

Moodle-Based German Learning Plan with Integration of Reading Skills A2

Rina Evianty¹, Risnovita Sari², Linda Aruan³

Universitas Negeri Medan, Medan, Indonesia^{1,2,3}

Abstract: This study aims to further explore the problems faced by German language students and to see the extent to which students' needs for teaching materials in German learning planning are integrated with reading skills in the German Language Education Study Program. This research was conducted to accommodate the demands and challenges to prepare prospective human resources who are able to adapt and study programs that link and match with needs outside of educational institutions or in this case the world of work through an appropriate learning process. The integration of reading skills in German learning planning based on the Moodle Learning Management System focuses on critical thinking, collaboration, communication, and creativity competencies that are integrated in the Moodle LMS-based module for A2 Lesen courses. This is in line with the concept of an independent campus which is the root of policy for universities down to the branches, namely study programs. This type of research is descriptive qualitative obtained through surveys, and in-depth interviews with respondents. In the end, this research resulted in student input related to the expected needs so that the planning of German language learning is in accordance with the characteristics of students of the Strata 1 German language study program. The input is related to the learning system offered using two approaches, namely collaborative asynchronous learning and virtual synchronous learning. In addition, as a basis for developing teaching materials that are integrated with A2 level reading skills through the Moodle LMS platform. The development includes eight learning design topics.

Keywords: *learning planning; German language; moodle LMS; reading skill A2*

Introduction

The rapid development of technology in this era has become an inseparable part of human life. Digitalization, automation, and efficiency are the main causes of the increasingly influential role of technology in all physical human activities and work. Of course this can have an impact on two things, namely positive and negative. The positive impact is the use and ease of use for humans to operate and to complete large jobs in a fairly short time without spending so much energy and money. The consequence is that it will have a bad impact on some people who are being eroded by the rapidly growing flow of digitalization (Maulidah, 2019). The backwardness and intolerance of technological developments that come en masse like a mighty wave will cause them to be excluded from civilization. This is due to its development which is very dynamic and spreads in every aspect.

The aspect that is the focus this time is education. Of course, it is not without reason why the government, especially the ministry of education and culture, is trying to make strategic policies to face this era of disruption. Starting from elementary to tertiary levels, the government seeks to prepare human resources so that they can anticipate a very dynamic and changing future. Nadiem Makarim emphasized that education must take part and try to link and match what is done in educational institutions and needs outside educational institutions or in this case the world of work (Intan, 2019).

Efforts to achieve these goals of course start from the resources of educators and students. At the university level, the government has been responsive and disseminated through strategic solutions in the concept of an independent campus. The independent campus is divided into 4 points, namely the accreditation system, the right to study for students, the opening of new study

programs, and the ease of becoming a PTN-BH. One of these points reveals the right to study for students which means students' freedom to take courses outside the study program, and the learning system known as SKS is not only linked to education in the classroom but also outside the classroom both online and offline. The challenge is how to infuse these policies in the learning process in universities. The main pillars that serve as guidelines are the lecturers as educators and the spearhead of the knowledge transfer process to students, and the students themselves as future resource candidates.

The first challenge that must be prepared is the competence of lecturers that need to be improved. Chatib (2009) revealed that there are four levels of educators, namely medium teacher, good teacher, great teacher, and excellent teacher. The medium level teacher describes the teaching skills that are carried out only oriented to the provision of material and a one-way learning process. This level, of course, only focuses on highlighting the teacher's skills in mastering the material without providing feedback opportunities for students. If the teacher is only stagnant at this level, he will be removed by technology because students can obtain information by utilizing technology. The second level is a good teacher, a teacher at this level is not only able to provide material but is also able to clearly demonstrate events that occur to students. However, this skill is starting to be done by technology. Learners can see the demonstration process easily through videos that can be accessed on virtual portals. The third level is the great teacher, the teaching skills are not only limited to the ability to provide material, and demonstrate, but are also able to gather various kinds of references related to learning from several sources and compile them in the form of digital learning modules. Skills in utilizing technology in learning and in accordance with the characteristics of the learner himself. Lastly is the excellent teacher, which is the highest level of the teacher and cannot be replaced by any technology because at this level the teacher has become an inspiration and is able to inspire his students.

