

Module/ Course Title : Learning Strategies of Indonesian Language and Literature					
Module /Course code SPI61011	student workload 119 hours	Credits (sks/ECTS) 3/4,5	Semester 3	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 : -				
3	<p>Course Description : This course focuses of changing the learning paradigm from teacher centered to student centered, but good classroom management remains the teacher's responsibility. Especially now that teachers are faced with the 21st century which demands them to follow the development of science and technology. For Indonesian language teachers, teachers are faced with the big data era which makes them have to think about learning strategies based on data literacy, digital literacy, and character education. Other factors that must be considered in designing learning strategies include student characteristics, basic competencies, teaching materials, time allocation, learning facilities, and the competence of teachers to apply these strategies in teaching and learning activities.</p> <p>Intended Learning Outcomes (ILO)</p> <ol style="list-style-type: none"> 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, Indonesian linguistics, literature, and language skills. 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, Indonesian language, and literature. 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 designs or models for learning Indonesian language and literature. <p>Courses Learning Outcomes (CLO)</p> <ol style="list-style-type: none"> Understand, find out, discuss, and explain the nature of language learning strategies, terms of learning strategies, and paradigms of language learning contexts. Understand, discuss, and explain the stages and objectives of language learning activities, perspectives on effective language learning, as well as communication strategies and motivate students in learning. Understand, discuss, and explain the challenges and opportunities of education in the era of the industrial revolution, HOTS-based learning, the work ethic of teachers in the 21st century, and the art of teaching in the 21st century. Identify, discuss, and explain the classification of language learning strategies. Designing Indonesian language learning based on innovative learning strategies. 				
4	<p>Subject aims/ Content(s)</p> <ol style="list-style-type: none"> Week 1: Contract for semester lectures Week 2: Understand, find out, discuss, and explain the nature of language learning strategies, terms of learning strategies, and language learning paradigms Week 3: Understand, discuss, and explain the stages and objectives of language learning activities, effective language learning perspectives, as well as communication strategies and motivating students in learning Week 4: Understand, discuss, and explain the challenges and opportunities of education in the industrial revolution era, the work ethic of teachers in the 21st century, and the art of teaching in the 21st century Week 5-6 : Understand, discuss, explain, and design HOTS-based learning strategies Week 7: QUIZ material 2-6 Week 8: Mid-Term test 				

	<p>8. Week 9-10: Understand, discuss, explain, and design learning strategies based on character education</p> <p>9. Week 11: Understand, discuss, and explain literacy-based learning</p> <p>10. Week 12 : Understand, discuss, explain, and design digital-based learning strategies</p> <p>11. Week 13 : Understand, discuss, explain, and design learning strategies based on multiculturalism education</p> <p>12. Week 14-15: Observing cases/problems of language learning in schools and designing HOTS-based language learning strategies/character education/literacy/digital/multiculturalism education</p> <p>13. Week 16: UAS (Final Test)</p>																																
4	<p>Teaching methods</p> <p>Lectures, discussion, project-based learning</p>																																
5	<p>Assessment methods</p> <ol style="list-style-type: none"> Attendance and class 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 at 2-15 meetings. Quiz. The quiz is held at meeting 7 in the form of a written test. The test material is taken from meeting materials 2-6. 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 test. The Final test is held at the 16th meeting in the form of a project. Students collect the results of the design of learning strategies that have been made at 9-15 meetings. <p>Assessment summary</p> <table border="1"> <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 task 1</td> <td>Summative</td> <td>Meeting 2—3</td> <td>5%</td> </tr> <tr> <td>Structured task 2</td> <td>Summative</td> <td>Meeting 4—15</td> <td>15%</td> </tr> <tr> <td>Quiz</td> <td>Summative</td> <td>Meeting 7</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 task 1	Summative	Meeting 2—3	5%	Structured task 2	Summative	Meeting 4—15	15%	Quiz	Summative	Meeting 7	15%	Mid Term Test	Summative	Meeting 8	25%	Final Test	Formative	Meeting 16	30%	TOTAL			100%
Assessment Task	Task Type	Due	Weighting																														
Attendance and Class Participation		Throughout the course	10%																														
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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 : Heni Dwi Arista, 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"> Buehl, Doug. 2001. Classroom Strategies for Interactive Learning. New York: International Reading Association. Djamarah, Syaiful Bahri, dan Aswan, Zain. Strategi Belajar Mengajar: Edisi Revisi. Jakarta: PT Rineka Cipta. Eggen, Paul, dan Don, Kauchak. 2012. Strategi dan Model Pembelajaran: Mengajarkan Konten dan Keterampilan Berpikir. Boston: Pearson Education Inc. Ghazali, A. Syukur. 2010. Pembelajaran Keterampilan Berbahasa dengan Pendekatan Komunikatif-Interaktif. Bandung: PT Refika Aditama. Hamzah, Amir. 2019. Etos Kerja Guru Era Revolusi Industri 4.0. Batu : CV Literasi Nusantara. Helmawati. 2019. Pembelajaran dan Penilaian Berbasis HOTS. Bandung: PT Remaja 																																

Rosdakarya.

7. Huda, Miftahul. 2013. Model-model Pengajaran dan Pembelajaran. Yogyakarta: Pustaka Pelajar.
8. Iskandarwassid, dan Dadang, Sunendar. 2009. Strategi Pembelajaran Bahasa. Bandung: PT Remaja Rosdakarya.
9. Mahfud, Choirul. 2011. Pendidikan Multikultural. Yogyakarta: Pustaka Pelajar.
10. Majid, Abdul. 2013. Strategi Pembelajaran. Bandung: PT Remaja Rosdakarya.
11. Norton, Donna E., dan Sandra, Norton. 1994. Language Arts Activities. New York: Macmillan College Publishing Company.
12. Sumardianta, J., Wahyu, Kris AW. 2018. Mendidik Generasi Z & A: Marwah Era Milenial Tuah Generasi Digital. Jakarta: PT Grasindo.
13. Suprihatiningrum, Jamil. 2013. Strategi Pembelajaran: Teori dan Aplikasi. Yogyakarta: Ar Ruzz Media.
14. Suyadi. 2018. Strategi Pembelajaran Pendidikan Karakter. Bandung : PT Remaja Rosdakarya.
15. Widiaworo, Erwin. 2019. Guru Ideal di Era Digital. Yogyakarta: Noktah.

