

Module/ Course Title : Digital Learning Media					
Module /Course code SPI 61010	student workload 119 hours	Credits (ECTS) 3/4,5	Semester 7	Frequency Every Year (August)	duration 16 meeting
1	Types of courses Compulsory coursework	contact hours 3 CU x 50 minutes = 150 =2,5 hours per week	independent study 3 CU x 120 minutes = 360 minutes = 6 hours	class size 30	
2	Prerequisites for participation 1. Indonesian Language and Literature Learning Planning 2. Indonesian Language and Literature Learning Media				
3	<p>Course Description : The need for mastering the digital learning media is felt when the Covid-19 pandemic comes. In addition, technological developments as a result of the industrial revolution 4.0 and the 21st century are also the reasons of the need for technology mastery. This course focuses on efforts to build student competencies as prospective teachers with the skills to create digital learning media. The goal is that when they become teachers, students can convey material to students with innovative media so that they can maintain student interactivity engaged. In addition, this course also provides students with steps to optimize digital learning media in Indonesian language learning. The position of digital learning media is basically as a tool in implementing a learning technique. However, learning will be effective if the media is implemented with appropriate learning techniques.</p> <p>Intended Learning Outcomes (ILO)</p> <ol style="list-style-type: none"> ILOs 1: Graduates are expected to internalize academic values, norms, and ethics in executing work professionally in the fields of education, Indonesia language and literature. ILOs 2: Graduates are expected to show a responsible attitude towards work in the field of Indonesian language and literature education independently. ILOs 4: Graduates are expected to understand research methods and frameworks in the fields of education. ILOs 5 Graduates are expected to be able to apply critical, evaluative, and innovative thinking in the context of development of science and technology in the fields of Indonesian education. ILOs 9: Graduates are expected to be able to analyze and apply theories, concepts, approaches in Indonesian language and literature learning as well as deliver new learning media for Indonesian language and literature learning. <p>Courses Learning Outcomes (CLO)</p> <ol style="list-style-type: none"> Explain and formulate the basic concepts of digital learning media. Explain and formulate the types of digital media and their characteristics and selection criteria. Construct the relationship between digital learning media and learning theory. Examine the basic concepts of learning and teaching and their relation to digital learning media. Review and design digital learning media based on instructional aspects (basic competencies, learning objectives, and aspects of learner psychology), the role of the teacher, the principles of effective learning, and the principles of ACTION (Access, Cost, Technology, Interactivity, Organization, Novelty). Produce digital-based Indonesian learning media and design the optimization strategies in learning. 				

4	<p>Subject aims/ Content</p> <ol style="list-style-type: none"> 1. Meeting 1: Understanding RPS, net-etiquette, study contract. 2. Meeting 2: Being able to explain the meaning, purpose, function, important values, and theoretical basis of digital learning media. 3. Meeting 3: Being able to identify the types of digital media and their characteristics and selection criteria. 4. Meeting 4: Constructing the relationship between digital learning media and learning theory. 5. Meeting 5—6: Examining the basic concepts of learning and teaching and their relation to digital learning media. 6. Meeting 7: Quiz 7. Meeting 8: Mid Term Test 8. Meeting 9: Skilled in producing digital-based Indonesian learning media for brainstorming activities. 9. Meeting 10: Skilled in producing digital-based Indonesian language learning media for material presentation activities. 10. Meeting 11: Skilled in producing digital-based Indonesian learning media for collaborative classroom activities. 11. Meeting 12: Skilled in producing digital-based Indonesian learning media for interactive video making activities. 12. Meeting 13: Skilled in producing digital-based Indonesian learning media for educational game activities. 13. Meeting 14: Skilled in producing digital-based Indonesian learning media for attitude assessment activities. 14. Meeting 15: Skilled in producing digital-based Indonesian language learning media for knowledge and skills assessment activities. 15. Meeting 16: Final Test
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4	<p>Teaching methods</p> <p>Lectures, discussion, <i>project-based learning</i></p>
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5	<p>Assessment methods</p> <ol style="list-style-type: none"> 1. Class attendance and participation. This assessment is taken from the attendance and participation of students through questions and answers and discussions starting from 1—15 meetings. 2. Structured tasks. The assessment is taken from student assignments starting 2—15 meetings. 3. Quiz. The quiz is held at the 7th meeting in the form of a written test. The test material is taken from the meeting material 2—6. 4. Mid-term test. The Mid-term test is held at the 8th meeting in the form of a project that examines and designs digital learning media based on instructional aspects (basic competencies, learning objectives, and psychological aspects of learners), the role of the teacher, the principles of effective learning, and the principles of ACTION (Access, Cost, Technology, Interactivity, Organization, Novelty). 5. Final Examination. The Final Examination is held at the 16th meeting in the form of a presentation. Each group presented the types of digital learning media that had been made during the 9th-15th meetings along with their optimization steps in learning Indonesian.
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Assessment summary


Assessment Task	Task Type	Due	Weighting
Attendance and Class Participation		Throughout the course	10%
Structured tasks 1	Summative	Meeting 2—6	5%
Structured tasks 2	Summative	Meeting 9—15	15%
Quiz	Summative	Meeting 7	15%
Mid Term Test	Summative	Meeting 8	25%
Final Test	Formative	Meeting 16	30%
TOTAL			100%

