UNIVERSITAS SEBELAS MARET
FACULTY OF TEACHER TRAINING AND EDUCATION
BACHELOR OF BIOLOGY EDUCATION STUDY PROGRAM
Building D 3rd Floor FTTE UNS Jl Ir. Sutami No. 36 A Kentingan Surakarta 57126 Indonesia
E-mail: biologi@fkip.uns.ac.id; Website: https://biologi.fkip.uns.ac.id/en/

Ornithology

Undergraduate Programme in Biology Education **Module Handbook**

Module Name	Ornithology (Ornitologi)
Module level	Undergraduate Programme
Course Code	02013252019
Abbreviation, if applicable	-
Courses included in the module, if applicable	-
Semester/Term	6th
Module coordinator (s)	Dr. Slamet Santosa, M.Si
Lecturer (s)	Dewi Puspita Sari, S.Pd., M.Sc
Language	Bahasa Indonesia (Indonesian Language)
Classification within the curriculum	~~Compulsory~~/Elective
Teaching format/class hours per week during the semester	**Direct instruction/face to face/blended learning**: 20h/Week: lecture, discussion, field study, case study, and workshop **Structured Activity:** 24h/week (Through the analysis of journal articles, students learn to analyze morphoanatomy facts on birds as adaptive character flying animals and environmental indicators and analyze challenge in development potential utilization avifauna) **Project-based activities :** 22.67h/week (Analyzing the problems of students and mentoring strategies through project activities) **Self-study Activity:** 24h/Week (Students learn various morphoanatomy type and ecological habitat of birds from various sources)
Workload	
Credit Point	2 CSU (3 ECTS)

Type	**CSU**	**Face to Face**	**Structured Activities**	**Self-study**
Theory	1.5	20h (0.662 ECTS)	24h (0.794 ECTS)	24h (0.794 ECTS)
Project	0.5		22.67 (0.75 ECTS)	
Total	90.67h (3 ECTS)			

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<table>
<tr><td>Requirements</td><td>Has taken courses in General Biology, Diversity and Classification of Vertebrate</td></tr>
<tr><td>Learning goals/competencies</td><td>PLO 2 They are able to apply the basic advance knowledge in biology to solve the problem in biology
PLO 6 They are able to demonstrate laboratory works, design and implement the experiment based on laboratory knowledge, skills, safety, environmental issue, and social ethics problem

CLO 1 Understanding, explaining and analyzing the basic concepts of bird identification techniques, sampling techniques, bird occupancy with software, bird photography, and bird migration.
CLO 2 Understand, explain, and analyze the concept of birdwatching tourism and related aspects (local wisdom and management).
CLO 3 Understanding, explaining and analyzing the status and conservation of birds in Indonesia.
CLO 4 Explaining and evaluating several cases of illegal trading and bird desease associated with law and health

<table>
<tr><th>CLO/ PLO</th><th>PLO 1</th><th>PLO 2</th><th>PLO 3</th><th>PLO 4</th><th>PLO 5</th><th>PLO 6</th><th>PLO 7</th><th>PLO 8</th><th>PLO 9</th><th>PLO 10</th></tr>
<tr><td>CLO1</td><td></td><td>*</td><td></td><td></td><td></td><td>*</td><td></td><td></td><td></td><td></td></tr>
<tr><td>CLO2</td><td></td><td>*</td><td></td><td></td><td></td><td>*</td><td></td><td></td><td></td><td></td></tr>
<tr><td>CLO3</td><td></td><td>*</td><td></td><td></td><td></td><td>*</td><td></td><td></td><td></td><td></td></tr>
<tr><td>CLO4</td><td></td><td>*</td><td></td><td></td><td></td><td>*</td><td></td><td></td><td></td><td></td></tr>
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<tr><td>Content</td><td>Ornithology courses are elective courses for study programs that examine:
1. Taxonomy and morphology of birds,
2. Migratory birds,
3. Occupancy of birds,
4. Sketch and bird photography,
5. Sampling technique,
6. Bird behavior, birdwatching,
7. Bird conservation
8. Bird evolution and ecology
9. Morphoanatomy of birds</td></tr>
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<tr><td>Attribute Soft skill</td><td>1. Able to think conceptually, analitically, and logically
2. Have good communication skills</td></tr>
<tr><td>Study/exam achievements</td><td>Students are considered to complete the course and pass if they obtain at least 60% of maximum final score. The final score (FS) is calculated based on the following ratio:
<table>
<tr><th>Assessment</th><th>Proportion</th></tr>
<tr><td>Task/presentation/laboratorium activity</td><td>30%</td></tr>
<tr><td>Participation</td><td>10%</td></tr>
<tr><td>Mid-Term Test</td><td>30%</td></tr>
<tr><td>Final Exam</td><td>30%</td></tr>
<tr><td>Final Score</td><td>100%</td></tr>
</table></td></tr>
<tr><td>Form of Media</td><td>Power point slide, article, specimen</td></tr>
<tr><td>Literature (primary references)</td><td>1. Grahan Scott, Essential Ornithology, Oxford University Press, 2010
2. Irby Lovette and John W. Fitzpatric, Hand Book of Bird Biology, John Willey and Sons, 2016
3. Mindy Lighthipe, The Art of Botanical and Bird Illustration, Walter Foster, 2002
4. Ian Newton, The Migration Ecology of Bird, Academic Press,
5. Rebbecca Greigh, Wildlife Photography, Future Publishing Limited, 2010
6. Adelina, M, Harianto, S P., dan N. N. (2016). Keanekaragaman Jenis Burung Di Hutan Rakyat Pekon Kelungu, Kecamatan Kota Agung Kabupaten Tanggamus. Jurnal Sylva Lestari, 4(2), 51–60.
7. Afif, F., Aisyianita, R. A., & Saptin, D. S. (2018). Potensi Birdwatching Sebagai Salah Satu Daya Tarik Wisata Di Desa Wisata Jatimulyo, Kecamatan Girimulyo, Kabupaten Kulon Progo. Jurnal Media Wisata, 16(2), 1007–1015.
8. Alwis, N. S., Perera, P., & Dayawansa, N. P. (2016). Response of tropical avifauna to visitor recreational disturbances: A case study from the Sinharaja World</td></tr>
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Heritage Forest, Sri Lanka. *Avian Research, 7*(1), 1–13. https://doi.org/10.1186/s40657-016-0050-5