Good German reading skills can support students' success in other German language skills. However, based on observations so far, there are still many difficulties experienced by students of the Department of German Language Education FBS UNIMED in learning to read, which is reflected in the unsatisfactory achievement of students in the A2 reading skills course (Lesen A2). One of the factors that caused this to happen was the students' lack of habit of reading German texts outside the classroom independently, as well as the lack of available reading sources in the form of authentic German texts that were easy to find in Indonesia, when compared to reading sources. in English.

Although the implementation of the German language learning process has been presented with various innovative learning methods, the role of the internet has not been optimally utilized and involved as an effort to broaden students' knowledge in practicing their language skills. In learning foreign languages, in this case German, the internet can play a role in providing millions of sources of information that can help achieve success in learning. Currently, there are millions of learning resources scattered on the internet, either in the form of reading material, linguistic exercises, or other language learning support facilities.

Considering that the active role of learners in foreign language learning is highly prioritized for the achievement of the expected language competencies, the concept of learning by utilizing the internet or commonly referred to as E-learning with all its characteristics is able to support the active learning process, and can also facilitate learners to build their knowledge. alone. In learning foreign languages, students do not only listen passively to learning materials, but also carry out activities related to the language skills being taught. E-learning can also provide an interesting and meaningful experience for learners because of its ability to interact directly, so that understanding of the material is more meaningful, easy to understand, easy to remember and easy to re-express. With its varied content, interesting interactions, providing direct feedback, E-Learning can improve a person's level of understanding and memory of the knowledge conveyed (Munir, 2018: 205).

The next challenge is the skills of the XXI century which should be owned by students as candidates for Indonesian resources. These skills are very important so that they have more skills to succeed in facing the tough competition of the 21st century. The ASEAN Business Outlook Survey 2014 reports the results of its study and states that Indonesia is considered a destination for foreign investment and has even become one of the main destinations in the ASEAN region. The survey also indicates an unfavorable fact that Indonesia has low-skilled and cheap labor. When compared with graduates from other countries who are more skilled and trained, for example the Philippines as the highest ranking, the Indonesian nation must be able to compete. If not, he will lose good job opportunities and to overcome this, a program that produces high-skilled graduates must be supported (Zubaidah, 2016).

The learning system in lectures at the German Language Education Study Program FBS UNIMED is directed in line with the vision of the German Language Education Study Program, which is to become a superior department at the national level by producing graduates of German language education who are independent, have noble character, have national character, have professional teaching abilities, and can apply their knowledge in society, and can compete internationally in the global era. One of the goals is to produce graduates who are able to teach German well and can work professionally. So that in the course content, it is strived to have standards that are in accordance with the provisions.

Responding to the demands and challenges described earlier, requires immediate action to be able to overcome them and of course always in line with the vision of the study program. So it is necessary to integrate XXI century skills into the development of German language learning planning modules. The next step is to visualize the development in accordance with existing developments and mix it into the form of a digital module. Wagner (2008) accumulated 7 XXI century skills that are important to instill in learners with the aim that they can face the big waves that exist after they finish their education and enter life, the world of work, and as citizens. These skills include: (1) critical thinking and problem solving skills; (2) collaboration and leadership; (3) agility and adaptability; (4) initiative and entrepreneurial spirit; (5) able to communicate effectively both orally and in writing, (6) able to access and analyze information; and (7) have curiosity and imagination.

In infuse the skills of the XXI century, teachers need to apply the principles of teaching. There are nine principles in teaching these skills including: (1) learning adapted to relevant conditions; (2) discipline; (3) developing thinking skills from low level to high order thinking skills to encourage understanding in different contexts; (4) encourage the transfer of learning; (5) metacognition; (6) correct misunderstandings directly; (7) optimizing teamwork in solving problems (Problem based Learning); (8) utilize technology to support learning; and (9) enhance learner creativity (Saavedra & Opfer, 2012).

