the Examiner, 1 copy for the Thesis Coordinator (as an attachment to the exam application letter) and 1 for the student's archive).

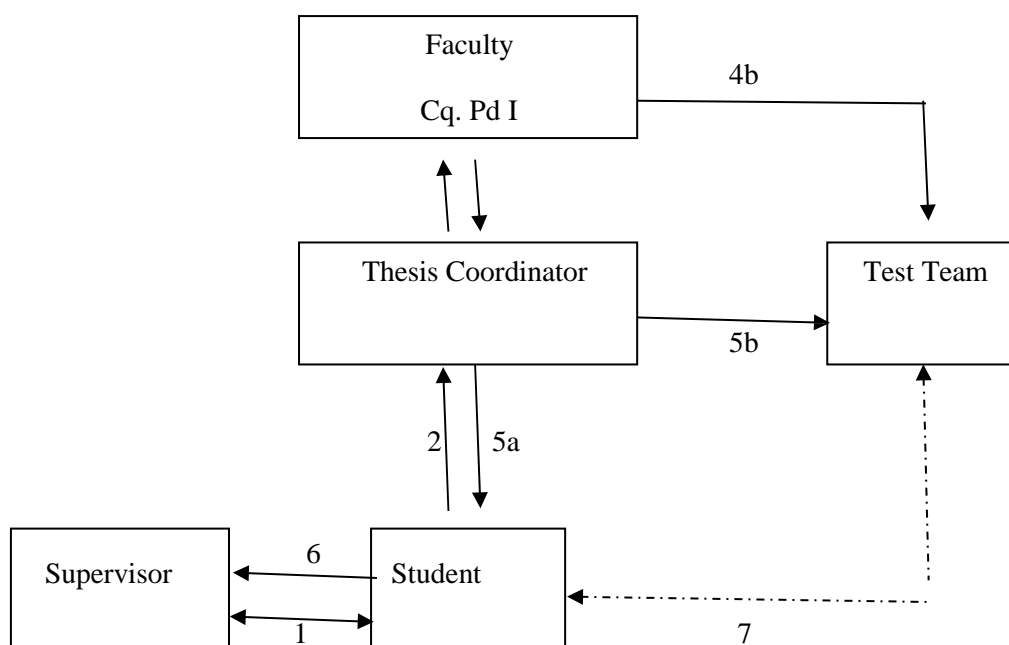
### **2.13. Trial / Thesis Examination**

- a. The Trial Exam is a final exam for students in the academic field which aims to comprehensively test theoretical and scientific skills in the field of animal husbandry by raising the main theme related to the scientific work / thesis produced from research activities.
- b. The Trial Examination is required for every student to complete their S1 studies and obtain a bachelor's degree.
- c. Because it raises the main theme related to the research report / thesis, the thesis compiled must have been approved by the supervisor, then printed using a regular cover without being bound and reproduced 5 times.
- d. The Trial Examination is carried out in a physical and individual manner by students before the Board of Examiners consisting of 2 Supervisors as Academic Examiners, 2 Academic Examiners appointed by the Faculty.
- e. The Trial Examination can be carried out if students have taken and completed all academic activities according to the curriculum including PKP, PUP, KKN, research and research proposal seminars.
- f. The procedure is that students are required to register themselves in the department no later than 2 weeks after the thesis is approved by the supervisor with a Trial Examination Application Form (C13) complete with attachments that are required.
- g. The exam can be conducted if the Thesis Commission has set a schedule and all documents have been sent to the entire Board of Examiners.

- h. Thesis exam is carried out no later than 1 (one) month after the research report is approved by the supervisor
- i. The trial examination is held on a scheduled basis and lasts for 2 (two) hours.
- j. Students are required to submit 5 (five) copies of the research report a maximum of 2 (two) days before the implementation of the thesis exam to the TA Coordinator which will be submitted to the department of 1 (one) copy, 2 (two) copies are distributed to the two supervisors and 2 (two) copies to each examiner. The management of this procedure is carried out by the Tu Department
- k. The trial examination is carried out specifically and closed and declared valid if it is attended by the trial examinees, 2 (two) supervisors and two examiners. The main adviser acts as the chairman of the session (C14).
- l. During the Session, students are required to wear special clothes (white shirt with ties, black underwear and wear alma mater suits) and in their presentations use multimedia facilities
- m. Students are required to fill out and submit the minutes of the thesis exam (D15) to the supervisor just before the thesis exam begins.

#### **2.14. Trial Exam Assessment**

- e. The trial examination is declared complete if the minutes of the trial examination have been signed by the entire board of examiners
- f. The results of the assessment of the trial exam are the accumulation of values starting from the preparation of proposals, the implementation of research, the preparation of reports and the implementation of the trial exam with a compulsive proportion of assessment.
- g. The results of the trial exam decisions are 4 types, namely Pass, Pass with thesis improvement / revision, Pass with certain tasks and Do Not Pass.
- h. If the trial exam is declared Not Passed, the student must repeat the trial exam by re-registering with the Thesis Coordinator. Meanwhile, the schedule is determined on the basis of the decision in the trial test. Re-examination can only be done 1 (one) time.
- i. If it is declared passed with certain improvements / revisions and or tasks, then no later than 1 week since the exam is carried out, revisions / tasks must be completed. The procedure for conducting the trial exam can be seen in Figure 4.3.



**Figure 4.3. Diagram of The Procedure for Conducting The Trial Exam**

### 2.15. Thesis / Final Report

- The thesis is said to be completed and worthy of binding / covering if the report has been signed by the supervisor and examiner.
- The final thesis is at least made in duplicate 3 to be submitted faculty 1 copy, department 1 copy and the rest for students.
- Each thesis must be accompanied by posters and or real products if innovative research is produced.
- Submission of the thesis to the Faculty & Department will be given a valid receipt.

### 2.16. Duties of the Supervisor/Examiner

- Guiding students starting from the preparation of research proposals to the preparation of research reports and being required to attend seminars and thesis exams of the students concerned.
- Conducting field visits to carry out monitoring and signing Research and Thesis Monitoring Cards, Research activity diaries (*log books*) research and providing direction in problem solving and student analysis of research results
- It is mandatory to attend the research result seminar as a director and must be present in the student's thesis exam as an examiner and provide grades from the initial process up to the thesis exam.
- The examining lecturer in addition to the supervisor is in charge of providing suggestions, input, and questions for the improvement of the research report.
- At the time of the exam, the supervisor and examiner are required to fill out the minutes of the 2 (two) thesis exams.

## **2.17. Evaluation of the Thesis Program**

Evaluation of the Thesis Program has 2 (two) interests, namely for the purpose of assessing student achievement and improving the Thesis Program.

### **4.12.1. The value of the Research Proposal Seminar is an assessment of the following aspects:**

- a. Presence in the guidance of proposals
- b. Discipline of participants in the guidance of proposals
- c. Neatness of proposal guidance participants
- d. Activeness in following the guidance of proposals
- e. Courtesy in following the guidance of the proposal
- f. Accuracy of submission of research proposals
- g. Systematics of writing research proposals
- h. The writing and language of the research proposal
- i. Completeness of the content of the research proposal
- j. Neatness and layout of the components of the research proposal
- k. Readability level of research proposals
- l. Presentation of research proposal seminar
- m. Research proposal seminar discussion
- n. Accuracy in answering questions at research proposal seminars

### **4.12.2. Thesis Trial Test Scores, namely the assessment of the aspects of:**

- a) Attendance in the consultation of thesis report
- b) Activeness in consulting thesis reports
- c) Manners in consulting thesis report
- d) Attendance in the consultation of thesis report
- e) Discipline in consulting thesis reports
- f) Accuracy of submission of thesis report
- g) Systematics of writing a thesis report
- h) The writing and language of the thesis report
- i) Completeness of the content of the thesis report
- j) Neatness and layout of thesis report components
- k) The level of readability of the thesis report
- l) The logic of the order of presentation of the thesis report
- m) The substance of the thesis report
- n) Conclusion of suggestions and attachments to thesis report
- o) Presentation of thesis report
- p) Discussion in the thesis report exam
- q) Accuracy in answering thesis report exam questions

### **4.12.3. Assessment Criteria.**

The assessment criteria are carried out after there is a news of the thesis siding exam. The guidelines for the transfer of test scores Thesis session can be seen in Table 4.1.

**Table 4.1. Research Criteria for Thesis Trial Examination**

Standard Score	Letter Value	Letter Notation
3.50 - 4.00	A	Special
3.00 - 3.49	B+	Very Good
2.50 - 2.99	B	Good
2.00 – 2.49	C+	Good Enough
1.50 - 1.99	C	Enough

**2.18. Thesis Program Activity Time**

**4.13.1. Thesis Program Time**

The thesis program is carried out between 2 and 4 months which is carried out in the seventh semester after the PUP activity is completed.

