

Module/ Course Title: Learning Media of Indonesian Language and Literature					
Module /Course code SPI62016	student workload 119 hours	Credits (ECTS) 3/4,5	Semester 4	Frequency Every Year (January)	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 Learning Planning of Indonesian Language and Literature				
3	<p>Course Description : This course is focused on mastering, explaining, and formulating the basic concept of language learning media, formulating the types of digital media and the characteristics and criteria for selecting language learning media, constructing the relation between the language learning media and the theory of learning, analyzing the basic concept of learning and teaching, the types of learning, the phase of learning, the learning behavior, the theory of learning, and its relation with the learning media, analyzing and designing the language learning media according to the instructional aspects (basic competencies, learning objectives, and the learner psychological aspect), the role of teacher, the principle of effective learning, and the principle of ACTION, planning and producing digital-based Indonesian language learning media and designing the optimization strategy in learning.</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 3: Graduates are expected to know the principles of pedagogy and technology within the framework of TPACK (Technological Pedagogical Content Knowledge) for learning Indonesian at high school levels. ILOs 5: Graduates are expected to apply critical, evaluative, and innovative thinking in the context of the development or implementation of science and technology in the fields of education. ILOs 9: Graduates are expected to be able to analyze and apply theories, concepts, approaches in learning Indonesian language and literature and produce new learning media for learning Indonesian language and literature. <p>Courses Learning Outcomes (CLO)</p> <ol style="list-style-type: none"> Explaining the definition, objectives, functions, important values, and the theoretical basis of language learning media. Explaining the types of digital media, the characteristics, and the criteria for selecting language learning media. Explaining the relation between the language learning media and the theory of learning. Formulating the basic concept of learning and teaching, types of learning, phase of learning, the learning behavior, theory of learning, and its relation with learning media. Explaining the compatibility between the types of language learning media and the basic competencies, learning objectives, learner psychological aspects, roles of teacher, learning theories, the principles of ACTION, and the principles of effective learning. Explaining the procedure of developing language learning media (planning, producing, practicing). Arranging the plan, production, and digital-based media application.. 				


4	<p>Subject aims/ Content</p> <ol style="list-style-type: none"> Week 1 : Contract of the study Week 2 : Students are able to identify, correlate, explain, formulate the definition, objectives, functions, values, and the theoretical basis of language learning media. Week 3 : Students are able to identify, correlate, explain, formulate the types of digital media and the characteristics of digital media and the criteria of selecting language learning media. Week 4 : Students are able to analyze, explain, and construct the basic concept of learning and teaching, types of learning, phase of learning, learning behavior, and the relation between language learning media and learning theories. Week 5 : Students are able to classify, analyze, detail, design a learning optimization strategy with language learning media and its development procedures. Week 6 : Quiz (material from meeting 1-6). Week 7 : Students are able to analyze and design language learning media using instructional analysis. Week 8 : Mid Term Test. Week 9-10 : Students are able to create Indonesian language learning media part 1: digital visual media. Week 11: Students are able to create Indonesian language learning media part 2 : audio media. Week 12-13 : Students are able to create Indonesian language learning media part 3 : audiovisual media. Week 14-15 : Students are able to create Indonesian language learning media part 4 : multimedia. Week 16 : Final Test. 																																
4	<p>Teaching methods Lectures, discussion, <i>project based learning</i></p>																																
5	<p>Assessment methods</p> <ol style="list-style-type: none"> 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. Structured tasks. The assessment is taken from student assignments starting 2—15 meetings. Quiz. The quiz is held at the 6th meeting in the form of a written test. The test material is taken from the meeting material 2—5. Mid-term test. The Mid-term test is held at the 8th meeting in the form of a written test. The test material is taken from meeting materials 2—7. Final examination. The Final Examination is held at the 16th meeting in the form of a project. Students collect the lesson plan media which created in meeting 9—15. <p>Assessment summary</p> <table border="1" data-bbox="204 1373 1449 1877"> <thead> <tr> <th>Assessment Task</th> <th>Task Type</th> <th>Due</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>Attendance and Class Participation</td> <td></td> <td>Throughout the course</td> <td>10%</td> </tr> <tr> <td>Structured tasks 1</td> <td>Summative</td> <td>Meeting 2—5</td> <td>5%</td> </tr> <tr> <td>Structured tasks 2</td> <td>Summative</td> <td>Meeting 7 and 9—15</td> <td>15%</td> </tr> <tr> <td>Quiz</td> <td>Summative</td> <td>Meeting 6</td> <td>15%</td> </tr> <tr> <td>Mid Term Test</td> <td>Summative</td> <td>Meeting 8</td> <td>25%</td> </tr> <tr> <td>Final Test</td> <td>Formative</td> <td>Meeting 16</td> <td>30%</td> </tr> <tr> <td colspan="3" style="text-align: center;">TOTAL</td> <td>100%</td> </tr> </tbody> </table>	Assessment Task	Task Type	Due	Weighting	Attendance and Class Participation		Throughout the course	10%	Structured tasks 1	Summative	Meeting 2—5	5%	Structured tasks 2	Summative	Meeting 7 and 9—15	15%	Quiz	Summative	Meeting 6	15%	Mid Term Test	Summative	Meeting 8	25%	Final Test	Formative	Meeting 16	30%	TOTAL			100%
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6	<p>This module is used in the following degree programmes as well : (Yes)</p>																																
7	<p>Responsibility for module: Heni Dwi Arista, M.Pd.</p>																																
8	<p>Other information: Lectures use primary references such as journals, books and learning resources as follows.</p>																																

