

DESCRIPTION OF COURSE UNIT
according to the ECTS User's Guide 2015

Course unit title	Teaching Media Development
Course unit code	22010111D28
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	Bachelor
Year of study when the course unit is delivered (if applicable) 2021/2022 Semester/trimest	3 rd year
Semester/trimester when the course unit is delivered	Six Semester
Number of ECTS credits allocated	2.88 ECTS. 2 credits equal to 2.88 ECTS. (1 ECTS = 27.5 hours per semester) In total 2.88 x 27.5 hours per semester = 79,2 hours per semester
Name of lecturer(s)	Ainatul Mardhiyah, M.Cs
Learning outcomes of the course unit	CLO-1: Able to analyze the scope, function, and role of media in learning. CLO-2: Capable of analyze technological device operational techniques. CLO-3: Able to analyze media selection. CLO-4: Capable of creating innovative learning media tailored to the needs of the targeted and effective users. CLO-4: Able to formulate the governance of original portfolio outcomes with full responsibility. CLO-5: Capable of combining critical, systematic, and innovative thinking skills in developing Islamic Education learning media.
Mode of delivery (face-to-face, distance learning) Prerequisites and co-requisites (if applicable)	Face to face
Prerequisites and co-requisites (if applicable)	
Course Content	1. Understanding and Basic Concepts of Instructional Media 2. Learning Theory and Instructional Design in Developing Instructional Media

	3. Analyzing Learning Needs as the Foundation for Media Development 4. Digital Curriculum Design 5. Traditional vs. Digital Instructional Media 6. Development of Interactive Media 7. Selection and Use of Media Authoring Software 8. Evaluation of Instructional Media 9. Graphic and Multimedia Design 10. Accessibility and Inclusion of Media 11. Project Management in Instructional Media 12. Ethics in the Use of Instructional Media 13. Development of Game-Based Instructional Media 14. Trends and Latest Developments in AI-Based Instructional Media.
Recommended or required reading and other learning resources/tools	1. Susilawati, Samsul and Fatah Yasin, Ahmad and Hambali, Muh. (2020). <i>Model pembelajaran blended learning untuk meningkatkan kualitas belajar mahasiswa Universitas Islam Negeri Maulana Malik Ibrahim Malang</i>. Edumaspul: Jurnal Pendidikan, 4 (1). pp. 329-341. ISSN 2580-0469. 2. Sutiah, Sutiah. (2022). <i>Pelatihan Pemanfaatan SIMADU (Sistem Informasi Manajemen Madrasah Terpadu) di MIN 2 Kota Malang dalam Pembelajaran Berbasis ICT</i>. 3. Zuhroh, Ni'matuz, Zuhdi, A., Maimunah, Siti Annijat. (2021). <i>Pengembangan Komik Mitigasi Bencana dan Pemberdayaan Bagi Guru Madrasah Ibtidaiyah (MI) Kabupaten Malang Selatan Menuju Sekolah Siaga Bencana Pengabdian kepada Masyarakat Berbasis Program Studi</i>. 4. Asrori, M. (2021). <i>Pengembangan Teknologi dalam Sistem Penilaian Kurikulum 2013 Berbasis Appsheets Pada kelompok Kerja Guru PAI Kabupaten Blitar</i>. 5. Sudirman, Sudirman and Susanti, Rikza Azharona and Mubarak, Ruma (2021) <i>Pengembangan Media Busy Book Untuk Pengenalan Keterampilan: Hidup Sehari-Hari (Daily Life Skills) Anak Usia 2-4 Tahun di Taman Sosialisasi Anak (TSA) UIN Maulana Malik Ibrahim Malang</i>. 6. Amrullah, Abdul Malik Karim and Faisal, Muhammad and Hisyam, Fahmi and Supriyono, Supriyono. (2022). <i>Pengembangan smart classroom dengan pemanfaatan ubiquitous learning untuk meningkatkan digital kompetensi mahasiswa</i>. Universitas Islam Negeri Maulana Malik Ibrahim. 7. Suti'ah, Suti'ah. (2022). <i>Analisis Kepuasan Model Pengembangan Pembelajaran Online pada Fakultas Ilmu Tarbiyah dan Keguruan PTKIN Selama Pandemi Covid-19</i>. Universitas Islam Negeri Maulana Malik Ibrahim. 8. Arifa, Laily Nur. (2022). <i>Dampak Penggunaan Aplikasi Tiktok Terhadap Perilaku Islami Mahasiswa UIN Malang (Analisis Teori Ahmad Baradja)</i>, Research Report. UIN Maulana Malik Ibrahim Malang, Malang 9. Supriyatno, T., Muttaqin, I. (2022). <i>Pengembangan Aplikasi Fiqhline Dalam Meningkatkan Motivasi Belajar Siswa Materi Tata Cara Shalat Jenazah</i> 10. Sari, Sulistya Umie Ruhmana. (2022). <i>Eksperimen Model Pembelajaran Pjbl Terintegrasi Stem Untuk Meningkatkan</i>