**4.13.2. Schedule of Thesis Program Activities**

The schedule of activities of the Thesis Program is regulated by adjusting the academic calendar that has been prepared by the University with the order of activities can be seen in Table 4.2 as follows:

**Table 4.2. Schedule of Thesis Program Activities**

No.	THESIS ACTIVITIES	TIME
1.	Registration of Participants in the Thesis Program	Every Beginning (week 3) & Middle (Week 11) Even Semester and Odd November
2.	Thesis Briefing	Every 1 week after Decree of the Mid-November Thesis Supervisor
3.	Implementation of the Thesis Program	Must be completed at the latest 6 months after Obtaining a Letter Thesis Supervisor November-February
4.	Thesis Exam Period	Minimum 2x every semester, a month before the graduation time schedule that has been set by the BAA Umm
5.	Deadline for Submitting a Thesis Report	No later than 1 month after the implementation of the thesis exam

**THE EFFECT OF GIVING *Curcuma xanthorrhiza*, Rob.  
AGAINST THE PHYSIOLOGICAL  
STATUS OF BROILERS**

**TERM OF REFERENCE (TOR)  
RESEARCH PROPOSAL**



**FIRYANADHIRA IMTIYASMI SHARIFAH**

Nim : .....

**FACULTY OF AGRICULTURE-ANIMAL  
SCIENCE,  
UNIVERSITY OF MUHAMMADIYAH  
MALANG  
In 2015**

OUTER COVER

1.

Background

2.

Problem Formulation

3.

Purpose

4.

Goal

5.

Supporting Library

6.

Operationalization

6.1.

Time and Place

6.2.

Materials and Tools

6.3.

Limitations of Variables and Ways of Observation

7.

Methodology

7.1

Research Methods

7.2.

Trial Design

7.3.

Treatment

7.4.

Experimental Plan

7.5.

Data Analysis Methods

8.

Implementation Plan

8.1.

Preparation

8.2.

Research Implementation

.....

8.3. **Data Retrieval**

.....

8.4. **Schedule**

.....

.....

**Bibliography**

**THE EFFECT OF GIVING *Curcuma xantorrhiza*, Rob.  
AGAINST THE PRODUCTIVITY AND LEVEL OF HEALTH  
OF BROILERS**

**RESEARCH PROPOSALS**

To Meet the Requirements for  
Obtaining a Bachelor's Degree



**FIRYANADHIRA IMTIYASMI**  
**SHARIFAH** Nim : .....

**FACULTY OF ANIMAL SCIENCE  
AGRICULTURE  
UNIVERSITY OF MUHAMMADIYAH  
MALANG  
YEAR.....**

RESEARCH PROPOSALS

THE EFFECT OF GIVING *Curcuma xantorrhiza*, *Rob.*  
AGAINST THE PRODUCTIVITY AND LEVEL OF HEALTH  
OF BROILERS

By:  
FIRYANADHIRA IMTIYASMI SYARIFAH  
NIM : .....

Compiled and implemented based on the Decree of the Dean of the  
Faculty of Animal Husbandry, University of Muhammadiyah  
Malang Number ..... and recommendations of the  
Thesis Commission  
Faculty of Agricultural Animal Husbandry UMM on date : .....

Aimingfor :

.....  
Main Advisor

.....  
Accompanying Advisor

An. Dean  
  
Assistant Dean I,

Poor, .....  
  
Chairman of the Department of Animal  
Husbandry,

.....  
NIPUMM.

.....  
NIPUMM.

	<b>OUTER COVER</b>
	<b>TITLE PAGE</b>
	<b>CONSENT/ATTESTATION PAGE</b>
	<b>TABLE OF CONTENTS</b>
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	.
1.3.	<b>Purpose</b>
	.....
	.
1.4.	<b>Goal</b>
	.....
	.
	<b>II. LITERATURE REVIEW</b>
2.1.	<b>Broilers</b>
	.....
	.
2.2.	<b>Physiological Status of Broilers</b>
	.....
	.
2.3.	<b>Broiler Productivity</b>
	.....
	.
2.4.	<i>Curcuma xantorrhiza, Rob.</i>
2.4.1	<i>Potential Curcuma xantorrhiza, Rob.</i>
	.....
	.
2.4.2	<b>Chemical Characteristics of <i>Curcuma xantorrhiza, Rob.</i></b>
	.....
	.
2.4.3	<b>Physiological Influence of <i>Curcuma xantorrhiza, Rob.</i></b>
	.....
	.
2.5.	<b>Hypothesis</b>
	.....
	.
	<b>III. RESEARCH METHODOLOGY</b>
3.1.	<b>Time and Place</b>

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**3.2. Materials and Tools**

**3.2.1 Research Materials**

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**3.2.1 Materials and Tools**

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**3.3. Limitations of Variables and Ways of Observation**

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**3.4. Research Methods**

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**3.4.1 Trial Design**

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**3.4.2 Treatment**

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**3.4.3 Experimental Plan**

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**3.5.. Data Analysis Methods**

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**3.6. Implementation**

**3.6.1 Preparation**

.....

.

**3.6.2 Research Implementation**

.....

.

**3.6.3 Data Retrieval**

.....

.

**3.7. Schedule**

**BIBLIOGRAPHY**

**ATTACHMENT**

**THE EFFECT OF GIVING *Curcuma xanthorrhiza*, Rob.  
AGAINST THE PRODUCTIVITY AND LEVEL OF HEALTH  
OF BROILERS**

**THESIS**

To Meet the Requirements for  
Obtaining a Bachelor's Degree



**EIRYANADHIRA IMTIYASMI**  
**SHARIEAH** Nim : .....

**FACULTY OF ANIMAL SCIENCE  
AGRICULTURE  
UNIVERSITY OF MUHAMMADIYAH MALANG  
YEAR .....**

THESIS

THE EFFECT OF GIVING *Curcuma xantorrhiza*, *Rob.*  
AGAINST THE PRODUCTIVITY AND LEVEL OF HEALTH  
OF BROILERS

By:  
FIRYANADHIRA IMTIYASMI SYARIFAH  
NIM : .....

Prepared based on the Dean's Decree  
Faculty of Animal Husbandry, University of Muhammadiyah  
Malang Number ..... and recommendation of the Thesis  
Commission  
Faculty of Agricultural Animal Husbandry UMM on date : .....  
and the decision of the Trial Examinations held on the date.....

Board of Examiners :

.....  
Chairman/Principal Advisor

.....  
Member/Accompanying Advisor

.....  
Member

.....  
Member

Hapless.....

University of Muhammadiyah  
Malang  
Faculty of Animal Husbandry  
Dean

.....  
NIPUMM. ....

OUTER COVER

TITLE PAGE

CONSENT/ATTESTATION PAGE

DESIGNATION PAGE (Not Necessarily There)

SUMMARY (Indonesian and English )

FOREWORD PAGE

TABLE OF CONTENTS

TABLE LIST PAGE

IMAGE LIST PAGE

ATTACHMENT LIST PAGE

I. INTRODUCTION

1.1.

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1.2.

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1.3.

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1.4.

Goal

II. LITERATURE REVIEW

2.1.

Broilers

2.2.

Physiological Status of Broilers

2.3.

Broiler Productivity

2.4.

*Curcuma xantorhizha*, Rob.

2.4.1

*Potential Curcuma xantorhizha*, Rob.

2.4.2

Chemical Characteristics of *Curcuma xantorhizha*, Rob.

2.4.3

Physiological Influence of *Curcuma xantorhizha*, Rob.

.....

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**2.5. Hypothesis**

.....

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**iii. RESEARCH METHODOLOGY**

**3.1. Time and Place**

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**3.2. Materials and Tools**

**3.2.1 Research Materials**

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**3.2.1 Materials and Tools**

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**3.3. Limitations of Variables and Ways of Observation**

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**3.4. Research Methods**

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**3.4.1 Trial Design**

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**3.4.2 Treatment**

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**3.4.3 Experimental Plan**

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**3.5.. Data Analysis Methods**

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**3.6. Implementation**

**3.6.1 Preparation**

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**3.6.2 Research Implementation**

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**3.6.3 Data Retrieval**

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**3.7. Schedule**

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**IV. RESULTS AND DISCUSSION**

**4.1. General Conditions**

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**4.2. Special Conditions**

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**V. CONCLUSIONS AND SUGGESTIONS**

**4.1. Conclusion**

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**4.2. Suggestion**

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**BIBLIOGRAPHY**  
**ATTACHMENT**  
**CURRICULUM VITAE**  
**AFFIDAVIT**

Appendix 4.9. Format of Research Proposal Seminar Papers

**FACULTY OF AGRICULTURE ANIMAL  
SCIENCE,  
UNIVERSITY OF MUHAMMADIYAH  
MALANG  
RESEARCH PROPOSAL SEMINAR**

---

Name	:	.....	NIM	.....
Nim	:	.....		
Department/ Prog.Studies	:	.....		
Supervisor	:	.....		
	:	.....		

TITLE : .....

Paragraph 1 (contains the background of the elakang).....  
.....  
..... and so on.

Paragraph 2 (contains the objectives, objectives and outputs of the study.....  
..... and so on.

Paragraph 3 (contains the formulation of the problem) .....  
..... and so on.