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. Cranmer, David dan Clement, Laroy. 2002. *Musical Openings: Using Music in the Language Classroom*. UK: Logman Group.
7. Dewi, Putri Kumala dan Nia, Budiana. 2018. *Media Pembelajaran Bahasa: Aplikasi Teori Belajar dan Strategi Pengoptimalan Pembelajaran*. Malang: UB Press
8. Han, Weilin, Dicky, Susanto, et al. 2017. *Literasi Numerasi*. Jakarta : Kementerian Pendidikan dan Kebudayaan.
9. 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
10. Mayer, E. Richard. 2009. *Multimedia Learning*. Yogyakarta: Pustaka Pelajar
11. Muliawan, Jasa Ungguh. 2016. *45 Model Pembelajaran Spektakuler*. Yogyakarta: Ar-Ruzz Media.
12. Munadi, Yudhi. 2013. *Media Pembelajaran: Sebuah Pendekatan Baru*. Jakarta: Referensi.
13. Nasrullah, Rullie, Wahyu, Aditya, et al. 2017. *Literasi Digital*. Jakarta: Kemendikbud.
14. Nasution, Muhammad Irwan Padli. 2016. Strategi Pembelajaran Efektif Berbasis Mobile Learning pada Sekolah Dasar. *Jurnal Iqra’*. 10(1), 34—49
15. Norton, Donna E., dan Saundra, Norton. 1994. *Language Arts Activities*. New York: Macmillan College Publishing Company.
16. Permendikbud No. 37 Tahun 2018 tentang Kompetensi Inti dan Kompetensi Dasar Bahasa Indonesia SD/MI, SMP/MTS, SMA/MA.
17. Pranowo. 2017. *Teori Belajar Bahasa untuk Guru Bahasa dan Mahasiswa Jurusan Bahasa*. Yogyakarta: Pustaka Pelajar.
18. 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
19. Rusman. 2011. *Model-model Pembelajaran: Mengembangkan Profesionalisme Guru*. Jakarta: Rajawali Pers.
20. Sadiman, S. Arief, et al. 2014. *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*. Jakarta: Raja Grafindo Persada
21. Saryono, Djoko, Gufran, Ali Ibrahim, Liliana, Muliastuti, et al. 2017. *Literasi Baca Tulis*. Jakarta: Kemendikbud.
22. Sukiman. 2012. *Pengembangan Media Pembelajaran*. Yogyakarta: Pedagogia.
23. Smaldino, Sharon E., Deborah, L. Lowther, dan James, D. Russel. 2014. *Instructional Technology and Media for Learning*. Jakarta: Kencana Prenada Media Group.
24. Triyanto. 2011. *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik*. Jakarta: Prestasi Pustaka.
25. Uno, Hamzah B. 2011. *Model Pembelajaran: Menciptakan Proses Belajar yang Kreatif dan Efektif*. Jakarta: PT Bumi Aksara.
26. Tim Penyusun. 2020. *E-Book 75 Artikel Strategi Mengajar Kreatif dan Interaktif*. 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	Learning Media of Indonesian Language and Literature				
CODE	SPI62016	ECT	3	SEMESTER	4
LECTURER	Heni Dwi Arista, M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Identify, correlate, explain, formulate the definition, objectives, functions, values, and theoretical basis of language learning media.					
DESCRIPTION					
Students are given the task to create a mind-map about the definition, objectives, functions, values, and theoretical basis of language learning media					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students create a page mind-map using <i>mind map applications, wise mapping, X.Mind, Orbit.Mind, Mindmeister, Draw.io</i>, or other similar applications. Mind-maps are provided with references. The mind-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 basic concept about the definition, objectives, functions, values, and theoretical basis of language 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 mind-map easy to understand?				
Accuracy in formulating new knowledge structures	Does the mind-map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect mind-maps according to instructions?				
TIMES					
Meeting 2					
OTHERS : -					