6	This module is used in the following degree programmes as well : (Yes)
7	Responsibility for module: Putri Kumala Dewi, M.Pd.
8	<p>Other information:</p> <p>Lectures use primary references such as journals, books and learning resources as follows.</p> <ol style="list-style-type: none"> 1. Anwariningsih, Sri Huning dan Sri Ernawati. 2013. Development of Interactive Media for ICT Learning at Elementary School Based on Student Self Learning. <i>Journal of Education and Learning</i>. 7(2),121—128. 2. Arifah, Nur. 2013. Pemanfaatan Media Video Pembelajaran “Gempa Bumi”pada Matapelajaran Bahasa Indonesia untuk Meningkatkan Hasil Belajar Menyimak Siswa Kelas VIII SMPLB-B Dharma Wanita Sidoarjo. <i>Jurnal Mahasiswa Teknologi Pendidikan</i>. 1(1), 67—82 3. Brown, Douglas H. 2008. <i>Prinsip Pembelajaran dan Pengajaran Bahasa</i>. Amerika Serikat: Kedutaan Amerika Serikat di Jakarta. 4. Buchori, Achmad dan Rina, Dwi Setyawati. 2015. Development Learning Model of Charactereducation Through E-Comic in Elementary School. <i>International Journal of Education and Research</i>. 3(9), 369—386 5. Buehl, Doug. 2001. <i>Classroom Strategies for Interactive Learning</i>. New York: International Reading Association. 6. Dewi, Putri Kumala dan Nia, Budiana. 2018. <i>Media Pembelajaran Bahasa: Aplikasi Teori Belajar dan Strategi Pengoptimalan Pembelajaran</i>. Malang: UB Press 7. Loren, Fabio Testy Ariance. 2017. The Use of Learning Media on Listening Skill in Teaching Indonesian to Speakers of Other Language. <i>Lingua Didaktika</i>. 11(1), 1—12 8. Mayer, E. Richard. 2009. <i>Multimedia Learning</i>. Yogyakarta: Pustaka Pelajar 9. Muliawan, Jasa Ungguh. 2016. <i>45 Model Pembelajaran Spektakuler</i>. Yogyakarta: Ar-Ruzz Media. 10. Nasrullah, Rullie, Wahyu, Aditya, et al. 2017. <i>Literasi Digital</i>. Jakarta: Kemendikbud. 11. Nasution, Muhammad Irwan Padli. 2016. Strategi Pembelajaran Efektif Berbasis Mobile Learning pada Sekolah Dasar. <i>Jurnal Iqra’</i>. 10(1), 34—49 12. Norton, Donna E., dan Sandra, Norton. 1994. <i>Language Arts Activities</i>. New York: Macmillan College Publishing Company. 13. Pranowo. 2017. <i>Teori Belajar Bahasa untuk Guru Bahasa dan Mahasiswa Jurusan Bahasa</i>. Yogyakarta: Pustaka Pelajar. 14. Rahmi, Waleed Mugahed Al, Akram M.Zeki. 2017. A Model of Using Social Media for Collaborative Learning to Enhance Learners’ Performance on Learning. <i>Journal of King Saud University</i>. 29(4), 526—535 15. Rusman. 2011. <i>Model-model Pembelajaran: Mengembangkan Profesionalisme Guru</i>. Jakarta: Rajawali Pers. 16. Smaldino, Sharon E., Deborah, L. Lowther, dan James, D. Russel. 2014. <i>Instructional Technology and Media for Learning</i>. Jakarta: Kencana Prenada Media Group. 17. Triyanto. 2011. <i>Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik</i>. Jakarta: Prestasi Pustaka. 18. Uno, Hamzah B. 2011. <i>Model Pembelajaran: Menciptakan Proses Belajar yang Kreatif dan Efektif</i>. Jakarta: PT Bumi Aksara. 19. Tim Penyusun. 2020. <i>E-Book 75 Artikel Strategi Mengajar Kreatif dan Interaktif</i>. Bandung : Kelas Kreatif

Appendices:

1. Task Guidelines and Rubrics


Appendix Task Guidelines and Rubrics 1

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Digital Learning Media				
CODE	SPI 61045	ECT	3	SEMESTER	7
LECTURER	Putri Kumala Dewi, M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Explain the definition, objectives, functions, important values, and theoretical basis for digital learning media.					
DESCRIPTION					
Students are given the task to create a concept map of the definition, purpose, function, important values, and theoretical basis for digital learning media.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students create a page of concept map using <i>mind map</i>, <i>wise mapping</i>, <i>X.Mind</i>, <i>Orbit.Mind</i>, <i>Mindmeister</i>, <i>Draw.io</i>, or other similar concept map-making applications. Concept maps are provided with references. The concept map is collected in Google Classroom in PDF or JPEG format as a ticket for the 2nd meeting. 					
OUTCOMES					
<ol style="list-style-type: none"> Object : mind map Outcome: students understand the definition, purpose, function, important values, and theoretical basis for digital learning media. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Accuracy of concept identification	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The precision of correlating the relationship between concepts	Can students relate one concept to another?				
Accuracy of explaining the concept	Is the content of the concept map easy to understand?				
Accuracy in formulating new knowledge structures	Does the concept map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect concept maps according to the instructions?				
TIMES					
Meeting 2					
OTHERS : -					

REFERENCES

1. Anwariningsih, Sri Huning dan Sri Ernawati. 2013. Development of Interactive Media for ICT Learning at Elementary School Based on Student Self Learning. *Journal of Education and Learning*. 7(2),121—128.
2. Arifah, Nur. 2013. Pemanfaatan Media Video Pembelajaran “Gempa Bumi” pada Matapelajaran Bahasa Indonesia untuk Meningkatkan Hasil Belajar Menyimak Siswa Kelas VIII SMPLB-B Dharma Wanita Sidoarjo. *Jurnal Mahasiswa Teknologi Pendidikan*. 1(1), 67—82
3. Brown, Douglas H. 2008. *Prinsip Pembelajaran dan Pengajaran Bahasa*. Amerika Serikat: Kedutaan Amerika Serikat di Jakarta.
4. Buchori, Achmad dan Rina, Dwi Setyawati. 2015. Development Learning Model of Charactereducation Through E-Comic in Elementary School. *International Journal of Education and Research*. 3(9), 369—386
5. Buehl, Doug. 2001. *Classroom Strategies for Interactive Learning*. New York: International Reading Association.
6. Dewi, Putri Kumala dan Nia, Budiana. 2018. *Media Pembelajaran Bahasa: Aplikasi Teori Belajar dan Strategi Pengoptimalan Pembelajaran*. Malang: UB Press
7. Loren, Fabio Testy Ariance. 2017. The Use of Learning Media on Listening Skill in Teaching Indonesian to Speakers of Other Language. *Lingua Didaktika*. 11(1), 1—12
8. Mayer, E. Richard. 2009. *Multimedia Learning*. Yogyakarta: Pustaka Pelajar
9. Nasrullah, Rullie, Wahyu, Aditya, et al. 2017. *Literasi Digital*. Jakarta: Kemendikbud.
10. Nasution, Muhammad Irwan Padli. 2016. Strategi Pembelajaran Efektif Berbasis Mobile Learning pada Sekolah Dasar. *Jurnal Iqra* '. 10(1), 34—49
11. Rahmi, Waleed Mugahed Al, Akram M.Zeki. 2017. A Model of Using Social Media for Collaborative Learning to Enhance Learners' Performance on Learning. *Journal of King Saud University*. 29(4), 526—535
12. Smaldino, Sharon E., Deborah, L. Lowther, dan James, D. Russel. 2014. *Instructional Technology and Media for Learning*. Jakarta: Kencana Prenada Media Group.