Important skills in the XXI century are still relevant to the four pillars of life which include learning to know, learning to do, learning to be and learning to live together. Zubaidah (2016) offers concrete steps that must be taken in teaching, namely: (1) Renew the quality, this applies to the quality and achievement of learning which is not only concerned with the quality of learning itself, but also the expansion of access, fairness of education acquisition, and equality; (2) foster participation, meaning that the liaison network between teachers and students should not be cut off. Teachers who function as facilitators always take advantage of the learning environment in accordance with the development of students and are ready to provide solutions to problems faced by students; (3) personalization and adjustment of learning, learning is directed to accommodate a variety of styles and ways of learning learners; (4) emphasis on project-based learning and problem-based learning; (5) encourage cooperation and communication; (6) Engage and motivate learners; (6) cultivate creativity and innovation; (7) use the means proper study; (8) design of learning activities that are relevant to the real world; (9) teach metacognitive skills; (10) build good relationships in learning; (11) focus on learner-centered learning; (12) develop limitless learning; and (13) conduct an assessment of a deeper understanding and competence.

There have been many learning platforms, both for-profit and non-profit. Of course, each has its own advantages and disadvantages. This research will use one of the digital learning platforms, namely the Learning management system. A learning management system (LMS) is software that combines database management with a digital framework for managing curriculum, courses, and evaluations. The function of the LMS is to manage courses effectively. LMS has six components that can be described, namely: (1) the ability to create virtual classrooms and organize; (2) upload and manage documents according to the curriculum; (3) submit content in a web-based form; (4) create and disseminate academic calendars; (5) as a place of communication between teachers and students; and (6) the ability to provide assessments and examinations (Wahyuningrum, Santoso, Isal, & Fitriansyah, 2018). Currently LMS is growing rapidly; many variations have emerged. LMS has been widely used in education based on the number of users, the number of organizations using it, and the activeness of social media. The form of LMS used is based on the Moodle Learning Management System. Moodle LMS is one of the flexible blended learning systems that can be used anywhere, anytime and seamlessly for course design that supports a mix of different times and places to study, offering some of the conveniences of a completely online course without losing face-to-face contact. The result is a potentially more powerful educational experience than traditional or fully online learning can offer (Horvat, Dobrota, Krsmanovic, & Cudanov, 2015).

In addition, the operating system that is open source provides convenience in designing the expected German language learning. Thus, the concept of independent learning can be realized, development is adjusted to the characteristics of students, and there are no obstacles in carrying out the lecture process even though it must be done only at home. Moodle LMS is developed full-featured that enables not only companies but educators to create online private study spaces, filled with tools that easily create countless courses and activities and all optimized for collaborative learning. Moodle is also provided in a mobile form that can be accessed at the touch of a button even when offline and is available for Android and iOS. Another feature that is no less interesting is the customization through the Moodle plugin directory for additional applications according to the needs of educators. Pappas (2019) adds, Moodle is ranked 19th in the Best Learning Management System based on User Experience list and ranks 16th among the Best Learning Management Systems based on Customer Experience.

Based on this, this study adjusts the demands and challenges that exist into the expected learning concept. However, in this case, it is necessary to carry out an exploratory process of German language learning planning through identification of problems obtained by students in the German Language Education Study Program so that the process of preparing teaching materials is in accordance with the characteristics expected by students at the undergraduate level.

Research Method

This study was analyzed using a qualitative descriptive approach which was carried out at the German Language Education Study Program, State University of Medan. Respondents who played a role were students who programmed the A2 reading skills course (*Lesen A2*). The distribution of surveys and interviews was carried out to all respondents after programming the courses to see important inputs during their programming courses which included real conditions in the teaching and learning process in the German Language Education Study Program, what needs need to be applied in learning, and student expectations regarding the needs that should be implemented. After the needs analysis has been carried out, further identification of materials that need to be developed in learning, inputs in instruction in learning using the Moodle LMS platform, and commitment to integrating XXI century skills through the developed platform. The survey is given online through the Microsoft form that has been provided. Meanwhile, in-depth interviews were conducted on a virtual basis using zoom alternately to each respondent so that the information obtained was more varied.