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 Strategies of Indonesian Language and Literature				
CODE	SPI 61011	ECT	3	SEMESTER	3
LECTURE	Heni Dwi Arista, M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Able to understand, find out, discuss, and explain the nature of language learning strategies, terms of learning strategies, and language learning paradigms.					
DESCRIPTION					
Students are given the task of making mind map to understand, find out, discuss, and explain the nature of language learning strategies, terms of learning strategies, and language learning paradigms.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students create a 1-page mind-map/mind map using mind map applications, <i>wise mapping</i>, <i>X.Mind</i>, <i>Orbit.Mind</i>, <i>Mindmeister</i>, <i>Draw.io</i>, or similar mind-map-making applications. Mind maps are equipped with references. The Mind map is collected in Google Classroom in PDF or JPEG format as a ticket/requirement for meeting 2. 					
OUTCOMES					
<ol style="list-style-type: none"> Object : mind map Outcome: students understand, find out, discuss, and explain the nature of language learning strategies, terms of learning strategies, and language learning paradigms. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of Concept identification	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy 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?				
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 make and collect mind maps according to the instructions?				
TIMES					
Meeting 2					

OTHERS : -

REFERENCES

1. Buehl, Doug. 2001. Classroom Strategies for Interactive Learning. New York: International Reading Association.
2. Djamarah, Syaiful Bahri, dan Aswan, Zain. Strategi Belajar Mengajar: Edisi Revisi. Jakarta: PT Rineka Cipta.
3. Eggen, Paul, dan Don, Kauchak. 2012. Strategi dan Model Pembelajaran: Mengajarkan Konten dan Keterampilan Berpikir. Boston: Pearson Education Inc.
4. Ghazali, A. Syukur. 2010. Pembelajaran Keterampilan Berbahasa dengan Pendekatan Komunikatif-Interaktif. Bandung: PT Refika Aditama.
5. Hamzah, Amir. 2019. Etos Kerja Guru Era Revolusi Industri 4.0. Batu : CV Literasi Nusantara.
6. Helmawati. 2019. Pembelajaran dan Penilaian Berbasis HOTS. Bandung: PT Remaja Rosdakarya.
7. Huda, Miftahul. 2013. Model-model Pengajaran dan Pembelajaran. Yogyakarta: Pustaka Pelajar.
8. Iskandarwassid, dan Dadang, Sunendar. 2009. Strategi Pembelajaran Bahasa. Bandung: PT Remaja Rosdakarya.
9. Mahfud, Choirul. 2011. Pendidikan Multikultural. Yogyakarta: Pustaka Pelajar.
10. Majid, Abdul. 2013. Strategi Pembelajaran. Bandung: PT Remaja Rosdakarya.
11. Norton, Donna E., dan Saundra, Norton. 1994. Language Arts Activities. New York: Macmillan College Publishing Company.
12. Sumardianta, J., Wahyu, Kris AW. 2018. Mendidik Generasi Z & A: Marwah Era Milenial Tuah Generasi Digital. Jakarta: PT Grasindo.
13. Suprihatiningrum, Jamil. 2013. Strategi Pembelajaran: Teori dan Aplikasi. Yogyakarta: Ar Ruzz Media.
14. Suyadi. 2018. Strategi Pembelajaran Pendidikan Karakter. Bandung : PT Remaja Rosdakarya.
15. Widiasworo, Erwin. 2019. Guru Ideal di Era Digital. Yogyakarta: Noktah.

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 Strategies of Indonesian Language and Literature				
CODE	SPI 61011	ECT	3	SEMESTER	3
LECTURE	Heni Dwi Arista, M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Able to understand, discuss, and explain the stages and objectives of language learning activities, effective language learning perspectives, as well as communication strategies and motivate students in learning.					
DESCRIPTION					
Students are given the task of making mind-maps/mind map to understand, discuss, and explain the stages and objectives of language learning activities, effective language learning perspectives, as well as communication strategies and motivate students in learning.					
METHOD OF COMPLETION					
1. Students create a 1-page mind-map/mind map using mind map applications, <i>wise mapping</i> , <i>X.Mind</i> , <i>Orbit.Mind</i> , <i>Mindmeister</i> , <i>Draw.io</i> , or similar mind-map-making applications. 2. Mind maps are equipped with references. 3. The Mind map is collected in Google Classroom in PDF or JPEG format as a ticket/requirement for meeting 3.					
OUTCOMES					
a. Object : mind map b. Outcome: students understand, discuss, and explain the stages and objectives of language learning activities, effective language learning perspectives, as well as communication strategies and motivate students in learning.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of Concept identification	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy 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?				
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 make and collect mind maps				

	according to the instructions?				
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TIMES

Meeting 3

OTHERS : -**REFERENCES**

1. Buehl, Doug. 2001. Classroom Strategies for Interactive Learning. New York: International Reading Association.
2. Djamarah, Syaiful Bahri, dan Aswan, Zain. Strategi Belajar Mengajar: Edisi Revisi. Jakarta: PT Rineka Cipta.
3. Eggen, Paul, dan Don, Kauchak. 2012. Strategi dan Model Pembelajaran: Mengajarkan Konten dan Keterampilan Berpikir. Boston: Pearson Education Inc.
4. Ghazali, A. Syukur. 2010. Pembelajaran Keterampilan Berbahasa dengan Pendekatan Komunikatif-Interaktif. Bandung: PT Refika Aditama.
5. Hamzah, Amir. 2019. Etos Kerja Guru Era Revolusi Industri 4.0. Batu : CV Literasi Nusantara.
6. Helmawati. 2019. Pembelajaran dan Penilaian Berbasis HOTS. Bandung: PT Remaja Rosdakarya.
7. Huda, Miftahul. 2013. Model-model Pengajaran dan Pembelajaran. Yogyakarta: Pustaka Pelajar.
8. Iskandarwassid, dan Dadang, Sunendar. 2009. Strategi Pembelajaran Bahasa. Bandung: PT Remaja Rosdakarya.
9. Mahfud, Choirul. 2011. Pendidikan Multikultural. Yogyakarta: Pustaka Pelajar.
10. Majid, Abdul. 2013. Strategi Pembelajaran. Bandung: PT Remaja Rosdakarya.
11. Norton, Donna E., dan Sandra, Norton. 1994. Language Arts Activities. New York: Macmillan College Publishing Company.
12. Sumardianta, J., Wahyu, Kris AW. 2018. Mendidik Generasi Z & A: Marwah Era Milenial Tuah Generasi Digital. Jakarta: PT Grasindo.
13. Suprihatiningrum, Jamil. 2013. Strategi Pembelajaran: Teori dan Aplikasi. Yogyakarta: Ar Ruzz Media.
14. Suyadi. 2018. Strategi Pembelajaran Pendidikan Karakter. Bandung : PT Remaja Rosdakarya.
15. Widiasworo, Erwin. 2019. Guru Ideal di Era Digital. Yogyakarta: Noktah.