Appendix Task Guidelines and Rubrics 2

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Digital Learning Media				
CODE	SPI 61045	ECT	3	SEMESTER	7
LECTURER	Putri Kumala Dewi, M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Identify the types of digital media as well as the characteristics and selection criteria.					
DESCRIPTION					
Students are given the task to create a concept map of the types of digital media as well as the characteristics and the selection criteria.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students create a page of concept map using <i>mind map</i>, <i>wise mapping</i>, <i>X.Mind</i>, <i>Orbit.Mind</i>, <i>Mindmeister</i>, <i>Draw.io</i>, or other similar concept map-making applications. Concept maps are provided with references. The concept map is collected in Google Classroom in PDF or JPEG format as a ticket for the 3rd meeting. 					
OUTCOMES					
<ol style="list-style-type: none"> Object : mind map Outcome: students identify the types of digital media as well as their characteristics and selection criteria. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Accuracy of concept identification	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The precision of correlating the relationship between concepts	Can students relate one concept to another?				
Accuracy of explaining the concept	Is the content of the concept map easy to understand?				
Accuracy in formulating new knowledge structures	Does the concept map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect concept maps according to the instructions?				
TIMES					
Meeting 3					
OTHERS : -					

REFERENCES

1. Anwariningsih, Sri Huning dan Sri Ernawati. 2013. Development of Interactive Media for ICT Learning at Elementary School Based on Student Self Learning. *Journal of Education and Learning*. 7(2),121—128.
2. Arifah, Nur. 2013. Pemanfaatan Media Video Pembelajaran “Gempa Bumi” pada Matapelajaran Bahasa Indonesia untuk Meningkatkan Hasil Belajar Menyimak Siswa Kelas VIII SMPLB-B Dharma Wanita Sidoarjo. *Jurnal Mahasiswa Teknologi Pendidikan*. 1(1), 67—82
3. Brown, Douglas H. 2008. *Prinsip Pembelajaran dan Pengajaran Bahasa*. Amerika Serikat: Kedutaan Amerika Serikat di Jakarta.
4. Buchori, Achmad dan Rina, Dwi Setyawati. 2015. Development Learning Model of Charactereducation Through E-Comic in Elementary School. *International Journal of Education and Research*. 3(9), 369—386
5. Buehl, Doug. 2001. *Classroom Strategies for Interactive Learning*. New York: International Reading Association.
6. Dewi, Putri Kumala dan Nia, Budiana. 2018. *Media Pembelajaran Bahasa: Aplikasi Teori Belajar dan Strategi Pengoptimalan Pembelajaran*. Malang: UB Press
7. Loren, Fabio Testy Ariance. 2017. The Use of Learning Media on Listening Skill in Teaching Indonesian to Speakers of Other Language. *Lingua Didaktika*. 11(1), 1—12
8. Mayer, E. Richard. 2009. *Multimedia Learning*. Yogyakarta: Pustaka Pelajar
9. Nasrullah, Rullie, Wahyu, Aditya, et al. 2017. *Literasi Digital*. Jakarta: Kemendikbud.
10. Nasution, Muhammad Irwan Padli. 2016. Strategi Pembelajaran Efektif Berbasis Mobile Learning pada Sekolah Dasar. *Jurnal Iqra'*. 10(1), 34—49
11. Rahmi, Waleed Mugahed Al, Akram M.Zeki. 2017. A Model of Using Social Media for Collaborative Learning to Enhance Learners' Performance on Learning. *Journal of King Saud University*. 29(4), 526—535
12. Smaldino, Sharon E., Deborah, L. Lowther, dan James, D. Russel. 2014. *Instructional Technology and Media for Learning*. Jakarta: Kencana Prenada Media Group.


Appendix Task Guidelines and Rubrics 3

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Digital Learning Media				
CODE	SPI 61045	ECT	3	SEMESTER	7
LECTURER	Putri Kumala Dewi, M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Construct the relation between digital learning media and learning theory					
DESCRIPTION					
Students are given the task to create a concept map of the relation between digital learning media and learning theory					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students create a page of concept map using <i>mind map</i>, <i>wise mapping</i>, <i>X.Mind</i>, <i>Orbit.Mind</i>, <i>Mindmeister</i>, <i>Draw.io</i>, or other similar concept map-making applications. Concept maps are provided with references. The concept map is collected in Google Classroom in PDF or JPEG format as a ticket for the 4th meeting. 					
OUTCOMES					
<ol style="list-style-type: none"> Object : mind map Outcome: students are skilled in constructing the relation between digital learning media and learning theory. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT		DESCRIPTOR		Performance Achievement Score	
				1	2
				3	4
Accuracy of concept identification	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The precision of correlating the relationship between concepts	Can students relate one concept to another?				
Accuracy of explaining the concept	Is the content of the concept map easy to understand?				
Accuracy in formulating new knowledge structures	Does the concept map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect concept maps according to the instructions?				
TIMES					
Meeting 4					
OTHERS : -					

REFERENCES

1. Anwariningsih, Sri Huning dan Sri Ernawati. 2013. Development of Interactive Media for ICT Learning at Elementary School Based on Student Self Learning. *Journal of Education and Learning*. 7(2),121—128.
2. Brown, Douglas H. 2008. *Prinsip Pembelajaran dan Pengajaran Bahasa*. Amerika Serikat: Kedutaan Amerika Serikat di Jakarta.
3. Buchori, Achmad dan Rina, Dwi Setyawati. 2015. Development Learning Model of Charactereducation Through E-Comic in Elementary School. *International Journal of Education and Research*. 3(9), 369—386
4. Dewi, Putri Kumala dan Nia, Budiana. 2018. *Media Pembelajaran Bahasa: Aplikasi Teori Belajar dan Strategi Pengoptimalan Pembelajaran*. Malang: UB Press
5. Mayer, E. Richard. 2009. *Multimedia Learning*. Yogyakarta: Pustaka Pelajar
6. Muliawan, Jasa Ungguh. 2016. *45 Model Pembelajaran Spektakuler*. Yogyakarta: Ar-Ruzz Media.
7. Nasrullah, Rullie, Wahyu, Aditya, et al. 2017. *Literasi Digital*. Jakarta: Kemendikbud.
8. Nasution, Muhammad Irwan Padli. 2016. Strategi Pembelajaran Efektif Berbasis Mobile Learning pada Sekolah Dasar. *Jurnal Iqra'*. 10(1), 34—49
9. Norton, Donna E., dan Saundra, Norton. 1994. *Language Arts Activities*. New York: Macmillan College Publishing Company.
10. Pranowo. 2017. *Teori Belajar Bahasa untuk Guru Bahasa dan Mahasiswa Jurusan Bahasa*. Yogyakarta: Pustaka Pelajar.
11. Rusman. 2011. *Model-model Pembelajaran: Mengembangkan Profesionalisme Guru*. Jakarta: Rajawali Pers.
12. Smaldino, Sharon E., Deborah, L. Lowther, dan James, D. Russel. 2014. *Instructional Technology and Media for Learning*. Jakarta: Kencana Prenada Media Group.
13. Triyanto. 2011. *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik*. Jakarta: Prestasi Pustaka.
14. Uno, Hamzah B. 2011. *Model Pembelajaran: Menciptakan Proses Belajar yang Kreatif dan Efektif*. Jakarta: PT Bumi Aksara.
15. Tim Penyusun. 2020. *E-Book 75 Artikel Strategi Mengajar Kreatif dan Interaktif*. Bandung : Kelas Kreatif.