Results and Discussion

- Real Conditions of Learning

The German Language Education Study Program is currently trying to provide educational services as expected. The last few years the whole learning process is face-to-face. The goal is to maximize the knowledge transfer process. The pattern of learning then underwent a very massive change after the conditions experienced by Indonesia in particular and the world in general related to the Covid 19 pandemic. The pandemic required that activities carried out face-to-face had to be replaced online. The same thing happened in the German Language Education Study Program which was also affected by this. So that learning systems that usually use synchronous patterns are immediately replaced by using virtual synchronous, independent asynchronous, or collaborative asynchronous learning settings. The description of the four learning settings used by the German Language Education Study Program is further described as follows.

- Direct Sync

Direct Sync can be interpreted as a learning process that has been carried out face-to-face, where between those who learn and provide material are in the same location/space and time. In this case, it's the same as face to face. The activities can be in the form of lectures, discussions, field practices, individual/group projects, and others. The benefit is that students can easily ask questions to the lecturer if in the explanation the material is discussed in the same location/space and time. The process also builds interaction between students and lecturers, lecturers and students. Another thing is that lecturers can optimize the learning process using various media, methods, techniques, and learning models that support this direct synchronous activity. The results of identification through surveys and interviews with students indicate that this learning process is very attractive, especially regarding learning German language integrated with A2 reading skills. Students need more explanation from the lecturer regarding the linguistic and vocabulary themes in the A2 field they are studying. The results of interviews with respondents related to direct synchronous or face-to-face learning are still important to do. Students sometimes need further explanation regarding the theme being discussed, the time needed to respond to student questions is not too long, intense interaction of students in class, and understanding of material based on context, especially related to language, requires assistance by lecturers to students. This expectation illustrates that students also expect that lecturers in the learning process do not ignore this direct synchronous pattern. Lecturers are needed as learning facilitators who can build effective learning patterns in the classroom.

- Virtual Sync

The next learning setting is virtual synchronous or what we know as virtual synchronous describing that learning that occurs is a situation where lecturers and students are at the same time, but different places from each other. This pattern is implemented using synchronous technology such as video conference, audio-conference or web-based seminar (webinar). The learning patterns that have been carried out since March 2020 until now mostly use virtual synchronous patterns with the help of video conferencing technology that has been provided. The results of data analysis related to video conference media that are most often used by lecturers in teaching are Virtual Zoom Meetings, and also Google Meet. These two applications provide enormous benefits in the learning process in the German Language Education Study Program. Lecturers can still carry out face-to-face activities as usual but are limited by different spaces. Lecturers in real time can control the learning process and also provide understanding to students if there are things they do not understand during this learning process. Unfortunately, there are some very basic obstacles that exist in the students themselves.

The results of in-depth interviews with students based on data show that the learning process using Zoom Virtual Meeting and Google Meet is going quite well and running as usual. It's just that the level of understanding of students in receiving material in general is different from one another and it is difficult to be followed up personally by lecturers to students. On the other

hand, the level of understanding possessed by students can also be caused by two things, namely internally the students themselves related to the ability to receive and understand learning, and external aspects, namely disturbances that occur during the learning process. From the submission of one of these respondents that he did not understand the material due to unsupported signals so that the learning materials delivered by the lecturers sometimes had to be disjointed, and of course the impact on the knowledge transfer process was incomplete. Another obstacle that was disclosed was that the material described was not suitable to be applied using video conferencing and was more appropriate through direct synchronous pattern learning settings. It is of course also important to underline that the media used should be in line with the material to be delivered. If it must be delivered online, lecturers should use the right media so that students no longer experience external obstacles to understanding the material presented. However, there are also students who think that this virtual synchronous pattern is also part of adjusting to the conditions experienced today.

Respondents initially felt that this virtual synchronous process was deemed less than optimal because it was carried out suddenly so that he felt less optimal in understanding the material being taught when compared to face-to-face learning with direct interaction. Not optimal can be caused by the skills of the students themselves in using the applications offered by the lecturers in the implementation of learning, or even related to other technicalities that exist in the students themselves. However, this virtual synchronous activity has been going on for two semesters, finally students are starting to be able to adjust the existing situation until it becomes a habit. The previously mentioned learning activities are also an important part that needs to be reviewed further and as an important input in developing a learning system that can minimize obstacles in virtual synchronous activities.