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 Strategies of Indonesian Language and Literature				
CODE	SPI 61011	ECT	3	SEMESTER	3
LECTURE	Heni Dwi Arista, M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Able to understand, discuss, and explain the challenges and opportunities of education in the era of the industrial revolution, the work ethic of teachers in the 21st century, and the art of teaching in the 21st century.					
DESCRIPTION					
Students are given the task of making mind maps to understand, discuss, and explain the challenges and opportunities of education in the industrial revolution era, the work ethic of teachers in the 21st century, and the art of teaching in the 21st century.					
METHOD OF COMPLETION					
1. Students create a 1-page mind-map/mind map using mind map applications, <i>wise mapping</i> , <i>X.Mind</i> , <i>Orbit.Mind</i> , <i>Mindmeister</i> , <i>Draw.io</i> , or similar mind-map-making applications. 2. Mind maps are equipped with references. 3. The Mind map is collected in Google Classroom in PDF or JPEG format as a ticket/requirement for meeting 4					
OUTCOMES					
c. Object : mind map d. Outcome: students understand, discuss, and explain the challenges and opportunities of education in the era of the industrial revolution, the work ethic of teachers in the 21st century, and the art of teaching in the 21st century.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of Concept identification	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy 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?				
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 make and collect mind maps according to the instructions?				
TIMES					

REFERENCES

1. Buehl, Doug. 2001. Classroom Strategies for Interactive Learning. New York: International Reading Association.
2. Djamarah, Syaiful Bahri, dan Aswan, Zain. Strategi Belajar Mengajar: Edisi Revisi. Jakarta: PT Rineka Cipta.
3. Eggen, Paul, dan Don, Kauchak. 2012. Strategi dan Model Pembelajaran: Mengajarkan Konten dan Keterampilan Berpikir. Boston: Pearson Education Inc.
4. Ghazali, A. Syukur. 2010. Pembelajaran Keterampilan Berbahasa dengan Pendekatan Komunikatif-Interaktif. Bandung: PT Refika Aditama.
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6. Helmawati. 2019. Pembelajaran dan Penilaian Berbasis HOTS. Bandung: PT Remaja Rosdakarya.
7. Huda, Miftahul. 2013. Model-model Pengajaran dan Pembelajaran. Yogyakarta: Pustaka Pelajar.
8. Iskandarwassid, dan Dadang, Sunendar. 2009. Strategi Pembelajaran Bahasa. Bandung: PT Remaja Rosdakarya.
9. Mahfud, Choirul. 2011. Pendidikan Multikultural. Yogyakarta: Pustaka Pelajar.
10. Majid, Abdul. 2013. Strategi Pembelajaran. Bandung: PT Remaja Rosdakarya.
11. Norton, Donna E., dan Sandra, Norton. 1994. Language Arts Activities. New York: Macmillan College Publishing Company.
12. Sumardianta, J., Wahyu, Kris AW. 2018. Mendidik Generasi Z & A: Marwah Era Milenial Tuah Generasi Digital. Jakarta: PT Grasindo.
13. Suprihatiningrum, Jamil. 2013. Strategi Pembelajaran: Teori dan Aplikasi. Yogyakarta: Ar Ruzz Media.
14. Suyadi. 2018. Strategi Pembelajaran Pendidikan Karakter. Bandung : PT Remaja Rosdakarya.
15. Widiasworo, Erwin. 2019. Guru Ideal di Era Digital. Yogyakarta: Noktah.

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 Strategies of Indonesian Language and Literature				
CODE	SPI 61011	ECT	3	SEMESTER	3
LECTURE	Heni Dwi Arista, M.Pd				
TASK FORM					
Mind map and design of HOTS-based Indonesian Language and Literature Learning Strategy					
COURSE LEARNING OUTCOME					
Able to understand, discuss, explain, and design HOTS-based learning strategies.					
DESCRIPTION					
Students are given the task of making mind-maps to understand, discuss, explain, and design HOTS-based learning strategies.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students create a 1-page mind map using mind map applications, <i>wise mapping</i>, <i>X.Mind</i>, <i>Orbit.Mind</i>, <i>Mindmeister</i>, <i>Draw.io</i>, or similar mind map-making applications. Mind maps are equipped with references. The mind map is collected in Google Classroom in PDF or JPEG format as an entry ticket for 5-6 meetings. Develop a learning strategy design, including student characteristics, basic competencies, teaching materials, time allocation, learning facilities, and teacher competencies applying HOTS-based learning strategies. Assignments are submitted in Google Classroom in PDF format. 					
OUTCOMES					
<ol style="list-style-type: none"> Object : mind map and design of HOTS-based Indonesian Language and Literature Learning Strategy Outcome: students understand, discuss, explain, and design HOTS-based learning strategies. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of Concept identification	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy 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?				
The accuracy of formulating new knowledge structures	Does the mind map contain theories that are clearly described to form a new knowledge structure?				
Responsibility	Do students make and collect mind maps according to the instructions?				
The accuracy of the	Does the concept of the HOTS-based learning				

identification of the HOTS-based learning strategy design concept.	strategy design made by students show the correct identification of the relevant theory?				
Accuracy in explaining the concept of HOTS-based learning strategy design.	Is the concept of HOTS-based learning strategy design easy to understand?				
The accuracy of formulating/making the concept of HOTS-based learning strategy design.	Does the HOTS-based learning strategy design contain the right and clearly structure?				