	<i>Kemampuan Pemahaman Konsep Dan Disposisi Matematis Dalam Menyelesaikan Masalah Dekorasi Wallpaper</i>. Research Report. UIN Maulana Malik Ibrahim Malang, Malang 11. Masruri, Hadi. (2020). <i>Pendampingan Pemanfaatan Teknologi Dalam Desain Pembelajaran Daring Pada Mgmp PAI SMK Kabupaten Blitar Di Masa Pandemi Covid-19</i> 12. Mardhiyah, Ainatul. (2022). <i>Pemanfaatan Media Pembelajaran Wordwall Sebagai Evaluasi Pembelajaran Pada Mahasiswa Pendidikan Agama Islam</i>, Research Report. UIN Maulana Malik Ibrahim Malang, Malang 13. Isroqunnajah, Isroqunnajah and Muttaqin, M. Imamul and Ghaffar, Abdul and Munir, Misbah. (2020). <i>Deteksi penyakit non- medis melalui aplikasi android: studi pada ketidakharmonisan keluarga di Desa Tumpang Kecamatan Talun Kabupaten Blitar</i>. Research Report. Lembaga Penelitian dan Pengabdian Kepada Masyarakat (LP2M) Universitas Islam Negeri Maulana Malik Ibrahim Malang, Malang. 14. Susilawati, Samsul and Supriyatno, Triyo. (2020). <i>Pengembangan bahan ajar pendidikan IPS berbasis tarbiyah ulil albab dan kearifan lokal bagi pengembangan karakter</i>. 15. Prof. Dr. Hj. Sutiah, M.Pd. 2020. <i>Pengembangan model pembelajaran pendidikan agama Islam</i>. NLC. 16. Prof. Dr. Hj. Sutiah, M.Pd. (2020). <i>Improvement of E-Learning Based On Hybrid Learning Methods At The University In The Era Of Industrial Revolution 4.0</i>. International Journal of Advanced Science and Technology 29 (No. 6s), pp. 17. Prof. Dr. Hj. Sutiah, M.Pd, <i>Pengembangan Desain Mobile Learning Pada Implementasi Model Blended Learning di PTAIN</i>, 2019, Prosiding Semnasinotek 3 (1), 23 18. Sutiah, S., Supriyono, S., & Zuhriyah, I. A. (2019). <i>Pelatihan ICT Dan Pengembangan Website Bagi TP. PKK Di Kelurahan Tulusrejo Kecamatan Lowokwaru Kota Malang</i>. Prosiding SENIATI, 5(1), 349-354. 19. Prof. Dr. Hj. Sutiah, M.Pd. (2019). <i>Pengembangan Manajemen Proyek Pembelajaran Berbasis ICT Menggunakan Metode Accelerated SAP Pada Odoo ERP</i>. Prosiding SEMNAS INOTEK (Seminar Nasional Inovasi Teknologi) 3 (1), 027-030 20. Smaldino, S.E. (2005). <i>Intructional Technology and Media for Learning: 8th Edition</i>. 21. Mayer, R.E. (2009). <i>Multimedia Learning: 2nd Edition</i>. 22. Abubakar, Isti'anah. (2016). <i>Penggunaan advance organizer dalam pembelajaran mata kuliah SKI 1 pada Jurusan Pendidikan Agama Islam Fakultas Ilmu Tarbiyah dan Keguruan UIN Maulana Malik Ibrahim Malang</i>. Research Report. Fakultas Ilmu Tarbiyah dan Keguruan UIN Maulana Malik Ibrahim Malang, Malang 23. Prof. Dr. Hj. Sutiah, M.Pd. (2021). <i>Software testing on e-learning Madrasahs using Blackbox testing</i> Sutiah, S Supriyono IOP Conference Series: Materials Science and Engineering 1073 (1), 012065. 24. Prof. Dr. Hj. Sutiah, M.Pd. (2021). "Differences in the experience of lecturers and students on distance learning in higher education in Indonesia: case study in the pandemic of Covid-19 Systematic reviews in Pharmacy 12 (1), 742-747"
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	25. Prof. Dr. Nunuk suryani, dkk. (2018). Media Pembelajaran Inovatif dan Pengembangannya. Bandung: Rosdakarya. 26. Jurnal Internasional Bereputasi. 27. Jurnal Nasional Terakreditasi. 28. Buku PAI dan Pekerti. 29. Portal Berita Nasional dan Internasional.
Planned learning activities and teaching methods	Lecture,cooperative, Simulation, Case study, Collaborative Problem-Based Learning (Collaborative PBL), Project-Based Learning (Project-based PBL), Problem-Based Learning (PBL)
Language of instruction	Indonesian
Assessment methods and criteria	Observation, Performance assessment, Written test, Portfolio