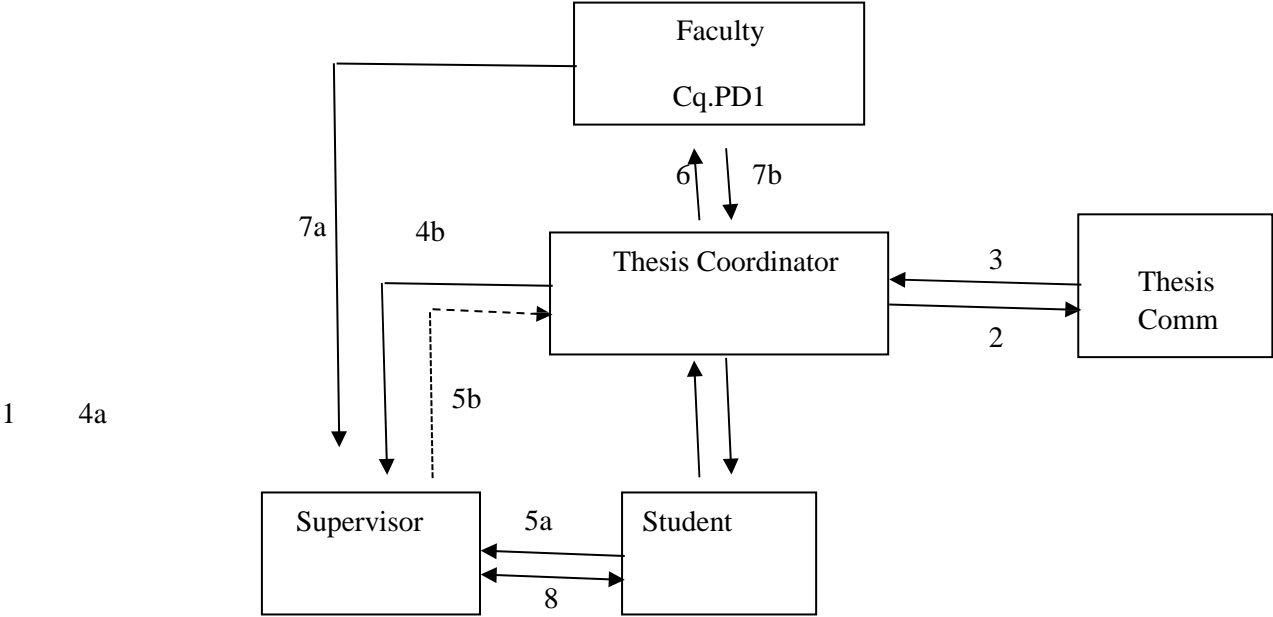
Paragraph 4 (contains the most important literature review) .....  
..... and so on.

Paragraph 5 (contains research methods/chapter 3 .....  
..... and so on.

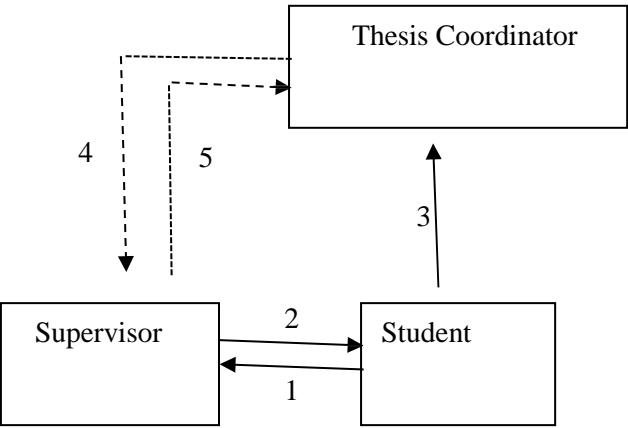
**BIBLIOGRAPHY**  
( Bibliography used in paragraph 4)  
.....

Note :  
The number of paragraphs, not necessarily 5, but following the needs

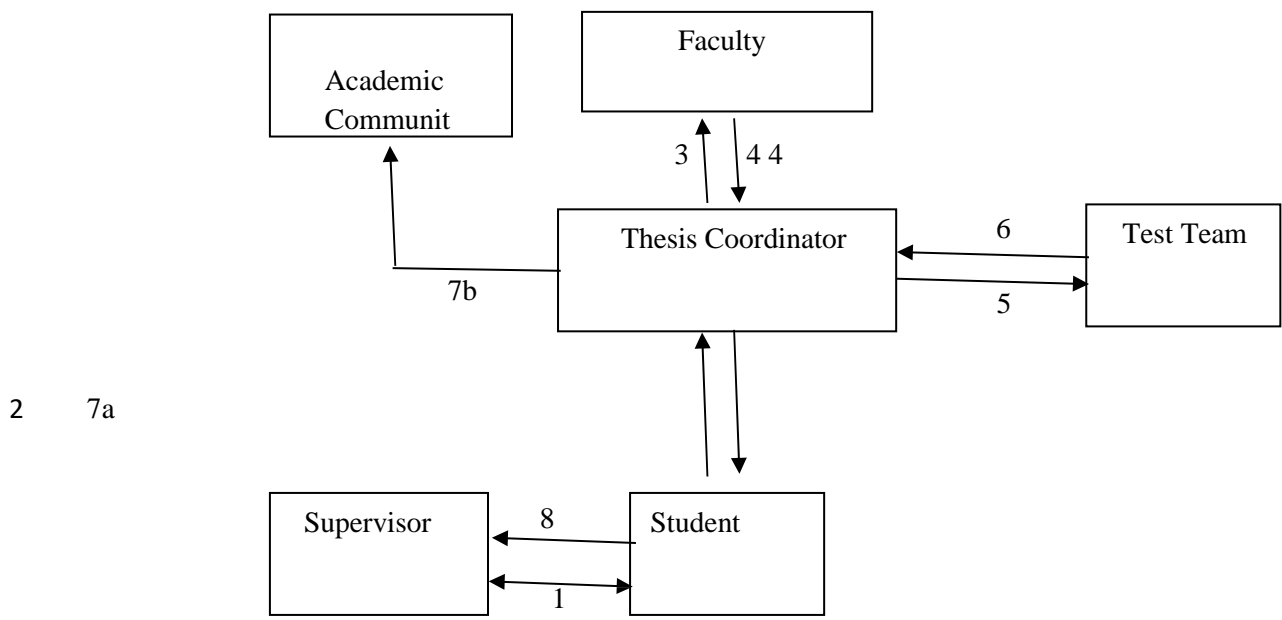
1. RESEARCH REGISTRATION MANAGEMENT DIAGRAM



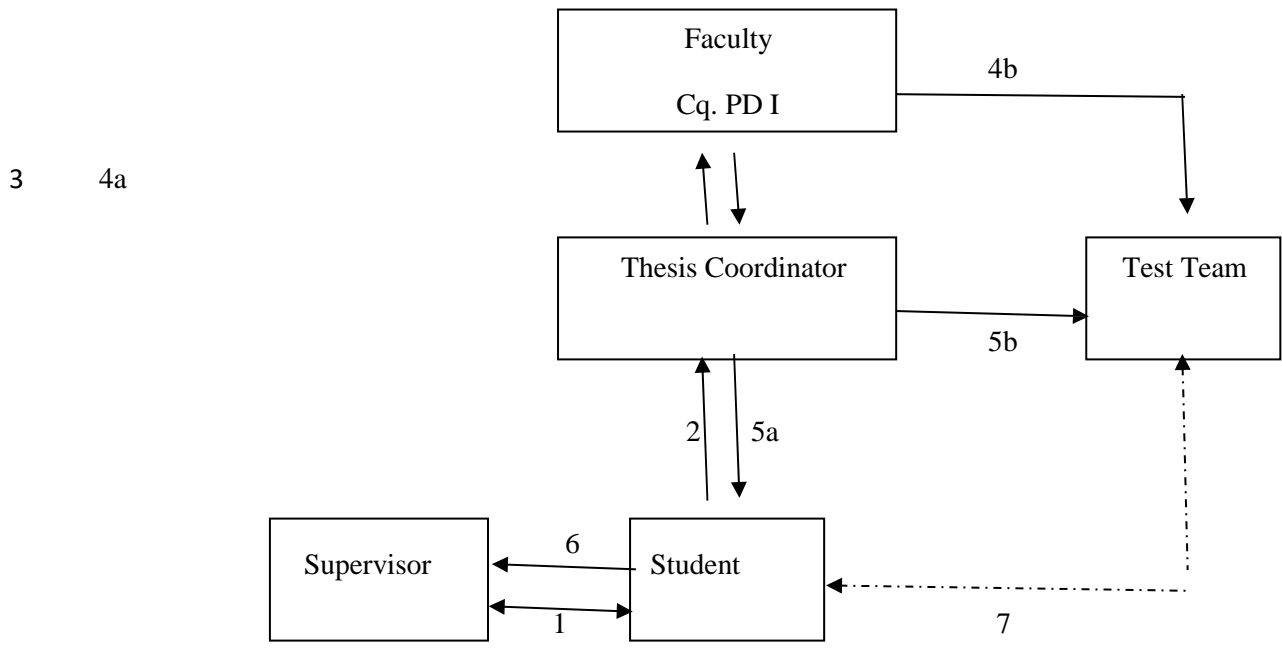
2. DIAGRAM PROCEDURE IMPLEMENTATION RESEARCH & MONITORING



3. DIAGRAM OF THE PROCEDURE FOR CONDUCTING THE RESEARCH SEMINAR



4. DIAGRAM OF THE PROCEDURE FOR CONDUCTING THE TRIAL EXAM



## **CHAPTER V**

### **GENERAL RULES OF WRITING SCIENTIFIC PAPERS**

#### **5.1. Understanding**

The general rules of scientific paper reports are procedures for writing and making reports that have been produced from a research thesis activity carried out by students of the Department of Animal Husbandry, Faculty of Agriculture, Faculty of Agriculture UMM Animal Husbandry.