TIMES

Meeting 5-6

OTHERS : -

REFERENCES

1. Buehl, Doug. 2001. Classroom Strategies for Interactive Learning. New York: International Reading Association.
2. Djamarah, Syaiful Bahri, dan Aswan, Zain. Strategi Belajar Mengajar: Edisi Revisi. Jakarta: PT Rineka Cipta.
3. Eggen, Paul, dan Don, Kauchak. 2012. Strategi dan Model Pembelajaran: Mengajarkan Konten dan Keterampilan Berpikir. Boston: Pearson Education Inc.
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5. Hamzah, Amir. 2019. Etos Kerja Guru Era Revolusi Industri 4.0. Batu : CV Literasi Nusantara.
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8. Iskandarwassid, dan Dadang, Sunendar. 2009. Strategi Pembelajaran Bahasa. Bandung: PT Remaja Rosdakarya.
9. Mahfud, Choirul. 2011. Pendidikan Multikultural. Yogyakarta: Pustaka Pelajar.
10. Majid, Abdul. 2013. Strategi Pembelajaran. Bandung: PT Remaja Rosdakarya.
11. Norton, Donna E., dan Saundra, Norton. 1994. Language Arts Activities. New York: Macmillan College Publishing Company.
12. Sumardianta, J., Wahyu, Kris AW. 2018. Mendidik Generasi Z & A: Marwah Era Milenial Tuah Generasi Digital. Jakarta: PT Grasindo.
13. Suprihatiningrum, Jamil. 2013. Strategi Pembelajaran: Teori dan Aplikasi. Yogyakarta: Ar Ruzz Media.
14. Suyadi. 2018. Strategi Pembelajaran Pendidikan Karakter. Bandung : PT Remaja Rosdakarya.
15. Widiasworo, Erwin. 2019. Guru Ideal di Era Digital. Yogyakarta: Noktah.

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	Learning Strategies of Indonesian Language and Literature			
CODE	SPI 461011	ECT	3	SEMESTER 3
LECTURE	Heni Dwi Arista, M.Pd			
TASK FORM				
Quiz				
COURSE LEARNING OUTCOME				
Understanding meeting material 2-6				
DESCRIPTION				
Students take quizzes in the form of a written test. Quiz material is taken from meeting material 2-6.				
METHOD OF COMPLETION				
<ol style="list-style-type: none"> 1. Students take quizzes in the form of individual written tests. 2. The form of multiple-choice questions with a total of 30 questions. 3. Quizzes are conducted using the <i>Quizizz</i> platform. 4. Quiz time is 60 minutes. 				
OUTCOMES				
<ol style="list-style-type: none"> a. Object : written test b. Outcome: students understand the material for meeting 2-6. 				
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING				
Quiz score is obtained from the number of correct answers x 3.33.				
TIMES				
Meeting 7				
OTHERS : -				
REFERENCES				
<ol style="list-style-type: none"> 1. Buehl, Doug. 2001. Classroom Strategies for Interactive Learning. New York: International Reading Association. 2. Djamarah, Syaiful Bahri, dan Aswan, Zain. Strategi Belajar Mengajar: Edisi Revisi. Jakarta: PT Rineka Cipta. 3. Eggen, Paul, dan Don, Kauchak. 2012. Strategi dan Model Pembelajaran: Mengajarkan Konten dan Keterampilan Berpikir. Boston: Pearson Education Inc. 4. Ghazali, A. Syukur. 2010. Pembelajaran Keterampilan Berbahasa dengan Pendekatan Komunikatif-Interaktif. Bandung: PT Refika Aditama. 5. Hamzah, Amir. 2019. Etos Kerja Guru Era Revolusi Industri 4.0. Batu : CV Literasi Nusantara. 6. Helmawati. 2019. Pembelajaran dan Penilaian Berbasis HOTS. Bandung: PT Remaja Rosdakarya. 7. Huda, Miftahul. 2013. Model-model Pengajaran dan Pembelajaran. Yogyakarta: Pustaka Pelajar. 8. Iskandarwassid, dan Dadang, Sunendar. 2009. Strategi Pembelajaran Bahasa. Bandung: PT Remaja Rosdakarya. 9. Mahfud, Choirul. 2011. Pendidikan Multikultural. Yogyakarta: Pustaka Pelajar. 10. Majid, Abdul. 2013. Strategi Pembelajaran. Bandung: PT Remaja Rosdakarya. 				


11. Norton, Donna E., dan Saundra, Norton. 1994. *Language Arts Activities*. New York: Macmillan College Publishing Company.
12. Sumardianta, J., Wahyu, Kris AW. 2018. *Mendidik Generasi Z & A: Marwah Era Milenial Tuah Generasi Digital*. Jakarta: PT Grasindo.
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14. Suyadi. 2018. *Strategi Pembelajaran Pendidikan Karakter*. Bandung : PT Remaja Rosdakarya.
15. Wideasworo, Erwin. 2019. *Guru Ideal di Era Digital*. Yogyakarta: Noktah.

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 Strategies of Indonesian Language and Literature			
CODE	SPI 61011	ECT	3	SEMESTER 3
LECTURE	Heni Dwi Arista, M.Pd			
TASK FORM				
Mid Term Test				
COURSE LEARNING OUTCOME				
Understanding meeting material 2-7				
DESCRIPTION				
Students take the midterm test in the form of a written test. The material is taken from meeting materials 2-7.				
METHOD OF COMPLETION				
<ol style="list-style-type: none"> 1. Students work on a mid-term test in the form of an individual written test. 2. The form of multiple-choice questions with a total of 35 questions. 3. The midterm test is using <i>G. Classroom</i> platform. 4. The time to do the mid-term test is 90 minutes 				
OUTCOMES				
<ol style="list-style-type: none"> a. Object : written test b. Outcome: students understand the material for meeting 2-7. 				
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING				
The score is obtained from the number of correct answers x 2.857.				
TIMES				
Meeting 8				
OTHERS : -				
REFERENCES				
<ol style="list-style-type: none"> 1. Buehl, Doug. 2001. Classroom Strategies for Interactive Learning. New York: International Reading Association. 2. Djamarah, Syaiful Bahri, dan Aswan, Zain. Strategi Belajar Mengajar: Edisi Revisi. Jakarta: PT Rineka Cipta. 3. Eggen, Paul, dan Don, Kauchak. 2012. Strategi dan Model Pembelajaran: Mengajarkan Konten dan Keterampilan Berpikir. Boston: Pearson Education Inc. 4. Ghazali, A. Syukur. 2010. Pembelajaran Keterampilan Berbahasa dengan Pendekatan Komunikatif-Interaktif. Bandung: PT Refika Aditama. 5. Hamzah, Amir. 2019. Etos Kerja Guru Era Revolusi Industri 4.0. Batu : CV Literasi Nusantara. 6. Helmawati. 2019. Pembelajaran dan Penilaian Berbasis HOTS. Bandung: PT Remaja Rosdakarya. 7. Huda, Miftahul. 2013. Model-model Pengajaran dan Pembelajaran. Yogyakarta: Pustaka Pelajar. 8. Iskandarwassid, dan Dadang, Sunendar. 2009. Strategi Pembelajaran Bahasa. Bandung: PT Remaja Rosdakarya. 9. Mahfud, Choirul. 2011. Pendidikan Multikultural. Yogyakarta: Pustaka Pelajar. 10. Majid, Abdul. 2013. Strategi Pembelajaran. Bandung: PT Remaja Rosdakarya. 				