DISCUSSION ASSESSMENT GUIDELINES

Course Name : _____

Name of Lecturer : _____

Departement : Islamic Religious Education

A. Assessment Rubric

No.	Assessment Criteria and Substances	Scoring and Indicators				
		1	2	3	4	5
1	Active Participation (25%)	Not participating in the discussion	Participation is minimal and irrelevant	Very minimal participation but quite relevant	Moderately active participation, but less relevant	Very active and relevant participation
2	Material Understanding (25%)	Not understanding the material	Very little understanding and unable to analyze the material	Good understanding but unable to analyze	Minimal understanding, but can analyze well	Excellent and thorough understanding and can analyze well.
3	Argumentative Ability (20%)	Unable to argue	Arguments are feeble and irrelevant	Good enough argument, but not relevant	Arguments are strong and relevant, but not yet able to defend their opinions.	Arguments are strong and relevant and can defend their opinions.
4	Listening Skills (15%)	Having no desire to listen	Occasional listening and often ignorance of surroundings	Good listening, but less responsive	Listened well and was responsive, but interrupted several times.	Excellent listening and responsiveness

5	Teamwork (15%)	Not cooperating with the group	Cooperates with certain group members but is passive	Actively cooperates with certain group members but refuses to cooperate with other group members	Actively cooperates with all group members but is less efficient	Actively collaborate with all group members and work together efficiently
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B. Compilation of Final Grade

The final score is obtained using the following formula:

Final score =

- s_i score is the score obtained by the student on the i-th task
- $Substancs_i$ is the weight (in fractional form) of the i-th task
- The sum is done for all indicators, from indicators 1 to 5.

C. SCORING GUIDELINES

The scoring guidelines are as follows:

No.	Category	Value Range
1	Excellent	86-100
2	Good	70-85
3	Average	50-69
4	Deficient	25-49
5	Unsatisfactory	<25

D. Assessment Sheet

DISCUSSION ASSESSMENT SHEET

Student Name : _____

NIM : _____

Group Name : _____

Class : _____

Course Content : _____

Lecturer : _____

Assessment Date : _____

Ninth Meeting : _____

No.	Assessment Criteria and Substances	Checklist Column					Total Score
		1	2	3	4	5	
1	Active Participation (25%)						
2	Material Understanding (25%)						
3	Argumentative Ability (20%)						
4	Listening Skills (15%)						
5	Teamwork (15%)						
Total Final Score							
Grade to Letter Conversion							
Value Category							

Malang, _____

Lecturer

**MATRIX CALCULATION
FINAL COURSE SCORE
DEPARTMENT OF ISLAMIC EDUCATION**

A. Assessment Aspects

Assessment Aspect					
Cognitive (Substance 60%)				Affective (Substance 20%)	Psychomotor (Substance 20%)
Papers/Essay/ Articles/Book Review/Article Review/Portfolio/ Mind Map (Substance 20%)	Discussion/Presentation/ Observation/Cas Study/Project (Substance 20%)	Midterm Exams (Substance 30%)	Final Exams (Substance 30%)	Assessment of Attitude (Observation/Self- Assessment/Peer Assessment)	Practice

B. Final Course Score Calculation

$N_a = \text{Cognitive Aspect Score (CA)} + \text{Affective Aspect Score (AA)} + \text{Psychomotor Aspect Score (PA)}$

$$N_a = CA \left(\left(\text{Midterm Exam Score} \times \frac{30}{100} \right) + \left(\text{Final Exam Score} \times \frac{40}{100} \right) + \left(\text{Task Accumulation I} \left(\sum_{i=1}^n \text{Score}_i \times \frac{15}{100} \right) + \text{Task Accumulation I} \left(\sum_{i=1}^n \text{Score}_i \times \frac{15}{100} \right) \right) \right) \times \frac{60}{100} + AA \times \frac{20}{100} + PA \times \frac{20}{100}$$

Note: n = total task

I = 1st score

C. Guidelines for Score Conversion

The scoring guidelines are outlined as follows:

No	Category	Grade
1	Excellent	86-100
2	Good	70-85
3	Average	50-69
4	Deficient	25-49
5	Unsatisfactory	<25