The goal is to help students, lecturers and employees of the Department of Animal Husbandry FPP UMM, carry out management of scientific work management. The target to be achieved is so that all scientific works carried out by students of the Department of Animal Husbandry FPP UMM in taking a thesis meet the academic standards of a scientific work that applies in educational institutions.

#### **5.2. General Sections of Scientific Work**

Scientific Work is basically divided into three important parts, namely the initial part, the main part and the final part.

##### **5.2.1. The Initial Section, in detail consists of:**

1. Cover
2. Title Page
3. Consent/Attestation page
4. Allotment Page (doesn't have to exist)
5. Summary- Summary/ Abstract- abstract (*italics all*) (Written in Indonesian and English )
6. Foreword Page
7. Table of Contents page
8. Table Page
9. Image List page
10. Appendix List page

Especially for the infiltration of proposals /proposal without numbers: 4, 5, 6, 8, 9 and 10

##### **5.2.2. Main Part, consisting of:**

1. Introduction
2. Literature Review/Theoretical Studies
3. Methodology
4. Results and Discussion
5. Conclusions and Suggestions

Especially for the preparation of proposals / proposals without numbers: 4 and 5

##### **5.2.3. The Final Section, consisting of:**

1. Bibliography
2. Appendices
3. Statement Letter
4. Biodata / CV (photo )

Especially for the preparation of proposals / proposals without numbers: 3 and 4

### **5.3. Typing Guidelines**

#### **5.3.1. Paper**

All papers used in writing manuscripts of scientific papers (proposals and reports), research and thesis use HVS paper size A4 (21.0 x 29.7 cm), weight 80 mg is pure white and one face (not back and forth). Especially for paper between chapters, you can use yellow wama paper of the same size as the manuscript paper. For the purpose of propagation, it is carried out with a clean photocopy.

#### **5.3.2. Typeface**

Computer-typed manuscripts use the Times New Roman typeface, size 12 pica, and for the entire manuscript must use the same typeface and are not allowed to use other fonts. Especially for italics (italics) or bold letters are only used for certain purposes and for the use of letters in the form of symbols, symbols or certain signs, they must match the original.

#### **5.3.3. Edge/Margin Border**

The borders of the edges /margins set in the page setup skripis / research proposals / scientific papers, from the edges of the paper are arranged as follows: the top edge is 4 cm, the bottom edge is 3 cm, the left edge is 4 cm and the right edge is 3 cm

#### **5.3.4. Line spacing/Spacing**

The distance between 2 (two) lines / spaces for all type types in the Main Part of the Thesis is 2 (two) spaces. As for the Beginning and End, it is typed with 1 (one) space down.

#### **5.3.5. Typing Format**

##### **a. Room Filling**

The room contained on the manuscript page must be fully filled, meaning that typing must start from the border of the left edge to the right border of the right edge, and do not let any room be wasted unless you start with a new paragraph, equations, lists, images, subtitles or special things.

##### **b. New Alenia**

The new paragraph begins pthere is a 6th tap from the border of the left edge, or 1.25 cm.

##### **c. The beginning of a sentence**

The number, symbol, or chemical formula that starts a sentence, must be spelled, for example : "Twenty-one DOC's tails were declared dead before being transported by truck"

##### **d. The beginning of a sentence after a period and a comma**

A new sentence after a period, starting at the third beat (the second character), and after the 'comma' starts at the second beat (the first character).

The title must be written in all caps, arranged symmetrically in the middle and printed in bold, with a distance of 4 cm from the top edge without ending with a dot. While Subtitles and Sub Headings, begin to be written from the left and all words begin with capital letters except for connecting words and prepositions and

all typed in bold without ending with a period and the first sentence after the subtitle begins with a new paragraph.

Subtitles are typed starting from the left border, but only the first letter is uppercase, without ending with a period. The first sentence after the subtitle child begins with a new paragraph.

#### **e. Bottom breakdown**

If in writing the script there are details that must be arranged down, use sequence numbers with numbers or letters according to the degree of detail. The use of a connecting line (-) placed in front of the details is not justified.

#### **f. Numbers and units**

Numbers/numbers written at the beginning of a sentence or numbers under ten that do not use units (even in the middle of a sentence), must be written with letters.

The decimal number is marked with a comma, not with a point misalnv a egg weight of 50.5 g. or a seed length of 5.5 cm.

The unit is expressed by its official abbreviation without a dot behind it  
e.g. m, cm, g, kg, cal.

- Use of unified numbers (g, m, etc.) for example: "the average chicken egg weight of kcdu is 5g/grain". "The results of the study showthat shrimp fry that are worth selling range from 3.5 g to 5.0 g." "The average remaining feed is 7 g/head/day "
- The number is not united below 10,for example: This study will compare five treatments that were repeated four times each "
- The number at the beginning of the sentence : "One hundred and twenty-five tilapia fry have been observed "

#### **5.3.6. Numbering**

This section is divided into page numbering, tables (lists), images, and equations.

##### **a. Page Numbering**

The page number must be on the thesis / research report or on the research proposal.

The beginning of the report, from the title page to the list of lampiran has begun to be calculated for its page numbers **using** small **Roman numerals** (i, ii, iii, iv, v, vi and so on). The number is listed only on certain pages that are more than one page. For example, a certain page that is more than one page, for example for a **table of contents that type more than one sheet, then the second page** needs to be listed page numbers in the previous order. On the first page of this table of contents it does not need to be numbered pages, but it is still used. Similarly, for the title page, endorsements and others, there is no need to include page numbers.

The main part and the final part start from the introduction (Chapter I) all the way to the last page, using Arabic numerals as page numbers (**1, 2, 3 dan onwards**). For existing pages the title (new chapter) the page number is written at the bottom and is in the center symmetrically, while for the other pages,

the page number is written in the upper right corner at a distance of 3 cm from the top and 3 from the right edge.

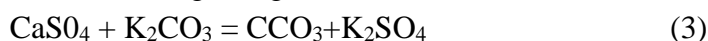
The page number is placed at the top right, unless there is a chapter title at the top of that page. For such a page, page numbers are not listed, but are still taken into account (present but not written). Page numbers are typed with a distance, 3 cm from the right edge and 1.5 cm from the bottom edge

#### **b. Table and Figure Numbering**

Tables (lists) and figures are numbered in order with Arabic numerals.

#### **c. Equation Numbering**

Sequence numbers of equations in the form of mathematical formulas, chemical reactions and others are written with Arabic numerals in brackets and placed near the border of the right edge.



#### **5.3.7. Table Writing**

- The table number (list) followed by the title is placed symmetrically over the table (list), without ending with a period
- Tables (lists) should not be beheaded, unless they are indeed long, so that it is impossible to type in one page. On the advanced page of the label (list), it is listed the table number (list) and continued, without a title.
- The columns are named and kept apart the separation between one and the other is quite firm.
- If the label (list) is larger than the size of the paper width, it should be placed on the left side of the paper.
- Above and below the label (list) is posted a boundary line, in order to be separate from the main description in the makalah.
- Symmetrically typed table (list)
- Tables (lists) that are more than 2 pages or that must be folded are placed on attachments.

An example of creating a Table is presented in Appendix 5.5a.

#### **5.3.8. Image Writing**

- Charts, graphs, maps, and photos are all called (undifferentiated) images.
- The image number followed by the title is placed symmetrically below the image without ending with a point
- Images should not be beheaded
- Image captions are written in places that are vacant in the image and not on other pages.
- When the picture is painted widening along the length of the paper height, then the base of the drawing should be placed on the left side of the paper
- The size of the image (width and height) is tried to be reasonable (not too thin or too fat).
- Scales on the chart should be made to be easy to use to hold interpolation or extrapolation.
- Charts and graphs are made in insoluble black ink and complete lines of graphs are created with the help of French curve (*French curve*).
- The location of the image is arranged so that it is symmetrical

An example of creating an Image is presented in Appendix 5.5b.

5.4. Language

5.4.1. Language and use

The language used is standard Indonesian (there are subjects and predicates, and to be more perfect, coupled with objects and descriptions)

5.4.2. Sentence form

Sentences should not feature the first person or the second person (me, me, us, us, you and others), but are in passive form. At the presentation of the thanksgiving in the introduction, I was replaced with the author.