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12. Sumardianta, J., Wahyu, Kris AW. 2018. Mendidik Generasi Z & A: Marwah Era Milenial Tuah Generasi Digital. Jakarta: PT Grasindo.
13. Suprihatiningrum, Jamil. 2013. Strategi Pembelajaran: Teori dan Aplikasi. Yogyakarta: Ar Ruzz Media.
14. Suyadi. 2018. Strategi Pembelajaran Pendidikan Karakter. Bandung : PT Remaja Rosdakarya.
15. Wideasworo, Erwin. 2019. Guru Ideal di Era Digital. Yogyakarta: Noktah.

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 Strategies of Indonesian Language and Literature				
CODE	SPI 61011	ECT	3	SEMESTER	3
LECTURE	Heni Dwi Arista, M.Pd				
TASK FORM					
Mind map and design learning strategies based on character education					
COURSE LEARNING OUTCOME					
Able to understand, discuss, explain, and design learning strategies based on character education.					
DESCRIPTION					
Students are given the task of making mind-maps to understand, discuss, explain, and design learning strategies based on character education					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students create a 1-page mind map using mind map applications, <i>wise mapping</i>, <i>X.Mind</i>, <i>Orbit.Mind</i>, <i>Mindmeister</i>, <i>Draw.io</i>, or similar mind-map-making applications. Mind maps are equipped with references. Mind maps are collected in Google Classroom in PDF or JPEG format as meeting entry tickets for 9-10 meetings. Develop learning strategy designs, including student characteristics, basic competencies, teaching materials, time allocation, learning facilities, as well as teacher competencies in applying Understanding, discussing, explaining, and designing character education-based learning strategies. Assignments are submitted in Google Classroom in PDF format. 					
OUTCOMES					
Object : mind map and design of Indonesian Language and Literature Learning Strategy based on character education.					
Outcome: students understand, discuss, explain, and design learning strategies based on character education.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of Concept identification	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy 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?				
The accuracy of formulating new knowledge structures	Does the mind map contain theories that are clearly described to form a new knowledge structure?				
Responsibility	Do students make and collect mind maps				

	according to the instructions?				
The accuracy of the identification of the concept of character education-based learning strategy design.	Does the concept of a character education-based learning strategy design concept made by students show the correct identification of the relevant theory?				
Accuracy in explaining the concept of character education-based learning strategy design.	Is the concept of character education-based learning strategy design easy to understand?				
The accuracy of formulating/making the concept of character education-based learning strategy design.	Does the design of a character education-based learning strategy contain clearly described the steps and the right structure?				

TIMES


Meeting 9-10

OTHERS : -

REFERENCES

1. Buehl, Doug. 2001. Classroom Strategies for Interactive Learning. New York: International Reading Association.
2. Djamarah, Syaiful Bahri, dan Aswan, Zain. Strategi Belajar Mengajar: Edisi Revisi. Jakarta: PT Rineka Cipta.
3. Eggen, Paul, dan Don, Kauchak. 2012. Strategi dan Model Pembelajaran: Mengajarkan Konten dan Keterampilan Berpikir. Boston: Pearson Education Inc.
4. Ghazali, A. Syukur. 2010. Pembelajaran Keterampilan Berbahasa dengan Pendekatan Komunikatif-Interaktif. Bandung: PT Refika Aditama.
5. Hamzah, Amir. 2019. Etos Kerja Guru Era Revolusi Industri 4.0. Batu : CV Literasi Nusantara.
6. Helmawati. 2019. Pembelajaran dan Penilaian Berbasis HOTS. Bandung: PT Remaja Rosdakarya.
7. Huda, Miftahul. 2013. Model-model Pengajaran dan Pembelajaran. Yogyakarta: Pustaka Pelajar.
8. Iskandarwassid, dan Dadang, Sunendar. 2009. Strategi Pembelajaran Bahasa. Bandung: PT Remaja Rosdakarya.
9. Mahfud, Choirul. 2011. Pendidikan Multikultural. Yogyakarta: Pustaka Pelajar.
10. Majid, Abdul. 2013. Strategi Pembelajaran. Bandung: PT Remaja Rosdakarya.
11. Norton, Donna E., dan Saundra, Norton. 1994. Language Arts Activities. New York: Macmillan College Publishing Company.
12. Sumardianta, J., Wahyu, Kris AW. 2018. Mendidik Generasi Z & A: Marwah Era Milenial Tuah Generasi Digital. Jakarta: PT Grasindo.
13. Suprihatiningrum, Jamil. 2013. Strategi Pembelajaran: Teori dan Aplikasi. Yogyakarta: Ar Ruzz Media.
14. Suyadi. 2018. Strategi Pembelajaran Pendidikan Karakter. Bandung : PT Remaja Rosdakarya.
15. Widiasworo, Erwin. 2019. Guru Ideal di Era Digital. Yogyakarta: Noktah.