Appendix Task Guidelines and Rubrics 4


		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Digital Learning Media				
CODE	SPI 61045	ECT	3	SEMESTER	7
LECTURER	Putri Kumala Dewi, M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Examine the basic concepts of learning and teaching and their relation to digital learning media.					
DESCRIPTION					
Students are given the task to create a concept map of the basic concepts of learning and teaching and their relation to digital learning media.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students create a page of concept map using <i>mind map</i>, <i>wise mapping</i>, <i>X.Mind</i>, <i>Orbit.Mind</i>, <i>Mindmeister</i>, <i>Draw.io</i>, or other similar concept map-making applications. Concept maps are provided with references. The concept map is collected in Google Classroom in PDF or JPEG format as a ticket for the 5th - 6th meeting. 					
OUTCOMES					
<ol style="list-style-type: none"> Object : mind map Outcome: students skilled in examining the basic concepts of learning and teaching and their relation to digital learning media. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Accuracy of concept identification	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The precision of correlating the relationship between concepts	Can students relate one concept to another?				
Accuracy of explaining the concept	Is the content of the concept map easy to understand?				
Accuracy in formulating new knowledge structures	Does the concept map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect concept maps according to the instructions?				
TIMES					
Meeting 5—6					

OTHERS : -

REFERENCES


1. Anwariningsih, Sri Huning dan Sri Ernawati. 2013. Development of Interactive Media for ICT Learning at Elementary School Based on Student Self Learning. *Journal of Education and Learning*. 7(2),121—128.
2. Brown, Douglas H. 2008. *Prinsip Pembelajaran dan Pengajaran Bahasa*. Amerika Serikat: Kedutaan Amerika Serikat di Jakarta.
3. Buchori, Achmad dan Rina, Dwi Setyawati. 2015. Development Learning Model of Charactereducation Through E-Comic in Elementary School. *International Journal of Education and Research*. 3(9), 369—386
4. Dewi, Putri Kumala dan Nia, Budiana. 2018. *Media Pembelajaran Bahasa: Aplikasi Teori Belajar dan Strategi Pengoptimalan Pembelajaran*. Malang: UB Press
5. Mayer, E. Richard. 2009. *Multimedia Learning*. Yogyakarta: Pustaka Pelajar
6. Muliawan, Jasa Ungguh. 2016. *45 Model Pembelajaran Spektakuler*. Yogyakarta: Ar-Ruzz Media.
7. Nasrullah, Rullie, Wahyu, Aditya, et al. 2017. *Literasi Digital*. Jakarta: Kemendikbud.
8. Nasution, Muhammad Irwan Padli. 2016. Strategi Pembelajaran Efektif Berbasis Mobile Learning pada Sekolah Dasar. *Jurnal Iqra'*. 10(1), 34—49
9. Norton, Donna E., dan Saundra, Norton. 1994. *Language Arts Activities*. New York: Macmillan College Publishing Company.
10. Pranowo. 2017. *Teori Belajar Bahasa untuk Guru Bahasa dan Mahasiswa Jurusan Bahasa*. Yogyakarta: Pustaka Pelajar.
11. Rusman. 2011. *Model-model Pembelajaran: Mengembangkan Profesionalisme Guru*. Jakarta: Rajawali Pers.
12. Smaldino, Sharon E., Deborah, L. Lowther, dan James, D. Russel. 2014. *Instructional Technology and Media for Learning*. Jakarta: Kencana Prenada Media Group.
13. Triyanto. 2011. *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik*. Jakarta: Prestasi Pustaka.
14. Uno, Hamzah B. 2011. *Model Pembelajaran: Menciptakan Proses Belajar yang Kreatif dan Efektif*. Jakarta: PT Bumi Aksara.
15. Tim Penyusun. 2020. *E-Book 75 Artikel Strategi Mengajar Kreatif dan Interaktif*. Bandung : Kelas Kreatif.

Appendix Task Guidelines and Rubrics 5

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Digital Learning Media				
CODE	SPI 61045	ECT	3	SEMESTER	7
LECTURER	Putri Kumala Dewi, M.Pd				
TASK FORM					
Quiz					
COURSE LEARNING OUTCOME					
Understanding the material from meeting 2—6					
DESCRIPTION					
Students attend the writing test quiz. The quiz material is taken from meeting 2—6's material.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students take quizzes in the form of individual written tests. 2. The questions are multiple-choice questions with the total of 35 items. 3. The quiz is conducted using the Socrative platform. 4. The working time to do the quiz is 90 minutes. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: written test b. Outcome: students understand the 2nd – 6th meeting materials 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
Quiz score is obtained from the number of correct answers x 2,857.					
TIMES					
Meeting 6					
OTHERS : -					
REFERENCES					
<ol style="list-style-type: none"> 1. Anwariningsih, Sri Huning dan Sri Ernawati. 2013. Development of Interactive Media for ICT Learning at Elementary School Based on Student Self Learning. <i>Journal of Education and Learning</i>. 7(2),121—128. 2. Arifah, Nur. 2013. Pemanfaatan Media Video Pembelajaran “Gempa Bumi” pada Matapelajaran Bahasa Indonesia untuk Meningkatkan Hasil Belajar Menyimak Siswa Kelas VIII SMPLB-B Dharma Wanita Sidoarjo. <i>Jurnal Mahasiswa Teknologi Pendidikan</i>. 1(1), 67—82 3. Brown, Douglas H. 2008. <i>Prinsip Pembelajaran dan Pengajaran Bahasa</i>. Amerika Serikat: Kedutaan Amerika Serikat di Jakarta. 4. Buchori, Achmad dan Rina, Dwi Setyawati. 2015. Development Learning Model of Charactereducation Through E-Comic in Elementary School. <i>International Journal of Education and Research</i>. 3(9), 369—386 5. Buehl, Doug. 2001. <i>Classroom Strategies for Interactive Learning</i>. New York: International Reading Association. 6. Dewi, Putri Kumala dan Nia, Budiana. 2018. <i>Media Pembelajaran Bahasa: Aplikasi Teori Belajar dan Strategi Pengoptimalan Pembelajaran</i>. Malang: UB Press 					


7. Loren, Fabio Testy Ariance. 2017. The Use of Learning Media on Listening Skill in Teaching Indonesian to Speakers of Other Language. *Lingua Didaktika*. 11(1), 1—12
8. Mayer, E. Richard. 2009. *Multimedia Learning*. Yogyakarta: Pustaka Pelajar
9. Muliawan, Jasa Ungguh. 2016. *45 Model Pembelajaran Spektakuler*. Yogyakarta: Ar-Ruzz Media.
10. Nasrullah, Rullie, Wahyu, Aditya, et al. 2017. *Literasi Digital*. Jakarta: Kemendikbud.
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Appendix Task Guidelines and Rubrics 6