5.4.3. Term

The term used is an Indonesian term or an Indonesian one .

5.4.4. Frequent errors

- a. The conjunction (conjunction) is such as so, whereas, if, if, if, therefore, then, with respect, in, in, etc., **it should not be used to start a sentence.**
- b. Preface. for example, it is often used out of place and is required exactly as the words "where" and "of" in English in Indonesian such a form is not standard and should not be used.
- c. The prefixes to and in must be distinguished by the prepositions to and in.
- d. Punctuation must be used appropriately .

Example:

"During the development period today, the potential of animal husbandry is very instrumental. "

(wrong).

"The potential of animal husbandryduring today's  
..... development period is very instrumental. "(right)

"In the growth of PO calves , it is very much influenced by several factors, including when weaning feed, handling....."(wrong).

"The growth of PO calves is influenced by age factors, weaning feed,....." (correct)

"Ruminants who have rumen are able to digest feed with high crude fiber "

(wrong).

"Ruminants are able to digest feed with high crude fiber because they have rumen..... " (correct).

"Because the temperature of the coop is very high, the chickens will experience a decrease in egg production " (wrong).

"Very high cage temperatures can result in chickens experiencing ..... " (correct)

5.5. Writing People's Names

Name writing includes the name of the author referred to in the description, a bibliography, a name with more than one word, a name with a connecting line, a name followed by an abbreviation, and a degree of scholarship.

#### **5.5.1. The name of the author referred to in the description**

The author whose writing is referred to in the description is only mentioned by the final name, and if there are more than 2 people, only the last name of the first author is listed followed by *et al* or *et al.*

- a. According to Rasyaf (1985) egg production is highest.....
- b. The most suitable feed protein level for quail growth is 24 percent (Woodart et al, 1973). Those who made the writing in example (c) were 4 people, namely Woodart A.E., H. Abplanalp, W.O. Welson and Vohra.

#### **5.5.2. Author's name in the Bibliography**

In the bibliography, all authors must be listed by name, and must not be just the first author plus *et al* or *et al.* Just.

Example:

Woodart, A. E, H. Abplanalp, W.O. Welson and Vohra, 1973. Japanese.  
Quail Must not be just: Woodart A.E. et al, or Woodart, A.E. *et al.* , 1973.

#### **5.5.3. Names with connecting lines**

If the author's name in the original source is written with a connecting line between the two syllables then the two are considered as a whole.

Example: Sulastin - Suffisno written Sulastin-Sutrisno.

#### **5.5.4. Names followed by abbreviations**

The name followed by the abbreviation is considered that the abbreviation becomes one with the syllables that are in front of it,

Example:

Mawardi A.T. is written Mawardi A.T.  
Williams D. Ross jr. written Ross Jr,  
W.D.

#### **5.5.5. Degrees of scholarship should not be listed**

Degrees of scholarship should not be included in the writing of scientific papers, except in the Preface

### **5.6. Cover Making**

The cover rules imposed in the preparation of research proposals / proposals and thesis consist of rules about cover paper, cover color and writing on the cover, the content of the writing on the cover.

#### **5.6.1. Cover Paper**

The cover paper is made from Buffalo paper size A4 (21.0 x 29.7 cm) or other similar paper, and must be reinforced with cardboard and subsequently coated with plastic / laminating. Especially for the proposal using only fine buffalo paper without reinforced cardboard and laminating

#### **5.6.2. Writing**

The writing printed on the cover, using black embossed writing (black ink).

#### **5.6.3. Cover Contents**

The cover contains the Title, Research Proposal / Thesis, Purpose of Preparation, UMM Logo, Author Identity (Name and NIM), Institution (Faculty of Animal Husbandry, University of Muhammadiyah Malang and Year of Writing. Except for the Intent of drafting, the entire writing uses Capital letters with the typeface Times New Roman, size 12.

**5.6.4. Cover Color**

Wama the cover for the whole thesis is green.

Appendix 5.1. An example of how to write a library source in a description

**1. The name of the author at the beginning of the sentence :**

"Pandey (2005) states that iodine is an important mineral in feed and is needed in the metabolism of food substances"

"Devies, et al. (2004) mentions that the growth of livestock is determined by genetic factors of sex and hormonal nutrition

**2. Author's name in the middle of a sentence**

"The daily weight gain of female quail according to Suyatno (2006) ranges from"

"The results of Wilson's research (2004) show that....."

**3. The name of the author at the end of the sentence:**

"Female quails reach genital maturity and begin to lay eggs at the age of 5 to 6 weeks (Hughes et al., 2005)".

"Livestock that have low feed conversion can be used as a selection of livestock that have high body weight (Marks, 2002)".

**4. Two-person author:**

The statement put forward by two people should be written both ways:

"Nugroho and Marlin (2005) proved that quails fed with a protein content of 24 percent have the highest feed conversion

"Low metabolic energy in seaweed leads to a decrease in body weight gain and egg production (Kompiani and Matondang, 2003)".

Libraries taken from authors of more than two people, only listed the first author followed by et al. or *et al*

Poultry is very markedly influenced by the balance of energy and feed proteins (Scott et al., 2002) or Scott *et al* (2002)"

"Seaweed is grouped into two groups on the basis of chemical content, namely handicraft producers and agar producers (Sugiarto, 2000; Pandey, 2001; Vashinta, 2002; Sulistijo and Atmaja, 2003)".

**5. Twisting/Extracting/Citing from the second source:**

Tanaka et al. (1962) *in* Anwar and Harimurti (2002) states that .....".

The writing in the bibliography is only Anwar and Harimurti (2002), while Tanaka et al. (1962) does not need to be listed

"The results of Soeharsono's (2001) citation *from* Scott (1947) show that feed containing high energy tends to be.....".

Similar to the previous example, then only Soeharsono (2001) is included in the bibliography.

This designation from the second source is attempted to be avoided, better to show from the first source.

Examples of writing books and journals, if books then those in italics the title, but if the journal / thesis / thesis / and dissertation are italics journal writing, thesis etc . There is no explanation of what is meant by background, Tinpus, methodology, and so on.

**6. Writing in the Bibliography for Journals and media (Electronic Library ).**

Look in appendix 5.2.

### **BIBLIOGRAPHY**

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No.	Picture	Yard
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2.	Graph of Feed Consumption During Research .....	12
3.	Normal Growth Model .....	24
4.	And so on.....	

APPENDIX LIST

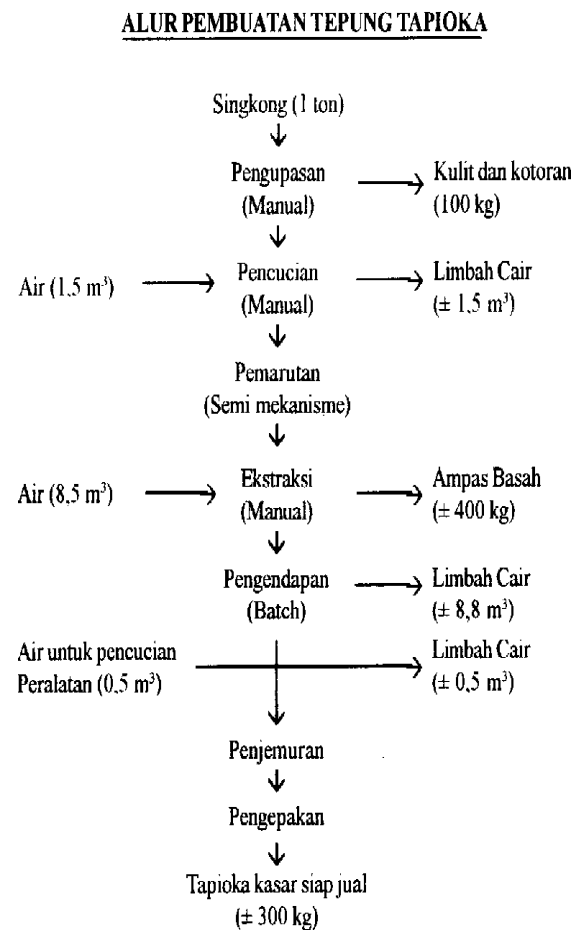
No.	Attachme nt	Yard
1.	Average Temperature During Research.....	9
2.	Feed Consumption During Research .....	12
3.	Normal Growth Model .....	24
4.	And so on	

**Table 2.1. Body Weights of Several Nations Cows Are Ready to Be Marketed in PT. The Great Garden**

No.	The Cattle Nation	Average Body Weight (kg)
1.	Peranakan Ongole	470,5
2.	Bali	455,5
3.	Madura	443,0
4.	Brahman Cross	555,5
5.	Simental	584,5
and so on		

Source: " Primary Data in PT. The Great Source, 2006" Remarks: Table numbers follow its Chapters

Appendix 5.5b. Image creation example



**Figure 4.1. The process of making cassava flour**

Caption: The image number follows its Chapter

**FOREWORD**

Our gratitude is to pray for the presence of Allah SWT, for His blessings and mercy, finally the author can complete the Scientific Work in the form of entitled ..... and so on.