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 Strategies of Indonesian Language and Literature				
CODE	SPI 61011	ECT	3	SEMESTER	3
LECTURE	Heni Dwi Arista, M.Pd				
TASK FORM					
Mind map and designing literacy-based learning					
COURSE LEARNING OUTCOME					
Able to understand, discuss, explain, and design learning strategies based on character education.					
DESCRIPTION					
Students are given the task of making concept/mind maps to understand, discuss, explain, and design learning strategies based on character education					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students create a 1-page mind-map using mind map applications, <i>wise mapping</i>, <i>X.Mind</i>, <i>Orbit.Mind</i>, <i>Mindmeister</i>, <i>Draw.io</i>, or similar concept/mind map-making applications. Mind map is equipped with references. Mind maps are collected in Google Classroom in PDF or JPEG format as meeting entry tickets for 9-10 meetings. Develop learning strategy designs, including student characteristics, basic competencies, teaching materials, time allocation, learning facilities, as well as teacher competencies in applying Understanding, discussing, explaining, and designing character education-based learning strategies. Assignments are submitted in Google Classroom in PDF format. 					
OUTCOMES					
Object : mind map and design of Indonesian Language and Literature Learning Strategy based on character education.					
Outcome: students understand, discuss, explain, and design learning strategies based on character education.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of Concept identification	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy 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?				
The accuracy of formulating new knowledge structures	Does the mind map contain theories that are clearly described to form a new knowledge structure?				

Responsibility	Do students make and collect mind maps according to the instructions?				
The accuracy of the identification of the concept of character education-based learning strategy design.	Does the concept of a character education-based learning strategy design concept made by students show the correct identification of the relevant theory?				
Accuracy in explaining the concept of character education-based learning strategy design.	Is the concept of character education-based learning strategy design easy to understand?				
The accuracy of formulating/making the concept of character education-based learning strategy design.	Does the design of a character education-based learning strategy contain clearly described the steps and the right structure?				

TIMES

Meeting 9-10

OTHERS : -

REFERENCES

1. Buehl, Doug. 2001. Classroom Strategies for Interactive Learning. New York: International Reading Association.
2. Djamarah, Syaiful Bahri, dan Aswan, Zain. Strategi Belajar Mengajar: Edisi Revisi. Jakarta: PT Rineka Cipta.
3. Eggen, Paul, dan Don, Kauchak. 2012. Strategi dan Model Pembelajaran: Mengajarkan Konten dan Keterampilan Berpikir. Boston: Pearson Education Inc.
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6. Helmawati. 2019. Pembelajaran dan Penilaian Berbasis HOTS. Bandung: PT Remaja Rosdakarya.
7. Huda, Miftahul. 2013. Model-model Pengajaran dan Pembelajaran. Yogyakarta: Pustaka Pelajar.
8. Iskandarwassid, dan Dadang, Sunendar. 2009. Strategi Pembelajaran Bahasa. Bandung: PT Remaja Rosdakarya.
9. Mahfud, Choirul. 2011. Pendidikan Multikultural. Yogyakarta: Pustaka Pelajar.
10. Majid, Abdul. 2013. Strategi Pembelajaran. Bandung: PT Remaja Rosdakarya.
11. Norton, Donna E., dan Saundra, Norton. 1994. Language Arts Activities. New York: Macmillan College Publishing Company.
12. Sumardianta, J., Wahyu, Kris AW. 2018. Mendidik Generasi Z & A: Marwah Era Milenial Tuah Generasi Digital. Jakarta: PT Grasindo.
13. Suprihatiningrum, Jamil. 2013. Strategi Pembelajaran: Teori dan Aplikasi. Yogyakarta: Ar Ruzz Media.
14. Suyadi. 2018. Strategi Pembelajaran Pendidikan Karakter. Bandung : PT Remaja Rosdakarya.
15. Widiasworo, Erwin. 2019. Guru Ideal di Era Digital. Yogyakarta: Noktah.

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 Strategies of Indonesian Language and Literature				
CODE	SPI 61011	ECT	3	SEMESTER	3
LECTURE	Heni Dwi Arista, M.Pd				
TASK FORM					
Mind map and designing literacy-based learning					
COURSE LEARNING OUTCOME					
Able to understand, discuss, and explain literacy-based learning					
DESCRIPTION					
Students are given the task of making concept/mind maps to understand, discuss, and explain literacy-based learning					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students create a 1-page mind map using mind map applications, <i>wise mapping</i>, <i>X.Mind</i>, <i>Orbit.Mind</i>, <i>Mindmeister</i>, <i>Draw.io</i>, or similar concept/mind map-making applications. Mind maps are equipped with references. The mind map is collected in Google Classroom in PDF or JPEG format as a meeting entry ticket 11. Develop a learning strategy design, including student characteristics, basic competencies, teaching materials, time allocation, learning facilities, as well as teacher competencies in applying Understanding, discussing, explaining, and designing literacy-based learning strategies. Assignments are submitted in Google Classroom in PDF format. 					
OUTCOMES					
<ol style="list-style-type: none"> Object : mind map and design of literacy-based Indonesian Language and Literature Learning Strategy Outcome: students understand, discuss, explain, and design literacy-based learning strategies. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of Concept identification	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy 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?				
The accuracy of formulating new knowledge structures	Does the mind map contain theories that are clearly described to form a new knowledge structure?				
Responsibility	Do students make and collect mind maps according to the instructions?				
The accuracy of	Does the concept of a literacy-based learning strategy				

identifying the concept of literacy-based learning strategy design.	design made by students show the correct identification of the relevant theory?				
Accuracy in explaining the concept of literacy-based learning strategy design.	Is the concept of a literacy-based learning strategy design easy to understand?				
The accuracy of formulating/making the concept of literacy-based learning strategy design.	Does the literacy-based learning strategy design contain clearly described steps and the right structure?				

TIMES


Meeting 11

OTHERS : -

REFERENCES

1. Buehl, Doug. 2001. Classroom Strategies for Interactive Learning. New York: International Reading Association.
2. Djamarah, Syaiful Bahri, dan Aswan, Zain. Strategi Belajar Mengajar: Edisi Revisi. Jakarta: PT Rineka Cipta.
3. Eggen, Paul, dan Don, Kauchak. 2012. Strategi dan Model Pembelajaran: Mengajarkan Konten dan Keterampilan Berpikir. Boston: Pearson Education Inc.
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7. Huda, Miftahul. 2013. Model-model Pengajaran dan Pembelajaran. Yogyakarta: Pustaka Pelajar.
8. Iskandarwassid, dan Dadang, Sunendar. 2009. Strategi Pembelajaran Bahasa. Bandung: PT Remaja Rosdakarya.
9. Mahfud, Choirul. 2011. Pendidikan Multikultural. Yogyakarta: Pustaka Pelajar.
10. Majid, Abdul. 2013. Strategi Pembelajaran. Bandung: PT Remaja Rosdakarya.
11. Norton, Donna E., dan Saundra, Norton. 1994. Language Arts Activities. New York: Macmillan College Publishing Company.
12. Sumardianta, J., Wahyu, Kris AW. 2018. Mendidik Generasi Z & A: Marwah Era Milenial Tuah Generasi Digital. Jakarta: PT Grasindo.
13. Suprihatiningrum, Jamil. 2013. Strategi Pembelajaran: Teori dan Aplikasi. Yogyakarta: Ar Ruzz Media.
14. Suyadi. 2018. Strategi Pembelajaran Pendidikan Karakter. Bandung : PT Remaja Rosdakarya.
15. Widiaworo, Erwin. 2019. Guru Ideal di Era Digital. Yogyakarta: Noktah.