REFERENCES

1. Dewi, Putri Kumala dan Nia, Budiana. 2018. *Media Pembelajaran Bahasa: Aplikasi Teori Belajar dan Strategi Pengoptimalan Pembelajaran*. Malang: UB Press
2. Han, Weilin, Dicky, Susanto, et al. 2017. *Literasi Numerasi*. Jakarta : Kementerian Pendidikan dan Kebudayaan.
3. 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
4. Mayer, E. Richard. 2009. *Multimedia Learning*. Yogyakarta: Pustaka Pelajar
5. Muliawan, Jasa Ungguh. 2016. *45 Model Pembelajaran Spektakuler*. Yogyakarta: Ar-Ruzz Media.
6. Munadi, Yudhi. 2013. *Media Pembelajaran: Sebuah Pendekatan Baru*. Jakarta: Referensi.
7. Nasrullah, Rullie, Wahyu, Aditya, et al. 2017. *Literasi Digital*. Jakarta: Kemendikbud.
8. Sadiman, S. Arief, et al. 2014. *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*. Jakarta: Raja Grafindo Persada
9. Saryono, Djoko, Gufran, Ali Ibrahim, Liliana, Muliastuti, et al. 2017. *Literasi Baca Tulis*. Jakarta: Kemendikbud.
10. Sukiman. 2012. *Pengembangan Media Pembelajaran*. Yogyakarta: Pedagogia.
11. 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	Learning Media of Indonesian Language and Literature				
CODE	SPI62016	ECT	3	SEMESTER	4
LECTURER	Heni Dwi Arista, M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Identify, correlate, explain, and formulate the types of digital media with the characteristics and the criteria of selecting language learning media.					
DESCRIPTION					
Students are given the task to create a mind-map about the types of digital media with the characteristics and the criteria of selecting language learning media.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students create a page of mind-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 applications. Mind-maps are provided with references. The mind-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 understand the types of digital media with the characteristics and the criteria of selecting language 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 mind-map easy to understand?				
Accuracy in formulating new knowledge structures	Does the mind-map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect mind-maps according to instructions?				
TIMES					
Meeting 3					