The purpose of writing.....this is in order to complete a series of Thesis in order to meet the requirements to obtain a Bachelor's degree at the Faculty of Animal Husbandry, Universitas Muhammadiyah Malang.

In connection with all that, on this occasion, the author expresses his deepest appreciation and gratitude to:

1. Mr. Prof. Dr. Ir. Servant of Allah, MS. As dean of the Faculty of Animal Husbandry, University of Muhammadiyah Malang.
2. Mr. Prof. Dr. Abdullah, MS, as the Main Supervisor and Mrs. Dr. Ir. Aisyiah, MM., MP. as a Companion Supervisor
3. Mr. Dr. Ir. Jundulah, MM., Mkes, as the Head of the Department of Animal Husbandry, Faculty of Agricultural Breedersand University of Muhammadiyah Malang.
4. Ir's mother. Khadijah, MP., as the Head of the Animal Husbandry Laboratory, Faculty of Animal Husbandry, University of Muhammadiyah Malang.
5. Mr. Ir. Hezbollah, MP., as the Head of Experimental Farm, Faculty of Animal Husbandry, University of Muhammadiyah Malang.
6. Colleagues of the class of 2005 and employees of the Laboratory and Enclosure, who have assisted with the research from preparation to completion of this report.
7. Prostration of worship and respect for Mom .....and Dad .....  
a beloved who has given encouragement, motivation and sincere prayers so that the author can achieve his goals.

Thus, hopefully all this can be useful especially for the author for a better and hopeful way of hacking life and future for the blessings of Allah Almighty. Amen. Furthermore, while studying at the Faculty of Animal Husbandry UMM, if there are shortcomings and mistakes, the author expresses his deepest apologies. For his attention, thank you.

Poor, .....

Writer

*Note:*  
*The foreword used in the entire thesis report uses the default form like this example*

Attachment 5.7. Example History Live

CURICULUM VITAE

aName : Firyanadhira

Nim : Photo8000491009 4x6 cm

Place,date born : Lamongan, April 2 , 1983

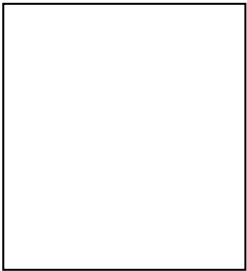
Religion : Islam

Address in Malang : Jl. Mertojoyo Blok K No. 26 Unfortunate

Father's Name : Syamsudin

Mother's Name : Suciwati

Address : Jl. Mawar No. 6 RT 01 RW 02 Ds. Sukamaju Talun District, Blitar Regency



Education History

1. Formal Education

Sd : SD Negeri 02 Sukamaju, Talun, Blitar

Junior High School : Al Huda Talun Junior High School, Blitar

High School : Muhammadiyah High School 1 Talun, Blitar

Colleges : University of Muhammadiyah Malang

2. Non-Formal Education

- a Internet Introduction Course, UPI UMM, 2012
- .
- b Computer Application Course, P3K UMM, 2013
- .
- c English Course , KBA UMM, 2014
- .
- d Workshop on Exact Research Methods, DPPM UMM, 2015
- .
- e National Seminar on Food Security, Department of Animal Husbandry FPP UMM, 2015
- .
- f. And so on.....

AFFIDAVIT

The undersigned one is me :

Name : Firyanadhira Sharifah  
Nim : 8000491009  
Place,date : Lamongan, April 2 , 1983  
born  
Religion : Islam  
Address in Malang : Jl. Mertojoyo Blok K No. 26  
Unfortunate

By mentioning the name of Allah Almighty, I declare in truth and indeed that :

- 1. This scientific work is my original academic work, which I compiled based on the results of the research I did.
- 2. I do not do plagiarism, duplication and replication of the results of other people's research that causes this scientific work to be inauthentic
- 3. This scientific work has been prepared withthe approval and guidance of the Supervisory Board and has been tested before the Thesis Examiner Board of the Faculty of Animal Husbandry, University of Muhammadiyah Malang

Thus this affidavit I made in truth and I take full responsibility for this statement.

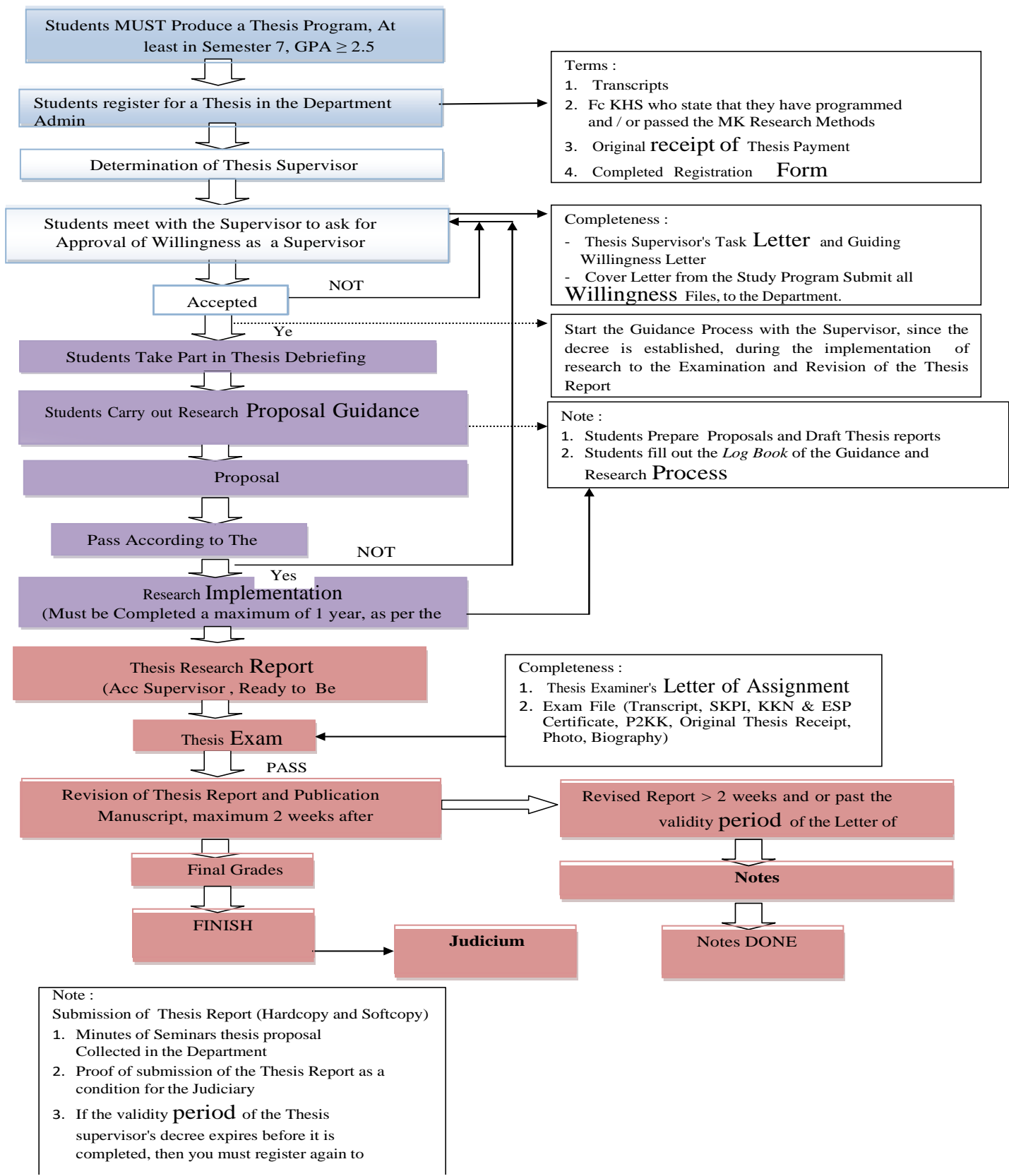
Malang  
.....

Know Which states,  
Principal Adviser ,

.....  
... ..

Information:  
For those who are religious other than Islam, the word Allah Almighty can be replaced according to their respective religions

THESIS IMPLEMENTATION PROCEDURE



**APPENDIX TO THE FORM  
RELATING TO THE FINAL PROJECT:**

- **PKL**
- **Aquapreneurship Practice**
- **THESIS**



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FORM DESPOSITION &  
WILLINGNESS CANDIDATE  
SUPERVISOR PRACTICE WORK  
SPACIOUS

A1

Pay attention to the results of recommendations on the Proposed Field Work Practice on behalf of students of the Faculty of Animal Husbandry, University of Muhammadiyah Malang :

Name : .....  
Nim : .....  
Major/Prog. : .....  
Study : .....

According to Field Work Practices:

Heading : .....  
.....  
.....  
PT/CV Name : .....  
.....  
Address : .....  
.....  
Time : .....  
.....

So, on behalf of the Dean of the Faculty of Animal Husbandry, University of Muhammadiyah Malang, recommend the following names to become **Prospective Field Work Practice Supervisors**:

*Filled by the Head of the Department with the approval of the Assistant Dean I*

Name of Prospective Supervisor	:	.. .....
Statement of Willingness	:	Willing / Unwilling *)
Date :	Signature :	
Description/Note :		
.....		
.....		
..		