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 Strategies of Indonesian Language and Literature				
CODE	SPI 61011	ECT	3	SEMESTER	3
LECTURE	Heni Dwi Arista, M.Pd				
TASK FORM					
Mind maps and designing digital-based learning strategies					
COURSE LEARNING OUTCOME					
Able to understand, discuss, explain, and design digital-based learning strategies					
DESCRIPTION					
Students are given the task of making mind maps to understand, discuss, explain, and design digital-based learning strategies.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students create a 1-page mind map using mind map applications, <i>wise mapping</i>, <i>X.Mind</i>, <i>Orbit.Mind</i>, <i>Mindmeister</i>, <i>Draw.io</i>, or similar mind-map-making applications. Mind maps are equipped with references. The Mind map is collected in Google Classroom in PDF or JPEG format as a meeting entry ticket 12. Develop learning strategy designs, including student characteristics, basic competencies, teaching materials, time allocation, learning facilities, as well as teacher competencies in applying Understanding, discussing, explaining, and designing digital-based learning strategies. Assignments are submitted in Google Classroom in PDF format. 					
OUTCOMES					
c. Object : mind map and digital-based Indonesian Language and Literature Learning Strategy design					
d. Outcome: students understand, discuss, explain, and design digital-based learning strategies.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of Concept identification	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy 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?				
The accuracy of formulating new knowledge structures	Does the mind map contain theories that are clearly described to form a new knowledge structure?				
Responsibility	Do students make and collect mind maps according to the instructions?				
The accuracy of the	Does the concept of a digital-based learning strategy				

identification of the concept of digital-based learning strategy design.	design made by students show the correct identification of the relevant theory?				
Accuracy in explaining the concept of digital-based learning strategy design.	Is the concept of digital-based learning strategy design easy to understand?				
The accuracy of formulating the concept of digital-based learning strategy design.	Does the digital-based learning strategy design contain clearly described steps and the right structure?				

TIMES


Meeting 12

OTHERS : -

REFERENCES

1. Buehl, Doug. 2001. Classroom Strategies for Interactive Learning. New York: International Reading Association.
2. Djamarah, Syaiful Bahri, dan Aswan, Zain. Strategi Belajar Mengajar: Edisi Revisi. Jakarta: PT Rineka Cipta.
3. Eggen, Paul, dan Don, Kauchak. 2012. Strategi dan Model Pembelajaran: Mengajarkan Konten dan Keterampilan Berpikir. Boston: Pearson Education Inc.
4. Ghazali, A. Syukur. 2010. Pembelajaran Keterampilan Berbahasa dengan Pendekatan Komunikatif-Interaktif. Bandung: PT Refika Aditama.
5. Hamzah, Amir. 2019. Etos Kerja Guru Era Revolusi Industri 4.0. Batu : CV Literasi Nusantara.
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7. Huda, Miftahul. 2013. Model-model Pengajaran dan Pembelajaran. Yogyakarta: Pustaka Pelajar.
8. Iskandarwassid, dan Dadang, Sunendar. 2009. Strategi Pembelajaran Bahasa. Bandung: PT Remaja Rosdakarya.
9. Mahfud, Choirul. 2011. Pendidikan Multikultural. Yogyakarta: Pustaka Pelajar.
10. Majid, Abdul. 2013. Strategi Pembelajaran. Bandung: PT Remaja Rosdakarya.
11. Norton, Donna E., dan Saundra, Norton. 1994. Language Arts Activities. New York: Macmillan College Publishing Company.
12. Sumardianta, J., Wahyu, Kris AW. 2018. Mendidik Generasi Z & A: Marwah Era Milenial Tuah Generasi Digital. Jakarta: PT Grasindo.
13. Suprihatiningrum, Jamil. 2013. Strategi Pembelajaran: Teori dan Aplikasi. Yogyakarta: Ar Ruzz Media.
14. Suyadi. 2018. Strategi Pembelajaran Pendidikan Karakter. Bandung : PT Remaja Rosdakarya.
15. Widiaworo, Erwin. 2019. Guru Ideal di Era Digital. Yogyakarta: Noktah.

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 Strategies of Indonesian Language and Literature				
CODE	SPI 61011	ECT	3	SEMESTER	3
LECTURE	Heni Dwi Arista, M.Pd				
TASK FORM					
Mind map and design learning strategies based on multiculturalism education					
COURSE LEARNING OUTCOME					
Able to understand, discuss, explain, and design learning strategies based on multiculturalism education					
DESCRIPTION					
Students are given the task of making mind maps to understand, discuss, explain, and design learning strategies based on multiculturalism education					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students create a 1-page mind map using mind map applications, <i>wise mapping</i>, <i>X.Mind</i>, <i>Orbit.Mind</i>, <i>Mindmeister</i>, <i>Draw.io</i>, or similar mind map-making applications. Mind maps are equipped with references. The mind map is collected in Google Classroom in PDF or JPEG format as a meeting entry ticket 13. Develop a learning strategy design, including student characteristics, basic competencies, teaching materials, time allocation, learning facilities, as well as teacher competencies in applying Understanding, discussing, explaining, and designing learning strategies based on multiculturalism education. Assignments are submitted in Google Classroom in PDF format. 					
OUTCOMES					
<ol style="list-style-type: none"> Object : mind map and design learning strategies based on multiculturalism education Outcome: students understand, discuss, explain, and design strategies based on multiculturalism education 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of Concept identification	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy 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?				
The accuracy of formulating new knowledge structures	Does the mind map contain theories that are clearly described to form a new knowledge structure?				
Responsibility	Do students make and collect mind maps according to the instructions?				