	<p>UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</p>				
STUDENT TASK GUIDELINE					
COURSE TITLE	Digital Learning Media				
CODE	SPI 61045	ECT	3	SEMESTER	7
LECTURER	Putri Kumala Dewi, M.Pd				
TASK FORM					
Mid Term Test					
COURSE LEARNING OUTCOME					
Understanding the materials from meeting 2—7					
DESCRIPTION					
Students take a mid-term test in the form of examining project and designing digital learning media based on the instructional aspect (basic competencies, learning objectives, and psychological aspects of learners), the role of the teacher, the principles of effective learning, and the principles of ACTION (Access, Cost, Technology, Interactivity, Organization, Novelty)					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students do the mid term test in the form of an individual project. 2. The examination result Hasil telaah collected in the form of Microsoft Word and sent to Google Classroom at the 8 meeting. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : project b. Outcome: students skilled in examining and designing the digital learning media based on the instructional aspect (basic competencies, learning objectives, and psychological aspects of learners), the role of the teacher, the principles of effective learning, and the principles of ACTION (Access, Cost, Technology, Interactivity, Organization, Novelty). 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
TIMES					
Meeting 8					
OTHERS : -					
REFERENCES					
<ol style="list-style-type: none"> 1. Anwariningsih, Sri Huning dan Sri Ernawati. 2013. Development of Interactive Media for ICT Learning at Elementary School Based on Student Self Learning. <i>Journal of Education and Learning</i>. 7(2),121—128. 2. Arifah, Nur. 2013. Pemanfaatan Media Video Pembelajaran “Gempa Bumi”pada Matapelajaran Bahasa Indonesia untuk Meningkatkan Hasil Belajar Menyimak Siswa Kelas VIII SMPLB-B Dharma Wanita Sidoarjo. <i>Jurnal Mahasiswa Teknologi Pendidikan</i>. 1(1), 67—82 3. Brown, Douglas H. 2008. <i>Prinsip Pembelajaran dan Pengajaran Bahasa</i>. Amerika Serikat: Kedutaan Amerika Serikat di Jakarta. 4. Buchori, Achmad dan Rina, Dwi Setyawati. 2015. Development Learning Model of Charactereducation Through E-Comic in Elementary School. <i>International Journal of Education and Research</i>. 3(9), 369—386 5. Buehl, Doug. 2001. <i>Classroom Strategies for Interactive Learning</i>. New York: International Reading Association. 					

6. Dewi, Putri Kumala dan Nia, Budiana. 2018. *Media Pembelajaran Bahasa: Aplikasi Teori Belajar dan Strategi Pengoptimalan Pembelajaran*. Malang: UB Press
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8. Mayer, E. Richard. 2009. *Multimedia Learning*. Yogyakarta: Pustaka Pelajar
9. Muliawan, Jasa Ungguh. 2016. *45 Model Pembelajaran Spektakuler*. Yogyakarta: Ar-Ruzz Media.
10. Nasrullah, Rullie, Wahyu, Aditya, et al. 2017. *Literasi Digital*. Jakarta: Kemendikbud.
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12. Norton, Donna E., dan Saundra, Norton. 1994. *Language Arts Activities*. New York: Macmillan College Publishing Company.
13. Pranowo. 2017. *Teori Belajar Bahasa untuk Guru Bahasa dan Mahasiswa Jurusan Bahasa*. Yogyakarta: Pustaka Pelajar.
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17. Triyanto. 2011. *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik*. Jakarta: Prestasi Pustaka.
18. Uno, Hamzah B. 2011. *Model Pembelajaran: Menciptakan Proses Belajar yang Kreatif dan Efektif*. Jakarta: PT Bumi Aksara.
19. Tim Penyusun. 2020. *E-Book 75 Artikel Strategi Mengajar Kreatif dan Interaktif*. Bandung : Kelas Kreatif.

Appendix Task Guidelines and Rubrics 7

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Digital Learning Media				
CODE	SPI 61045	ECT	3	SEMESTER	7
LECTURER	Putri Kumala Dewi, M.Pd				
TASK FORM					
Producing digital-based Indonesian language learning media for brainstorming activities					
COURSE LEARNING OUTCOME					
Skilled in producing digital-based Indonesian language learning media for brainstorming activities.					
DESCRIPTION					
In groups, students produce digital-based Indonesian learning media for brainstorming activities.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students are formed into small groups of 2-3 students. Each group produces digital-based Indonesian language learning media for brainstorming activities. The platform that can be used are: Padlet, Slido, Mentimeter, Mindmeister, or other similar platform. Media links collected via Google Classroom at meeting 9. 					
OUTCOMES					
<ol style="list-style-type: none"> Object : digital learning media for brainstorming activities. Outcome: students skilled in producing digital-based Indonesian language learning media for brainstorming activities. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Content eligibility	Does the content of the digital learning media consist of questions, stimuli, or cases to build student learning interactions?				
Compatibility with basic competencies	Is the content of the digital learning media in accordance with the basic competencies?				
Compatibility with learning theory	Is the systematic content of digital learning media according to the chosen learning theory?				
Compliance with instructional aspects	Is the content of digital learning media in accordance with the instructional aspects (basic competencies, learning objectives, and aspects of learner psychology, the role of teachers, principles of effective learning)?				
Conformity to the principle of ACTION	Is digital learning media developed based on the principles of ACTION?				

(Access, Cost, Technology, Interactivity, Organization, Novelty)					
Creativity	Are the digital learning media content developed creatively and attract students' interest?				
Integrity	Does each group create their own digital learning media?				
Responsibility	Does each group produce digital learning media according to the instructions and collect them on time?				

TIMES


Meeting 9

OTHERS : -

REFERENCES

1. Anwariningsih, Sri Huning dan Sri Ernawati. 2013. Development of Interactive Media for ICT Learning at Elementary School Based on Student Self Learning. *Journal of Education and Learning*. 7(2),121—128.
2. Arifah, Nur. 2013. Pemanfaatan Media Video Pembelajaran “Gempa Bumi” pada Matapelajaran Bahasa Indonesia untuk Meningkatkan Hasil Belajar Menyimak Siswa Kelas VIII SMPLB-B Dharma Wanita Sidoarjo. *Jurnal Mahasiswa Teknologi Pendidikan*. 1(1), 67—82
3. Brown, Douglas H. 2008. *Prinsip Pembelajaran dan Pengajaran Bahasa*. Amerika Serikat: Kedutaan Amerika Serikat di Jakarta.
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5. Buehl, Doug. 2001. *Classroom Strategies for Interactive Learning*. New York: International Reading Association.
6. Dewi, Putri Kumala dan Nia, Budiana. 2018. *Media Pembelajaran Bahasa: Aplikasi Teori Belajar dan Strategi Pengoptimalan Pembelajaran*. Malang: UB Press
7. Mayer, E. Richard. 2009. *Multimedia Learning*. Yogyakarta: Pustaka Pelajar
8. Muliawan, Jasa Ungguh. 2016. *45 Model Pembelajaran Spektakuler*. Yogyakarta: Ar-Ruzz Media.
9. Nasrullah, Rullie, Wahyu, Aditya, et al. 2017. *Literasi Digital*. Jakarta: Kemendikbud.
10. Norton, Donna E., dan Saundra, Norton. 1994. *Language Arts Activities*. New York: Macmillan College Publishing Company.
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15. Triyanto. 2011. *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik*. Jakarta: Prestasi Pustaka.
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Appendix Task Guidelines and Rubrics 8