OTHERS : -

REFERENCES

1. Dewi, Putri Kumala dan Nia, Budiana. 2018. Media Pembelajaran Bahasa: Aplikasi Teori Belajar dan Strategi Pengoptimalan Pembelajaran. Malang: UB Press
2. Han, Weilin, Dicky, Susanto, et al. 2017. Literasi Numerasi. Jakarta : Kementerian Pendidikan dan Kebudayaan.
3. 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
4. Mayer, E. Richard. 2009. *Multimedia Learning*. Yogyakarta: Pustaka Pelajar
5. Muliawan, Jasa Ungguh. 2016. 45 Model Pembelajaran Spektakuler. Yogyakarta: Ar-Ruzz Media.
6. Munadi, Yudhi. 2013. *Media Pembelajaran: Sebuah Pendekatan Baru*. Jakarta: Referensi.
7. Nasrullah, Rullie, Wahyu, Aditya, et al. 2017. *Literasi Digital*. Jakarta: Kemendikbud.
8. Sadiman, S. Arief, et al. 2014. *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*. Jakarta: Raja Grafindo Persada
9. Saryono, Djoko, Gufran, Ali Ibrahim, Liliana, Muliastuti, et al. 2017. *Literasi Baca Tulis*. Jakarta: Kemendikbud.
10. Sukiman. 2012. *Pengembangan Media Pembelajaran*. Yogyakarta: Pedagogia.
11. 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	Learning Media of Indonesian Language and Literature				
CODE	SPI62016	ECT	3	SEMESTER	4
LECTURER	Heni Dwi Arista, M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Analyze, explain, and construct the basic concept of learning and teaching, types of learning, phase of learning, learning behavior, and the relation between language learning media and learning theories.					
DESCRIPTION					
Students are given the task to create a mind-map about the basic concept of learning and teaching, types of learning, phase of learning, learning behavior, and the relation between language learning media and learning theories.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students create a page of mind-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 applications. Mind-maps are provided with references. The mind-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 skilled in classifying the concept of learning and teaching, types of learning, phase of learning, learning behavior, and the relation between language learning media and learning theories 					
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 mind-map easy to understand?				
Accuracy in formulating new knowledge structures	Does the mind-map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect mind-maps according to instructions?				
TIMES					
Meeting 4					

OTHERS : -

REFERENCES

1. Dewi, Putri Kumala dan Nia, Budiana. 2018. Media Pembelajaran Bahasa: Aplikasi Teori Belajar dan Strategi Pengoptimalan Pembelajaran. Malang: UB Press
2. Han, Weilin, Dicky, Susanto, et al. 2017. Literasi Numerasi. Jakarta : Kementerian Pendidikan dan Kebudayaan.
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4. Mayer, E. Richard. 2009. *Multimedia Learning*. Yogyakarta: Pustaka Pelajar
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6. Munadi, Yudhi. 2013. *Media Pembelajaran: Sebuah Pendekatan Baru*. Jakarta: Referensi.
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8. Sadiman, S. Arief, et al. 2014. *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*. Jakarta: Raja Grafindo Persada
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10. Sukiman. 2012. *Pengembangan Media Pembelajaran*. Yogyakarta: Pedagogia.
11. 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 4

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Learning Media of Indonesian Language and Literature				
CODE	SPI62016	ECT	3	SEMESTER	4
LECTURER	Heni Dwi Arista, M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Classify, analyze, detail, design a learning optimization strategy with language learning media and its development procedures.					
DESCRIPTION					
Students are given the task to create a mind-map about the principle of effective learning, role of teacher and learner, the optimization strategy in learning using learning media.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students create a page of mind-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 applications. Mind-maps are provided with references. The mind-map is collected in Google Classroom in PDF or JPEG format as a ticket for the 5th meeting. 					
OUTCOMES					
<ol style="list-style-type: none"> Object : mind map Outcome: students understands the principle of effective learning, role of teacher and learner, the optimization strategy in learning using 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 mind-map easy to understand?				
Accuracy in formulating new knowledge structures	Does the mind-map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect mind-maps according to instructions?				
TIMES					
Meeting 5					
OTHERS : -					