*Once signed, the Supervisor must submit to the Head of the Department cq. Final Project Coordinator As material for issuing a Letter of Assignment*

Thus to be used as it should be, for its attention , thank you.

Malang, .....  
Head of Department,



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Note:  
\*) Strikethrough one of the  
Form Ini by Coordinator Assignment End/TU Department Given to studentto  
forwarded to Prospective Supervisors

**FIELD WORK PRACTICE**  
**MONITORING CARD**

**A2**

Name	:	.....
Nim	:	.....
Departments / Study Programs	:	.....
Heading	:	..... .....
PT/CV Name	:	.....
Address	:	..... .....
Supervisor	:	.....

**Activity Monitoring :**

No. .	Types of Activities	Date/m o/ Yrs.	Signature Supervisor	Note Supervisor
1	Mentoring Consent			
2	Proposal Consultation			
3	Proposal Approval			
4	PKL Start Approval			
5	PKL Monitoring			
6	Documentation Creation (Photo/Video)			
7	Approval Completed PKL			
8	Preliminary Guidance Report			
9	Final Guidance Report			
10	Approval of Exam Application			
11	Revision Approval			
12	Final Approval of the PKL Report			

Note: Submitted to the Supervisor periodically, every mentoring process

Malang, .....

Know :  
Head of Department

Certifying :  
Final Project Coordinator



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---

.....

.....



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CARDS MONITORING FIELD PRACTICE  
WORK SPACIOUS

A3

Name	:	.....
Nim	:	.....
Major/Prog.	:	.....
Study		
Heading	:	.....
		.....
PT/CV Name	:	.....
Address	:	.....
		.....
Supervisor	:	.....

No.	Types of Activities	Party Assessment Company/Industry		Notes/ Description s	Name & scrib
		Number	Letter		
1.	Administrative Completeness				
	a. Cover Letter				
	b. PKL Proposal				
2.	Implementation at the PKL Place				
	a. Time discipline				
	b. Appearance & courtesy				
	d. Crafts & Creativity				
	e. Technical activities in the field				
	f. Administrative activities				
	f. Socialization & cooperation				
3.	Final Results				
	a. Documentation creation				
	b. Diary creation				
	c. Drafting the final report				

Description : Assessment Weight

A = 80 – 100

B = 70 – 79

C = 60 – 69

D = < 60

Stamp

.....  
Chairman of the Company,



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INVITATION  
FIELD WORK PRACTICE EXAM

A4

To Dear. Ladies and Gentlemen.....  
Faculty of Agriculture-Animal Science  
Lecturer Animal Science  
University of Muhammadiyah Malang

Assalamu'alaikum Wr. Wb.

Expect the presence of mr / mrs, as an examiner for the implementation of the Field  
Work Practice Examination for students of the Faculty of Animal Husbandry,  
University of Muhammadiyah Malang:

Name : .....  
.  
Nim : .....  
.  
Major/Prog. Study : .....  
.  
Heading : .....  
.  
.....  
.  
PT/CV Name : .....  
.  
Address : .....  
.  
.....  
.

With the PKL Exam Schedule:

Day/Date : .....  
Time : .....  
Place : Seminar Room / Courtroom  
Faculty of Animal Husbandry, University of Muhammadiyah Malang

Thus this plea , for his attention we express our gratitude .

Wassalamu'alaikum Wr. Wb.

Malang, .....

Head of Department



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- Note:
- 1. This form is managed by the Final Project Coordinator / TU Department
  - 2. Made in duplicate 4, each of which is given to: Prospective Examiners, Supervisors, Students who submit and Archives

NEWS EVENT  
FIELD WORK PRACTICE EXAM

A5

The Industrial / Company Field Work Practice Examination has been carried out, on behalf of students:

(Filled by students)

Name : .....  
Nim : .....  
Major/Prog. Study : .....  
PKL Title : .....  
PT/CV Name : .....  
Address : .....

With exam schedule :  
Day/Date : .....  
Time : .....  
Place : .....

After an evaluation is carried out starting from: **Presentation of PKL Results, Ability to Answer Studies and Studies conducted by the Examiner and Validity & mastery of PKL Implementation and Report Making.**

Then the Supervisor and Examiner, decide :

1	Pass	Final grad e	: ...../(letters & numbers)
2	Pass with requirement	Note n	: .....
3	Not Passed and Re-exam	Note n	: .....
	Date: .....		
4	Not Passed and Internship repeated	Note n	: .....

Thus the minutes of this event are made in truth and if in the future there are errors it will be perfected as it should be.

Examiner/Supervisor :

No	N a m a	Signature
.		
.		



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1.	..... .	1.
2.	..... .	2.

Certifying :

Head of Department

Final Project Coordinator

.....

.....

TE SIGN RIMA  
PRACTICE REPORT FIELDWORK

A6

Have received a Field Work Practice Report, on behalf of students:

Name : .....  
Nim : .....  
Major/Prog. Study : .....  
Heading : .....  
PT/CV Name : .....  
Address : .....  
.....

Thus as evidence of the submission of the PKL report and to be used as it should be.

Malang, .....

Head of Administrative Department  
Fak. UMM Livestock Agriculture

.....

Note:  
Made in duplicate 2 : (1 sheet for students, 1 sheet for tu department archives )



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**APPLICATION FORM**  
**PRACTICE**  
**AQUAPRENEURSHIP**

**B1**

To Dear.  
**Head of Department**  
Ub. Final Project Coordinator of the  
Department of the Faculty of Animal  
Science, University of  
Muhammadiyah Malang

Assalamu'alaikum Wr. Wb.

Respectfully, I am the undersigned :

N a m a : .....  
Nim : .....  
Major/Prog. Study : .....

Intend to Ask request to do program **PracticeAquapreneurship** , with the  
following interests :

Theme : .....  
Proposed Title : .....  
Commodities : .....  
Location : .....  
Period : .....

In full as contained in the Term of Reference, attached. Which will be

implemented in: **Group / Independent \***)

(Write the group name with the name PT/CV/UD and group member/holder  
other shares)

Group Name : .....  
Other Member's Name/NIM : 1. ....  
2. ....  
3. ....

By completing the following requirements :







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9.	Preparation & Consultation of Reports				
10.	Approval of the Final Draft Report				
11.	Approval of Exam Application				
12.	Revision Approval				
13.	Final Attestation of the Report				

Malang, .....

Know :  
Head of Department

Certifying :  
Final Project Coordinator

.....

.....

CARDS MONITORING FIELD  
AQUAPRENEURSHIP PRACTICE

B4

N a m a	:	.....
Nim	:	.....
Major/Prog. Study	:	.....
Heading	:	.....
	:	.....
PT/CV Name	:	.....
Address	:	.....
	:	.....
Mentoring Team	:	.....
	:	.....

No.	Types of Activities	Valuation Supervisor		Notes/Description s	Signature
		Number	Letter		
1.	Administrative Completeness				
2.	On-Site Implementation				
	a. Time discipline				
	b. Appearance & courtesy				
	d. Crafts & Creativity				
	e. Technical activities in the field				
	f . Administrative activities				
	f. Socialization & cooperation				
3.	Final Activities				



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	a. Documentation creation				
	b. Diary creation				
	c. Drafting a report				

Description : Assessment

Weight A = 80 – 100

B = 70 – 79

C = 60 – 69

D = < 60

Malang  
Supervisor

.....



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NEWS EVENT MONITORING  
And EVALUATION  
LIVESTOCK/FISHERIES BUSINESS PRACTICES

B5

Aquapreneurship Practice Monitoring and Evaluation has been carried out, on behalf of students:

Chairman's Name : ..... Nim.....  
Major/Prog. Study : .....  
BUSINESS Title : .....  
.....  
Commodities : .....  
Business Location : .....  
TimeFrame : .....  
Group Name : .....  
Other members : 1. .... Nim.....  
: 2. .... Nim.....  
: 3. .... Nim.....  
Mentoring Team : 1.....  
: 2. ....

With the Monitoring and Evaluation Schedule, as follows :

Day/Date : .....  
.  
Time : .....  
.  
Place : .....  
.  
Amount of Teams : .....  
Moneyv .

With the following assessment:

No.	Student Name	Number Value				Value Average End
		Presence	Discipline	Liveliness	Sooth	
1.						
2.						
3.						
4.						

Description : Assessment Weight

A = 80 – 100

B = 70 – 79

C = 60 – 69

D = < 60

Malang.....

Team Moneyv

.....



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FINAL EXAM INVITATION  
PRACTICE  
AQUAPRENEURSHIP

B6

To Dear. Ladies and Gentlemen.....  
Lecturer Staff of the Faculty of Animal  
Science, University of Muhammadiyah  
Malang

Assalamu'alaikum Wr. Wb.