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Digital Learning Media				
CODE	SPI 61045	ECT	3	SEMESTER	7
LECTURER	Putri Kumala Dewi, M.Pd				
TASK FORM					
Producing digital-based Indonesian language learning media for presentation activities.					
COURSE LEARNING OUTCOME					
Skilled in producing digital-based Indonesian language learning media for presentation activities.					
DESCRIPTION					
In groups, students produce digital-based Indonesian language learning media for presentation activities					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students are formed into small groups of 2-3 students. Each group produces digital-based Indonesian language learning media for presentation activities. The platform that can be used are: Genially, Nearpod, Animaker, Powtoon, Voicethread, Canva, Slidesgo, Visme, Sway, Google Slides, or other similar platform. Media links collected via Google Classroom at meeting 10. 					
OUTCOMES					
<ol style="list-style-type: none"> Object : digital learning media for presentation activities. Outcome: students skilled in producing digital-based Indonesian language learning media for presentation activities. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Content eligibility	Does the content of the digital learning media consist of questions, stimuli, or cases to build student learning interactions?				
Compatibility with basic competencies	Is the content of the digital learning media in accordance with the basic competencies?				
Compatibility with learning theory	Is the systematic content of digital learning media according to the chosen learning theory?				
Compliance with instructional aspects	Is the content of digital learning media in accordance with the instructional aspects (basic competencies, learning objectives, and aspects of learner psychology, the role of teachers, principles of effective				

	learning)?				
Conformity to the principle of ACTION (Access, Cost, Technology, Interactivity, Organization, Novelty)	Is digital learning media developed based on the principles of ACTION?				
Creativity	Are the digital learning media content developed creatively and attract students' interest?				
Integrity	Does each group create their own digital learning media?				
Responsibility	Does each group produce digital learning media according to the instructions and collect them on time?				

TIMES


Meeting 10

OTHERS : -

REFERENCES

1. Anwariningsih, Sri Huning dan Sri Ernawati. 2013. Development of Interactive Media for ICT Learning at Elementary School Based on Student Self Learning. *Journal of Education and Learning*. 7(2),121—128.
2. Arifah, Nur. 2013. Pemanfaatan Media Video Pembelajaran “Gempa Bumi” pada Matapelajaran Bahasa Indonesia untuk Meningkatkan Hasil Belajar Menyimak Siswa Kelas VIII SMPLB-B Dharma Wanita Sidoarjo. *Jurnal Mahasiswa Teknologi Pendidikan*. 1(1), 67—82
3. Brown, Douglas H. 2008. *Prinsip Pembelajaran dan Pengajaran Bahasa*. Amerika Serikat: Kedutaan Amerika Serikat di Jakarta.
4. Buchori, Achmad dan Rina, Dwi Setyawati. 2015. Development Learning Model of Charactereducation Through E-Comic in Elementary School. *International Journal of Education and Research*. 3(9), 369—386
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Appendix Task Guidelines and Rubrics 9

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Digital Learning Media				
CODE	SPI 61045	ECT	3	SEMESTER	7
LECTURER	Putri Kumala Dewi, M.Pd				
TASK FORM					
Producing digital-based Indonesian language learning media for digital teaching materials and collaborative classes.					
COURSE LEARNING OUTCOME					
Skilled in producing digital-based Indonesian language learning media for digital teaching materials and collaborative classes.					
DESCRIPTION					
In the form of groups, students produce digital-based Indonesian language learning media for digital teaching materials and collaborative classes.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students are formed into small groups of 2-3 students. Each group produces digital-based Indonesian language learning media for digital teaching materials and collaborative classes. The platform that can be used are: Wakelet, Padlet, Nearpod, Genially, Voicethread, Edpuzzle, Canvas, Edmodo, Classdojo, Schoology, or other platforms. Media links collected via Google Classroom at meeting 11. 					
OUTCOMES					
<ol style="list-style-type: none"> Object : Digital learning media for digital teaching materials and collaborative classes. Outcome: students skilled in producing digital-based Indonesian language learning media for digital teaching materials and collaborative classes. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Content eligibility	Does the content of the digital learning media consist of questions, stimuli, or cases to build student learning interactions?				
Compatibility with basic competencies	Is the content of the digital learning media in accordance with the basic competencies?				
Compatibility with learning theory	Is the systematic content of digital learning media according to the chosen learning theory?				
Compliance with instructional aspects	Is the content of digital learning media in accordance with the instructional aspects (basic competencies, learning objectives, and aspects of learner psychology, the role of teachers, principles of effective				

	learning)?				
Conformity to the principle of ACTION (Access, Cost, Technology, Interactivity, Organization, Novelty)	Is digital learning media developed based on the principles of ACTION?				
Creativity	Are the digital learning media content developed creatively and attract students' interest?				
Integrity	Does each group create their own digital learning media?				
Responsibility	Does each group produce digital learning media according to the instructions and collect them on time?				

TIMES


Meeting 11

OTHERS : -

REFERENCES

1. Anwariningsih, Sri Huning dan Sri Ernawati. 2013. Development of Interactive Media for ICT Learning at Elementary School Based on Student Self Learning. *Journal of Education and Learning*. 7(2),121—128.
2. Arifah, Nur. 2013. Pemanfaatan Media Video Pembelajaran “Gempa Bumi” pada Matapelajaran Bahasa Indonesia untuk Meningkatkan Hasil Belajar Menyimak Siswa Kelas VIII SMPLB-B Dharma Wanita Sidoarjo. *Jurnal Mahasiswa Teknologi Pendidikan*. 1(1), 67—82
3. Brown, Douglas H. 2008. *Prinsip Pembelajaran dan Pengajaran Bahasa*. Amerika Serikat: Kedutaan Amerika Serikat di Jakarta.
4. Buchori, Achmad dan Rina, Dwi Setyawati. 2015. Development Learning Model of Charactereducation Through E-Comic in Elementary School. *International Journal of Education and Research*. 3(9), 369—386
5. Buehl, Doug. 2001. *Classroom Strategies for Interactive Learning*. New York: International Reading Association.
6. Dewi, Putri Kumala dan Nia, Budiana. 2018. *Media Pembelajaran Bahasa: Aplikasi Teori Belajar dan Strategi Pengoptimalan Pembelajaran*. Malang: UB Press
7. Mayer, E. Richard. 2009. *Multimedia Learning*. Yogyakarta: Pustaka Pelajar
8. Muliawan, Jasa Ungguh. 2016. *45 Model Pembelajaran Spektakuler*. Yogyakarta: Ar-Ruzz Media.
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12. Rahmi, Waleed Mugahed Al, Akram M.Zeki. 2017. A Model of Using Social Media for Collaborative Learning to Enhance Learners' Performance on Learning. *Journal of King Saud University*. 29(4), 526—535
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14. Smaldino, Sharon E., Deborah, L. Lowther, dan James, D. Russel. 2014. *Instructional Technology and Media for Learning*. Jakarta: Kencana Prenada Media Group.
15. Triyanto. 2011. *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik*. Jakarta: Prestasi Pustaka.
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Appendix Task Guidelines and Rubrics 10