REFERENCES


1. Dewi, Putri Kumala dan Nia, Budiana. 2018. *Media Pembelajaran Bahasa: Aplikasi Teori Belajar dan Strategi Pengoptimalan Pembelajaran*. Malang: UB Press
2. Han, Weilin, Dicky, Susanto, et al. 2017. *Literasi Numerasi*. Jakarta : Kementerian Pendidikan dan Kebudayaan.
3. 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
4. Mayer, E. Richard. 2009. *Multimedia Learning*. Yogyakarta: Pustaka Pelajar
5. Muliawan, Jasa Ungguh. 2016. *45 Model Pembelajaran Spektakuler*. Yogyakarta: Ar-Ruzz Media.
6. Munadi, Yudhi. 2013. *Media Pembelajaran: Sebuah Pendekatan Baru*. Jakarta: Referensi.
7. Nasrullah, Rullie, Wahyu, Aditya, et al. 2017. *Literasi Digital*. Jakarta: Kemendikbud.
8. Sadiman, S. Arief, et al. 2014. *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*. Jakarta: Raja Grafindo Persada
9. Saryono, Djoko, Gufran, Ali Ibrahim, Liliana, Muliastuti, et al. 2017. *Literasi Baca Tulis*. Jakarta: Kemendikbud.
10. Sukiman. 2012. *Pengembangan Media Pembelajaran*. Yogyakarta: Pedagogia.
11. Smaldino, Sharon E., Deborah, L. Lowther, dan James, D. Russel. 2014. *Instructional Technology and Media for Learning*. Jakarta: Kencana Prenada Media Group.
12. Triyanto. 2011. *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik*. Jakarta: Prestasi Pustaka.
13. Uno, Hamzah B. 2011. *Model Pembelajaran: Menciptakan Proses Belajar yang Kreatif dan Efektif*. Jakarta: PT Bumi Aksara.
14. Tim Penyusun. 2020. *E-Book 75 Artikel Strategi Mengajar Kreatif dan Interaktif*. Bandung : Kelas Kreatif.

Appendix Task Guidelines and Rubrics 5

	<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	Learning Media of Indonesian Language and Literature				
CODE	SPI62016	ECT	3	SEMESTER	4
LECTURER	Heni Dwi Arista, M.Pd				
TASK FORM					
Quiz					
COURSE LEARNING OUTCOME					
Understanding the 2 nd – 5 th meeting materials					
DESCRIPTION					
Students attend written quiz. Quiz materials are taken from the 2 nd – 5 th meetings.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students take quizzes in the form of individual written tests. 2. The questions consist of 35 in total, and are multiple-choice form. 3. The quiz is conducted using the Quizizz platform. 4. The working time to do the quiz is 60 minutes. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : written test b. Outcome: students understand the 2nd – 5th meeting materials. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
The quiz score is obtained from the number of correct answers x 3,33.					
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. 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 CharactereducationThrough 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. Cranmer, David dan Clement, Laroy. 2002. Musical Openings: Using Music in the Language Classroom. UK: Logman Group. 7. Dewi, Putri Kumala dan Nia, Budiana. 2018. Media Pembelajaran Bahasa: Aplikasi Teori Belajar dan Strategi Pengoptimalan Pembelajaran. Malang: UB Press 					

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Appendix Task Guidelines and Rubrics 6

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Learning Media of Indonesian Language and Literature				
CODE	SPI62016	ECT	3	SEMESTER	4
LECTURER	Heni Dwi Arista, M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Analyse and design the language learning media using instructional analysis.					
DESCRIPTION					
Students are given the task to create a mind-map about the procedure of developing language learning media, instructional analysis and its compatibility with the media types, compatibility analysis between the types of language learning media and the basic competencies, learning objectives, and learner psychological aspects.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students create a page of mind-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 applications. Mind-maps are provided with references. The mind-map is collected in Google Classroom in PDF or JPEG format as a ticket for the 7th meeting. 					
OUTCOMES					
<ol style="list-style-type: none"> Object : Mind map Outcome: students skilled to analyse the procedure of developing language learning media, instructional analysis and its compatibility with the media types, compatibility analysis between the types of language learning media and the basic competencies, learning objectives, and learner psychological aspects. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Concept identification accuracy	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating between concepts	Can students relate a concept to another?				
Accuracy of explaining the concept	Is the content of the mind-map easy to understand?				
The accuracy of formulating new knowledge structures	Does the mind-map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect mind-maps according to instructions?				
TIMES					
Meeting 7					
OTHERS : -					