The accuracy of the identification of the concept of multiculturalism education-based learning strategy design.	Does the concept of a multiculturalism education-based learning strategy design concept made by students show the correct identification of the relevant theory?				
Accuracy in explaining the concept of multiculturalism education-based learning strategy design.	Is the concept of designing a multiculturalism education-based learning strategy easy to understand?				
The accuracy of formulating the concept of a multiculturalism education-based learning strategy design concept.	Does the design of a multiculturalism education-based learning strategy contain clearly described steps and the right structure?				

TIMES


Meeting 13

OTHERS : -

REFERENCES

1. Buehl, Doug. 2001. Classroom Strategies for Interactive Learning. New York: International Reading Association.
2. Djamarah, Syaiful Bahri, dan Aswan, Zain. Strategi Belajar Mengajar: Edisi Revisi. Jakarta: PT Rineka Cipta.
3. Eggen, Paul, dan Don, Kauchak. 2012. Strategi dan Model Pembelajaran: Mengajarkan Konten dan Keterampilan Berpikir. Boston: Pearson Education Inc.
4. Ghazali, A. Syukur. 2010. Pembelajaran Keterampilan Berbahasa dengan Pendekatan Komunikatif-Interaktif. Bandung: PT Refika Aditama.
5. Hamzah, Amir. 2019. Etos Kerja Guru Era Revolusi Industri 4.0. Batu : CV Literasi Nusantara.
6. Helmawati. 2019. Pembelajaran dan Penilaian Berbasis HOTS. Bandung: PT Remaja Rosdakarya.
7. Huda, Miftahul. 2013. Model-model Pengajaran dan Pembelajaran. Yogyakarta: Pustaka Pelajar.
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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 Strategies of Indonesian Language and Literature				
CODE	SPI 61011	ECT	3	SEMESTER	3
LECTURE	Heni Dwi Arista, M.Pd				
TASK FORM					
Designing a HOTS-based language learning strategy/character education/literacy/digital/multiculturalism education from the results of observation/research.					
COURSE LEARNING OUTCOME					
Able to design HOTS-based language learning strategies/character education/literacy/digital/multiculturalism education from observation/research results.					
DESCRIPTION					
Students are given the task of drafting a HOTS-based language learning strategy/character education/literacy/digital/multiculturalism education from the results of observation/research.					
METHOD OF COMPLETION					
Develop a learning strategy design, including student characteristics, basic competencies, teaching materials, time allocation, learning facilities, as well as HOTS-based teaching competencies/character education/literacy/digital/multiculturalism education from observations/research results.					
OUTCOMES					
a. Object : Develop a HOTS-based learning strategy design/character education/literacy/digital/multiculturalism education from the results of observation/research.					
b. Outcome: students are able to design HOTS-based learning strategies/character education/literacy/digital/multiculturalism education.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of the identification of the concept of HOTS-based learning strategy design/character education/literacy/digital/multiculturalism education from the results of observation/research.	Does the concept of HOTS-based learning strategy design/character education/literacy/digital/multiculturalism education from the results of observations/research made by students show the accuracy of identification of the relevant theory?				
Accuracy in explaining the concept of HOTS-based learning strategy design/character education/literacy/digital/multiculturalism education from observation/research	Is the concept of designing a HOTS-based learning strategy/character education/literacy/digital/multiculturalism education from observation/research results easy to understand?				

results.					
The accuracy of formulating/making the concept of HOTS-based learning strategy design/character education/literacy/digital/multiculturalism education from the results of observation/research.	Does the design of the HOTS-based learning strategy/character education/literacy/digital/multiculturalism education from observation/research results contain clearly described steps and the right structure?				

TIMES


Meeting 14-15

OTHERS : -

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5. Hamzah, Amir. 2019. Etos Kerja Guru Era Revolusi Industri 4.0. Batu : CV Literasi Nusantara.
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13. Suprihatiningrum, Jamil. 2013. Strategi Pembelajaran: Teori dan Aplikasi. Yogyakarta: Ar Ruzz Media.
14. Suyadi. 2018. Strategi Pembelajaran Pendidikan Karakter. Bandung : PT Remaja Rosdakarya.
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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	Learning Strategies of Indonesian Language and Literature				
CODE	SPI 61011	ECT	3	SEMESTER	3
LECTURE	Heni Dwi Arista, M.Pd				
TASK FORM					
Final Test					
COURSE LEARNING OUTCOME					
Be able to design learning strategies, including student characteristics, basic competencies, teaching materials, time allocation, learning facilities, as well as HOTS-based teaching competencies/character education/literacy/digital/multiculturalism education.					
DESCRIPTION					
Individually, students develop learning strategy designs including student characteristics, basic competencies, teaching materials, time allocation, learning facilities, and HOTS-based teaching competencies/character education/literacy/digital/multiculturalism education.					
METHOD OF COMPLETION					
Each individual prepares a learning strategy design, including student characteristics, basic competencies, teaching materials, time allocation, learning facilities, as well as HOTS-based teaching competencies/character education/literacy/digital/multiculturalism education.					
OUTCOMES					
a. Object : develop a learning strategy design b. Outcome: students are able to design learning strategies.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Material mastery	Can each student master the material being practiced?				
The Clarity of the material being presented	Is the material presented clearly and easily understood by the audience?				
Be able in designing learning strategy designs include student characteristics, basic competencies, teaching materials, time allocation, learning facilities, and HOTS-based teaching competencies/character education/literacy/digital/multiculturalism	Are each student be able in designing learning strategies, including: student characteristics, basic competencies, teaching materials, time allocation, learning facilities, and HOTS-based teaching competencies/character education/literacy/digital/multiculturalism education?				

education					
The accuracy of the identification of the concept of HOTS-based learning strategy design/character education/literacy/digital/multiculturalism education from the results of observation/research.	Does the concept of HOTS-based learning strategy design/character education/literacy/digital/multiculturalism education from the results of observations/research made by students show the accuracy of identification of the relevant theory?				
The accuracy of formulating the concept of HOTS-based learning strategy design/character education/literacy/digital/multiculturalism education from the results of observation/research.	Does the design of the HOTS-based learning strategy/character education/literacy/digital/multiculturalism education from observation/research results contain clearly described steps and the right structure?				

TIMES

Meeting 16

OTHERS : -

REFERENCES

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2. Djamarah, Syaiful Bahri, dan Aswan, Zain. Strategi Belajar Mengajar: Edisi Revisi. Jakarta: PT Rineka Cipta.
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