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Digital Learning Media				
CODE	SPI 61045	ECT	3	SEMESTER	7
LECTURER	Putri Kumala Dewi, M.Pd				
TASK FORM					
Producing digital-based Indonesian language learning media in the form of interactive videos.					
COURSE LEARNING OUTCOME					
Skilled in producing digital-based Indonesian language learning media in the form of interactive videos.					
DESCRIPTION					
In groups, students produce digital-based Indonesian language learning media for digital teaching materials and collaborative classes					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students are formed into small groups of 2-3 students. Each group produces digital-based Indonesian language learning media in the form of interactive videos. The platform that can be used are: Power Director, Loom, Screencastify, Screencastomatic, Adobe Spark, Flipgrid, Bandicam, Camtasia, Prezi Video, Faststone, OBS Studio, or other platforms. Media links collected via Google Classroom at meeting 12. 					
OUTCOMES					
<ol style="list-style-type: none"> Object : Digital learning media for interactive videos. Outcome: students skilled in producing digital-based Indonesian language learning media in the form of interactive videos. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Content eligibility	Does the content of the digital learning media consist of questions, stimuli, or cases to build student learning interactions?				
Compatibility with basic competencies	Is the content of the digital learning media in accordance with the basic competencies?				
Compatibility with learning theory	Is the systematic content of digital learning media according to the chosen learning theory?				
Compliance with instructional aspects	Is the content of digital learning media in accordance with the instructional aspects (basic competencies, learning objectives, and aspects of learner psychology, the role of teachers, principles of effective learning)?				

Conformity to the principle of ACTION (Access, Cost, Technology, Interactivity, Organization, Novelty)	Is digital learning media developed based on the principles of ACTION?				
Creativity	Are the digital learning media content developed creatively and attract students' interest?				
Integrity	Does each group create their own digital learning media?				
Responsibility	Does each group produce digital learning media according to the instructions and collect them on time?				

TIMES


Meeting 12

OTHERS : -

REFERENCES

1. Anwariningsih, Sri Huning dan Sri Ernawati. 2013. Development of Interactive Media for ICT Learning at Elementary School Based on Student Self Learning. *Journal of Education and Learning*. 7(2),121—128.
2. Arifah, Nur. 2013. Pemanfaatan Media Video Pembelajaran “Gempa Bumi” pada Matapelajaran Bahasa Indonesia untuk Meningkatkan Hasil Belajar Menyimak Siswa Kelas VIII SMPLB-B Dharma Wanita Sidoarjo. *Jurnal Mahasiswa Teknologi Pendidikan*. 1(1), 67—82
3. Brown, Douglas H. 2008. *Prinsip Pembelajaran dan Pengajaran Bahasa*. Amerika Serikat: Kedutaan Amerika Serikat di Jakarta.
4. Buchori, Achmad dan Rina, Dwi Setyawati. 2015. Development Learning Model of Charactereducation Through E-Comic in Elementary School. *International Journal of Education and Research*. 3(9), 369—386
5. Buehl, Doug. 2001. *Classroom Strategies for Interactive Learning*. New York: International Reading Association.
6. Dewi, Putri Kumala dan Nia, Budiana. 2018. *Media Pembelajaran Bahasa: Aplikasi Teori Belajar dan Strategi Pengoptimalan Pembelajaran*. Malang: UB Press
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8. Muliawan, Jasa Ungguh. 2016. *45 Model Pembelajaran Spektakuler*. Yogyakarta: Ar-Ruzz Media.
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17. Tim Penyusun. 2020. *E-Book 75 Artikel Strategi Mengajar Kreatif dan Interaktif*. Bandung : Kelas Kreatif.

Appendix Task Guidelines and Rubrics 11

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Digital Learning Media				
CODE	SPI 61045	ECT	3	SEMESTER	7
LECTURER	Putri Kumala Dewi, M.Pd				
TASK FORM					
Producing digital-based Indonesian language learning media for educational games.					
COURSE LEARNING OUTCOME					
Skilled in producing digital-based Indonesian language learning media for educational games.					
DESCRIPTION					
In the form of groups, students produce digital-based Indonesian language learning media for educational games.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students are formed into small groups of 2-3 students. Each group produces digital-based Indonesian language learning media for educational games. The platform that can be used are: Nearpod, Wordwall, Genially, Quizwhizzer, Kahoot, Quizizz, Peardeck, atau sejenisnya. Media links collected via Google Classroom at meeting 13. 					
OUTCOMES					
<ol style="list-style-type: none"> Object : digital-based learning media for educational games. Outcome: students skilled in producing digital-based Indonesian language learning media for educational games. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Content eligibility	Does the content of the digital learning media consist of questions, stimuli, or cases to build student learning interactions?				
Compatibility with basic competencies	Is the content of the digital learning media in accordance with the basic competencies?				
Compatibility with learning theory	Is the systematic content of digital learning media according to the chosen learning theory?				
Compliance with instructional aspects	Is the content of digital learning media in accordance with the instructional aspects (basic competencies, learning objectives, and aspects of learner psychology, the role of teachers, principles of effective learning)?				

Conformity to the principle of ACTION (Access, Cost, Technology, Interactivity, Organization, Novelty)	Is digital learning media developed based on the principles of ACTION?				
Creativity	Are the digital learning media content developed creatively and attract students' interest?				
Integrity	Does each group create their own digital learning media?				
Responsibility	Does each group produce digital learning media according to the instructions and collect them on time?				