9. Aunurohim dan Aris, S. (2014). Studi Keanekaragaman Avifauna Sebagai Sarana Edukasi Ekowisata. *Jurnal Sains Dan Seni Pomits, 2*(1), 1–5.
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12. Kementerian Lingkungan Hidup dan Kehutanan Republik Indonesia. (2018). Peraturan Menteri Lingkungan Hidup dan Kehutanan Republik Indonesia No. P.106/MenLHK/Setjen/Kum.1/12/2018 tentang Perubahan Kedua atas Peraturan Menteri Lingkungan Hidup dan Kehutanan No. P.20/MenLHK/Setjen/Kum.1/6/2018 tentang Jenis Tumbuhan dan Satwa ya (p. 30). http://ksdae.menlhk.go.id/assets/news/peraturan/P.106-2018_JENIS_TSL_.pdf
8. Kurniawan, N., & Arifianto, A. (2017). *Ornitologi: Sejarah, Biologi, dan Konservasi*. Malang: Universitas Brawijaya Press.
9. Anda, T., & Sahertian, J. (2020). Rancangan Sistem Identifikasi Jenis Burung Kicau Berdasarkan Suara Burung Dengan MFCC. *SEMNAS IV*, *4*(1), 1-5.
10. Sari, D. P., Fadzillah, S., & Trianingsih, W. (2020). Birdwatching Track: Peluang Konservasi Burung di RPH Tambak Ngargoyoso Karanganyar Jawa Tengah. *Techno: Jurnal Penelitian*, *9*(1), 297-307.

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Assessment

Presentation Assessment Rubric

Dimension	Weight (%)	Score	WxS	Comments
Material mastery	30			
The accuracy of solving the problem	30			
Communication skills	20			
Ability to deal with questions	10			
Props/presentations	10			
Final Score	100%			

DIMENSION	Scale				
	Very Good	Good	Sufficient	Deficient	Very Deficient
	≥85	71-84	60-70	40-59	<40
Organization	Well organized by presenting facts that are supported by examples that have been analyzed according to the concept	well organized and present convincing facts to support conclusions.	The presentation has focus and presents some evidence to support the conclusion	Sufficiently focused, but insufficient evidence to be used in drawing conclusions	There is no clear organization. Facts are not used to support statements.
Content	Content can inspire listeners to develop their minds.	Contents are accurate and complete. Listeners get new insights about the topic.	Content is generally accurate, but incomplete. Listeners can learn some implied facts, but they don't add new insight into the topic	The content is less accurate, because there is no factual data, it does not add to the listener's understanding	The content is inaccurate or too general. Listeners don't learn anything or are sometimes misled.
Presentation Style	Speak with passion, transmit enthusiasm and enthusiasm to listeners	The speaker is calm and uses proper intonation, speaks without relying on notes, and interacts intensively with the listener. The speaker always makes eye contact with the listener.	In general the speaker is calm, but with a flat tone and quite often relies on notes. Sometimes eye contact with the listener is ignored.	Based on the notes, no ideas are developed outside the notes, the sound is monotonous	The speaker is anxious and uncomfortable, and reads notes rather than speaking. Listeners are often ignored. There is no eye contact because the speaker is looking more at the whiteboard or screen.

PROJECT ASSESSMENT FORM

Aspect	Item Indicator	Very Good	Good	Sufficient	Deficient	Very Deficient
		≥85	71-84	60-70	40-59	<40
Planning	Activity design					
	Fit the task					
Doing	Data/Information Source Accuracy					

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	Data Source Quantity and quality					
	Data analysis					
	Conclusion					
Reporting	Report writing					
	Team performance					
	Presentation performances					