Expect the presence of mr / mrs, as an examiner for the implementation of Aquapreneurship  
Practice for students of the Faculty of Animal Husbandry, University of Muhammadiyah  
Malang:

Chairman's Name	:	.....	Nim.....
Major/Prog. Study	:	.....	
Heading	:	.....	
Group Name	:	.....	
Commodities	:	.....	
Business Location	:	.....	
TimeFrame	:	.....	
Other members	:	1. ....	Nim.....
	:	2. ....	Nim.....
	:	3. ....	Nim.....
	:	4. ....	Nim.....
Mentoring Team	:	1.....	
	:	2. ....	

With Exam Schedule :

Day/Date	:	.....
Time	:	.....
Place	:	Seminar Room / Courtroom Faculty of Animal Husbandry, University of Muhammadiyah Malang

Thus this plea , for his attention we express our gratitude .  
Wassalamu'alaikum Wr. Wb.

Poor, .....

Head of Department

.....  
.



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AQUACULTURE STUDY PROGRAM

Campus III UMM: Tlogomas Street No. 264 Malang 65144 Phone. (0341) 464318

Psw 222 Fax (0341) 460782, 460435 E-Mail: [fpp@umm.ac.id](mailto:fpp@umm.ac.id)

FINAL EXAM  
MINUTES  
AQUAPRENEURSHIP PRACTICE

**B7**

The Aquapreneurship Practice Final Exam has been held, with a schedule of:

Day/Date : .....  
Time : .....  
Place : .....

On behalf of the student:

	Name	Nim	Value
Head			
Member	1.		
	2.		
	3.		

Major/Prog. Study : .....  
Paper Title : .....  
.....

After an evaluation of: Mastery of the Problems raised in the PUP.

*(Filled with Examiners & Supervisors)*

1.	Pass	Value end : ...../..... (letters & numbers)
2.	Pass with requirements	Note : ..... .
3.	Not Passed and Re-exam	Note : ..... .
	Date : .....	..... .

Thus the minutes of this event are made to be used as appropriate and if in the future there are errors will be perfected.

**Supervisory Team :**

No.	N a m a	Signature
1.	.....	1.
2.	.....	2.

Certifying :  
Head of Department

.....  
.



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GUIDANCE MONITORING CARDRESEARCH  
& THESIS

C1

N a m a : .....

Nim : .....  
.

Major/Prog. Study : .....  
.

Research Title : .....  
.....  
.....  
...

Main Advisor : .....

Accompanyi : .....  
ng Advisor

Activity Monitoring :

No.	Types of Activities	Date/m o/ Yr Ttd	Main Advisor's Notes	Date/m o/ Yr Ttd	Companion Advisor's Notes
1.	Mentoring Consent				
2.	Proposal Consultation				
3.	Final Proposal Approval				
4.	Approval of The Proposal Seminar				
5.	Approval to Start Research				
6.	Initial Research Monitoring				
7.	Thesis Preliminary Guidance				
8.	Mid-Thesis Guidance				
9.	Approval of the Final Draft of the Thesis				
10.	Approval of Exam Application				
11.	Revision Approval				
12.	Final Approval of the Thesis				



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Malang, .....

Know :

Certifying :

Head of Department

Final Project Coordinator

.....

.....



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**C<sub>2</sub>**

**STUDENT MONITORING CARD FOLLOW**  
**SEMINAR PROPOSAL RESEARCH**

**Name** : .....

**NIM** : .....

**Major/Prog.Studies** : .....

No.	Name & NIM Student Implementing Seminar	Day & Date	HEADI NG	Attestation of Seminar Examiners		Acting As	Credi t Point s
				Name	Signature		
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

Credit Point Description: Chairman of the Session (4 points), Secretary (3points), General Examiner (2), Ordinary Participants (1)



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ANNOUNCEMENTS & OPEN  
INVITATIONSSEMINAR RESEARCH  
PROPOSAL

C3

The Head of the Department, at the Faculty of Agriculture Animal Science, University of Muhammadiyah Malang, invited openly to the academic community of FPP UMM, to attend the Research Proposal Seminar, which will be held on :

Day/Date	:
Time	:
Place	:

On behalf of students :

Name	:
NIM/Force	:
Major/Prog. Study	:

According to the Research Proposal, with:

Them	:
Head	:

Thus this announcement, for its presence and attention, is expressed gratitude.

Malang, .....

Know:

Head of Department,

Riza Rahman Hakim, S.Pi, M.Sc

Note:

- For students who want to become a General Examiner (will get credit points 2 / equivalent to 2 times attending seminars), please register at the TU Department The General Examiner in the seminar is limited to 6 people and is required to carry out testing on students who carry out semina



ATTENDANCE LIST  
SEMINAR PROPOSAL RESEARCH

C4

Research Proposal Seminar, on behalf of students:

N a m a :  
Major/Prog. Study :  
Day/Date :  
Time :  
Place :

ATTENDANCE LIST

No.	N a m a	Nim	Signature	PU/PS
1.			1.	
2.			2.	
3.			3.	
4.			4.	
5.			5.	
6.			6.	
7.			7.	
8.			8.	
9.			9.	
10.			10.	
11.			11.	
12.			12.	
13.			13.	
14.			14.	
15.			15.	

Chairman of the Assembly :..... Secretary : .....

Main Advisor Testers

.....  
Description: PU = General Examiner, PS = Seminar Participant



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THESIS PROPOSAL  
SEMINAR INVITATION

C5

To Dear.  
Ladies and Gentlemen.....  
Supervisor / Examiner of theSis Proposal  
Seminar , Faculty of Agriculture - Animal  
Science  
University of Muhammadiyah Malang

Assalamu'alaikum Wr. Wb.

Expect the presence of mr / mrs, to attend the Thesis **Proposal Seminar**, on behalf  
of students:

N a m a : .....  
.  
NIM/Force : ...../  
.  
Departments / : .....  
Study Programs .  
Heading : .....  
.  
.....  
.

InshaAllah will be carried out on :

Day/Date : .....  
W a k t u : .....  
T e m p a t : Room.....  
.  
Faculty of Agriculture - University of Animal Science , University of  
Muhammadiyah Malang

Thus this invitation, for its presence and attention, was conveyed thank you.

Malang, .....

Head of Department / Study Program ,

.....  
.



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MINUTES SEMINAR  
PROPOSAL THESIS

C6

Thesis Examination has been carried out, on behalf of students:

N a m a : .....  
Nim : .....  
Major/Prog. Study : .....

On :

Day/Date : .....  
Time : .....  
Place : .....

After an evaluation, the Board of Examiners, stated :

1.	Pass	Value : ...../..... (letter &A. end numbers)
2.	Pass with requirements	Note :
3.	Not Passed and Re-exam	Date : .
4.	Not Passed and Research Repeated	Note :
5.	Eligibility for published and loaded Web UMM	Worthy/ unworthy Rationale : .....

Thus the minutes of this event are made in truth and if in the future there are errors it will be perfected as it should be.

Board of Examiners :

No.	N a m a	Signature
1.	Dr. Ir. David Hermawan, MP, HDI	1.
2.	Riza Rahman Hakim, S.Pi, M.Sc	2.
3.	Ganjar Adhywirawan, S.Pi. MP	3.

Confirms:

An. Dean  
Deputy Dean I,

Head of Department / Study Program

Dr. Ir. Aris Winaya, MM, M.Si

Riza Rahman Hakim, S.Pi, M.Sc



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THESIS EXAM INVITATION

C7

To Dear.  
Ladies and Gentlemen : .....  
As : .....  
Lecturer Staff of the Faculty of  
Agriculture - Animal Science, University  
of Muhammadiyah Malang

Assalamu'alaikum Wr. Wb.

Head Department at Faculty Agriculture – Animal Science University  
Muhammadiyah Malang, invite you, to attend in **THESIS EXAM**, on behalf of  
student :

N a m a : .....  
NIM/Force : ..... / .....  
Major/Prog. Study : .....  
Headings : .....  
.....

Insha God will implemented on :  
Day/Date : .....  
.....  
W a k t u : .....  
.....  
T e m p a t : Space .....  
Faculty of Agriculture - University of Animal Husbandry , University of

Attached is a draft of the Thesis from the research that has been carried out.

Thus this invitation, for its presence and attention, was conveyed thank you.

Malang  
.....

Head of Department / Study Program

.....



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NEWS EVENT TEST THESIS

C8

Thesis Examination has been carried out, on behalf of students:

N a m a : .....  
Nim : .....  
Departments / : .....  
Study Programs

On :

Day/Date : .....  
Time : .....  
Place : .....

After an evaluation, the Board of Examiners, stated :

1	Pass	Final grade : ...../..... (letters & numbers)
2	Pass with requirement	Note : .....
3	Not Passed and Re-exam	Date : .....
4	Not Passed and Research repeated	Note : .....
5	Eligibility for published and loaded Web UMM	Worthy/unworthy Reason : .....

Thus the minutes of this event are made in truth and if in the future there are errors it will be perfected as it should be.

Board of Examiners :

No	N a m a	Signature
1.		1.
2.		2.
3.		3.
4.		4.

Certifying :

An. Dean  
Deputy Dean I,

Head of Department / Study Program

.....



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*Note: made in duplicate 6 sheets (4 examining lecturers, 1 BAA, 1 archive)*