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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	Learning Media of Indonesian Language and Literature				
CODE	SPI62016	ECT	3	SEMESTER	4
LECTURER	Heni Dwi Arista, M.Pd				
TASK FORM					
Mid Term Test					
COURSE LEARNING OUTCOME					
Undersntanding the material from meeting 2—7					
DESCRIPTION					
Students attend the written mid-term test. The material is taken from the 2 nd – 7 th meeting materials.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students do the mid-term test in the form of an individual written test. 2. Multiple choice questions with 50 questions. 3. The mid term test is carried out using the G. Classroom platform. 4. The working time to do the mid-term test is 90 minutes. 					
OUTCOMES					
a. Object : written test					
b. Outcome: the students understand the 2 nd – 7 th meeting materials.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
The mid-term test score is obtained from the number of correct answers x 2.					
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. 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, Doughlas 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 CharactereducationThrough 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. Cranmer, David dan Clement, Laroy. 2002. Musical Openings: Using Music in the Language Classroom. UK: Logman Group. 7. Dewi, Putri Kumala dan Nia, Budiana. 2018. Media Pembelajaran Bahasa: Aplikasi Teori Belajar dan Strategi Pengoptimalan Pembelajaran. Malang: UB Press 					


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21. Saryono, Djoko, Gufran, Ali Ibrahim, Liliana, Muliastuti, et al. 2017. Literasi Baca Tulis. Jakarta: Kemendikbud.
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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	Learning Media of Indonesian Language and Literature						
CODE	SPI62016	ECT	3	SEMESTER	4		
LECTURER	Heni Dwi Arista, M.Pd						
TASK FORM							
Digital visual media							
COURSE LEARNING OUTCOME							
Skilled in creating Indonesian language learning media part 1: digital visual media.							
DESCRIPTION							
Individual task, students create Indonesian language learning media part 1: digital visual media.							
METHOD OF COMPLETION							
Each of student creates Indonesian language learning media part 1: digital visual media, which assigned in meeting 7.							
OUTCOMES							
a. Object : digital visual media b. Outcome: students skilled in creating Indonesian language learning media part 1: digital visual media.							
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING							
ASPECT		DESCRIPTOR		Performance Achievement Score			
				1	2	3	4
The accuracy of digital visual media procedures		Are the digital visual media procedures appropriate?					
Completeness of digital visual media procedures		Are digital visual media procedures complete?					
Suitability of digital visual media procedures		Are digital visual media procedures suitable?					
Honesty		Do students work on their own assignments, do not cheat, do not plagiarize?					
TIMES							
Meeting 9							
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. 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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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	Learning Media of Indonesian Language and Literature				
CODE	SPI62016	ECT	3	SEMESTER	4
LECTURER	Heni Dwi Arista, M.Pd				
TASK FORM					
Audio media					
COURSE LEARNING OUTCOME					
Skilled in creating Indonesian language learning media part 2 : audio media .					
DESCRIPTION					
Individual task, students create Indonesian language learning media part 2 : audio media.					
METHOD OF COMPLETION					
Each students create Indonesian language learning media part 2 : audio media which assigned from the meeting 7					
OUTCOMES					
a. Object : audio media					
b. Outcome: students skilled in creating Indonesian language learning media part 2 : audio media					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT		DESCRIPTOR		Performance Achievement Score	
				1	2
				3	4
Audio media procedure accuracy	Is the audio media procedure correct?				
Completeness of audio media procedures	Is the audio media procedure complete?				
Compliance with audio media procedures	Is the procedure for audio media appropriate?				
Honesty	Do students work on their own assignments, do not cheat, do not plagiarize?				
TIMES					
Meeting 10-11					
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. 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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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	Learning Media of Indonesian Language and Literature						
CODE	SPI62016	ECT	3	SEMESTER	4		
LECTURER	Heni Dwi Arista, M.Pd						