TIMES


Meeting 13

OTHERS : -

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2. Arifah, Nur. 2013. Pemanfaatan Media Video Pembelajaran “Gempa Bumi” pada Matapelajaran Bahasa Indonesia untuk Meningkatkan Hasil Belajar Menyimak Siswa Kelas VIII SMPLB-B Dharma Wanita Sidoarjo. *Jurnal Mahasiswa Teknologi Pendidikan*. 1(1), 67—82
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Appendix Task Guidelines and Rubrics 12

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Digital Learning Media				
CODE	SPI 61045	ECT	3	SEMESTER	7
LECTURER	Putri Kumala Dewi, M.Pd				
TASK FORM					
Producing digital-based Indonesian learning media for attitude assessment.					
COURSE LEARNING OUTCOME					
Skilled in producing digital-based Indonesian language learning media for attitude assessment.					
DESCRIPTION					
In the form of groups, students produce digital-based Indonesian language learning media for attitude assessment.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students are formed into small groups of 2-3 students. Each group produces digital-based Indonesian language learning media for attitude assessment. The platforms that can be used are: Answer Garden, Tricider, Slido, Polleverywhere, Survey Monkey, Poll Junkey, Zoho Forms, or other platforms. Media links collected via Google Classroom at meeting 14. 					
OUTCOMES					
<ol style="list-style-type: none"> Object : Digital learning media for attitude assessment. Outcome: students skilled in producing digital-based Indonesian language learning media for attitude assessment. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Content eligibility	Does the content of the digital learning media consist of questions, stimuli, or cases to build student learning interactions?				
Compatibility with basic competencies	Is the content of the digital learning media in accordance with the basic competencies?				
Compatibility with learning theory	Is the systematic content of digital learning media according to the chosen learning theory?				
Compliance with instructional aspects	Is the content of digital learning media in accordance with the instructional aspects (basic competencies, learning objectives, and aspects of learner psychology, the role of teachers, principles of effective learning)?				

Conformity to the principle of ACTION (Access, Cost, Technology, Interactivity, Organization, Novelty)	Is digital learning media developed based on the principles of ACTION?				
Creativity	Are the digital learning media content developed creatively and attract students' interest?				
Integrity	Does each group create their own digital learning media?				

TIMES


Meeting 14

OTHERS : -

REFERENCES

1. Anwariningsih, Sri Huning dan Sri Ernawati. 2013. Development of Interactive Media for ICT Learning at Elementary School Based on Student Self Learning. *Journal of Education and Learning*. 7(2),121—128.
2. Arifah, Nur. 2013. Pemanfaatan Media Video Pembelajaran “Gempa Bumi” pada Matapelajaran Bahasa Indonesia untuk Meningkatkan Hasil Belajar Menyimak Siswa Kelas VIII SMPLB-B Dharma Wanita Sidoarjo. *Jurnal Mahasiswa Teknologi Pendidikan*. 1(1), 67—82
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14. Smaldino, Sharon E., Deborah, L. Lowther, dan James, D. Russel. 2014. *Instructional Technology and Media for Learning*. Jakarta: Kencana Prenada Media Group.
15. Triyanto. 2011. *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik*. Jakarta: Prestasi Pustaka.
16. Uno, Hamzah B. 2011. *Model Pembelajaran: Menciptakan Proses Belajar yang Kreatif dan Efektif*. Jakarta: PT Bumi Aksara.
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Appendix Task Guidelines and Rubrics 13

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
STUDENT TASK GUIDELINE					
COURSE TITLE	Digital Learning Media				
CODE	SPI 61045	ECT	3	SEMESTER	7
LECTURER	Putri Kumala Dewi, M.Pd				
TASK FORM					
Producing digital-based Indonesian language learning media for knowledge and skill assessment.					
COURSE LEARNING OUTCOME					
Skilled in producing digital-based Indonesian language learning media for knowledge and skill assessment.					
DESCRIPTION					
In the form of groups, students produce digital-based Indonesian language learning media for knowledge and skill assessment.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students are formed into small groups of 2-3 students. 2. Each group produces digital-based Indonesian language learning media for knowledge and skill assessment. The platforms that can be used are: Socrative, Testmoz, Propofs, Exam.net, Typeform, Edubox, Class Maker, Rubistar, atau sejenisnya. 3. Media links collected via Google Classroom at meeting 15. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : Digital learning media for knowledge and skill assessment. b. Outcome: Students skilled in producing digital-based Indonesian language learning media for knowledge and skill assessment. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Content eligibility	Does the content of the digital learning media consist of questions, stimuli, or cases to build student learning interactions?				
Compatibility with basic competencies	Is the content of the digital learning media in accordance with the basic competencies?				
Compatibility with learning theory	Is the systematic content of digital learning media according to the chosen learning theory?				
Compliance with instructional aspects	Is the content of digital learning media in accordance with the instructional aspects (basic competencies, learning objectives, and aspects of learner psychology, the role of teachers, principles of effective learning)?				

Conformity to the principle of ACTION (Access, Cost, Technology, Interactivity, Organization, Novelty)	Is digital learning media developed based on the principles of ACTION?				
Creativity	Are the digital learning media content developed creatively and attract students' interest?				
Integrity	Does each group create their own digital learning media?				

TIMES


Meeting 15

OTHERS : -

REFERENCES

- Anwariningsih, Sri Huning dan Sri Ernawati. 2013. Development of Interactive Media for ICT Learning at Elementary School Based on Student Self Learning. *Journal of Education and Learning*. 7(2),121—128.
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Appendix Task Guidelines and Rubrics 14

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Digital Learning Media				
CODE	SPI 61045	ECT	3	SEMESTER	7
LECTURER	Putri Kumala Dewi, M.Pd				
TASK FORM					
Final Test					
COURSE LEARNING OUTCOME					
Skilled in prenstating					
DESCRIPTION					
In the form of groups, students present the types of digital learning media that have been created during the 9 th -15 th meeting along with their optimization steps in learning Indonesian language.					
METHOD OF COMPLETION					
1. Each group presents the types of digital learning media that have been created during the 9 th -15 th meeting along with their optimization steps in learning Indonesian language. 2. Other groups provide feedback.					
OUTCOMES					
a. Object : oral presentation. b. Outcome: students skilled in presenting the types of digital learning media that have been created during the 9 th -15 th meeting along with their optimization steps in learning Indonesian language.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Material mastery	Is each group able to master the presented material?				
Clarity of material presentation	Is the material explained clearly and easily understood by the audience?				
Communicative	Do the students use communicative language when presenting and answering the questions?				
Skills in using media to support presentations	Is each group skilled in using media to support presentations?				
The attractiveness of the presentation	Is the material packaged into an interesting presentation?				
Fluency	Is each group able to present the material and answer the audience's questions smoothly?				
TIMES					
Meeting 16					
OTHERS : -					

REFERENCES

1. Anwariningsih, Sri Huning dan Sri Ernawati. 2013. Development of Interactive Media for ICT Learning at Elementary School Based on Student Self Learning. *Journal of Education and Learning*. 7(2),121—128.
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15. Rusman. 2011. *Model-model Pembelajaran: Mengembangkan Profesionalisme Guru*. Jakarta: Rajawali Pers.
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