TASK FORM							
Audiovisual media							
COURSE LEARNING OUTCOME							
Skilled in creating Indonesian language learning media part 3 : audiovisual media.							
DESCRIPTION							
Individual task, students create Indonesian language learning media part 3 : audiovisual media.							
METHOD OF COMPLETION							
Each student creates Indonesian language learning media part 3: audiovisual media which assigned from the meeting .							
OUTCOMES							
c. Object : audiovisual media							
d. Outcome: students skilled in creating Indonesian language learning media part 3: audiovisual media.							
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING							
ASPECT		DESCRIPTOR		Performance Achievement Score			
				1	2	3	4
The accuracy of audiovisual media procedures		Is the procedure for audiovisual media appropriate?					
Completeness of audiovisual media procedures		Is the procedure for audiovisual media complete?					
Suitability of audiovisual media procedures		Are the procedures for audiovisual media suitable?					
Honesty		Do students work on their own assignments, not cheating, not plagiarizing?					
TIMES							
Meeting 12-13							
OTHERS : -							
REFERENCES							
<ol style="list-style-type: none"> 1. Anwaringsih, 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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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	Learning Media of Indonesian Language and Literature Learning						
CODE	SPI62016	ECT	3	SEMESTER	4		
LECTURER	Heni Dwi Arista, M.Pd						
TASK FORM							
Multimedia							
COURSE LEARNING OUTCOME							
Skilled in creating Indonesian language learning media part 4 : multimedia							
DESCRIPTION							
Individual task, students create Indonesian language learning media part 4 : multimedia.							
METHOD OF COMPLETION							
Each students create Indonesian language learning media part 4 : multimedia. Which assigned from meeting 7							
OUTCOMES							
e. Object : multimedia							
f. Outcome: students skilled in creating Indonesian language learning media part 4 : multimedia							
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING							
ASPECT		DESCRIPTOR		Performance Achievement Score			
				1	2	3	4
Multimedia media accuracy		Is the procedure for Multimedia appropriate?					
Completeness of Multimedia procedures		Is the procedure for Multimedia complete?					
Multimedia comformity		Is the procedure for Multimedia suitable?					
Honesty		Do students work on their own assignments, not cheating, not plagiarizing?					
TIMES							
Meeting 14-15							
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. 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, Doughlas 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 CharactereducationThrough E-Comic in Elementary School. International Journal of Education and Research. 3(9), 369—386 							

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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	Learning Media of Indonesian Language and Literature				
CODE	SPI62016	ECT	3	SEMESTER	4
LECTURER	Heni Dwi Arista, M.Pd				
TASK FORM					
Final Test					
COURSE LEARNING OUTCOME					
Skilled in designing the plan, production, and digital-based application.					
DESCRIPTION					
Individual task, students design the plan, production, and digital-based application.					
METHOD OF COMPLETION					
1. Designing the plan, production, and digital-based application which prepared from the meeting 9-15. 2. The project is created in accordance to the procedure.					
OUTCOMES					
a. Object : plan, production, and digital-based media application b. Outcome: students skilled in planning and producing digital-based Indonesian language learning media and designing optimization strategies in learning. .					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Mastery of digital-based Indonesian learning media and design optimization strategies in learning	Can each individual master digital-based Indonesian language learning media and design optimization strategies in learning?				
Clarity of digital-based Indonesian language learning media and designed optimization strategies in learning	Is each individual clear in creating digital-based Indonesian language learning media and designed optimization strategies in learning?				
Digital-based communicative learning media in Indonesian and design optimization strategies in learning	Is the language conveyed in the learning media communicative?				
Skills in using digital-based Indonesian language learning media	Is every individual skilled in using digital-based Indonesian language learning media?				
The appeal of digital-based Indonesian learning media	Is the media designed for digital-based Indonesian learning attractive?				
TIMES					

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