- Self Asynchronous

The third learning setting is independent asynchronous which means that learning occurs in an online independent learning situation. Students can study anytime, anywhere, according to their respective conditions and learning speed. Learning activities provided in this independent asynchronous setting are reading, listening, watching, demonstrating, simulating and practicing by utilizing certain relevant learning objects (digital materials).

This learning pattern has not yet been implemented in the German Language Education Study Program. This is because the context of learning is carried out only by students. Lecturers in this case only provide lecture material for one semester with independent exercises that can be done by students. Actually, this learning pattern is also very interesting to apply, but there are two challenges that need to be considered so that this independent asynchronous can run well. First, the culture of independent learning that exists in students, especially in the German Language Education Study Program, is not yet optimal. Students still always expect an explanation from the lecturer and sometimes do not prepare any prior knowledge regarding the material to be discussed because they think that they can directly ask the lecturer during the lecture.

Second, if the lecturer wants to implement this learning program, the thing that must be done is to prepare these materials online which can be accessed by students who programmed the course. For example, lectures for the next semester must be completed before the current semester starts. Therefore, the provision of time and energy in preparing everything is an important part that needs to be considered by lecturers before choosing to use this pattern.

The results of the survey conducted to students also revealed that they needed a video of the discussion of the material directly by the lecturer in charge of the course because sometimes the content of material presented by other people through YouTube could not accumulate the discussion of the material provided by the lecturer. The results of these observations and surveys are of course a consideration for researchers to design A2 reading skills courses (*Lesen A2*) according to the characteristics of students and of course aim to face the challenges that exist.

- Collaborative Asynchronous

The final learning setting is asynchronous collaborative where the learning process is carried out in a collaborative situation (involving more than one person), between learning

participants and other learning participants or other people as resource persons. AK learning activities are facilitated by discussion forums, mailing lists, assignments, and others.

The results of observations made in the study program show that this pattern has also been applied in different designs and ways. Lecturers sometimes have to prepare material that will be discussed at a virtual meeting beforehand and given to students to read then during the online class learning process, they will immediately share information about the results of their reading. If it is in the form of audio and video, students can listen and watch it then provide comments related to the themes provided.

There are also lecturers who use independent but limited asynchronous patterns. Limited in the sense that students will only get material on a predetermined lecture schedule. Students will interact through the chat feature provided and the existing question form to be answered. Lecturers take this step in order to be able to control student activity during the lecture process with a set time. In addition, it can also anticipate the negative behavior of students who only actively fill in the lecture attendance list but do not follow the lesson well.

In addition, so that negative activities that may arise in the teaching and learning process independently asynchronously can be overcome, lecturers sometimes also use the next alternative, namely combining virtual synchronous and independent asynchronous patterns with reasonable time limits. Independent asynchronous functioned as part of the form of student preparation before the lecture begins by providing reading sources or materials to be discussed. The aim is to build a culture of student self-study and to systematically internalize learning patterns which will be the initial input for students. The materials which they then do not understand by just reading, demonstrating, will be delivered by the lecturer using a virtual synchronous pattern.

- **Material Development Needs**

In general, reading can be said as a psycholinguistic process in which the reader reconstructs the messages encoded by the author in the form of graphic symbols. In line with this, Tarigan (2010: 7) argues that reading can be understood as a process carried out and used by readers to get messages conveyed by writers through written media. German language teaching materials reading 'Lesen' is a process of reconstructing the graphic symbols that have been encoded in order to obtain messages or information conveyed by the author through written media.

Learning to read German 'Lesen' at UNIMED's German Education Study Program is divided into basic reading 'Lesen A1', advanced reading 'Lesen A2' and intermediate level reading 'Lesen B1'. The basic reading of 'Lesen A2' needs to be developed through teaching materials that can build the understanding of students who are new to German in the field of writing. The ultimate goal of reading activities is to understand as well as possible the message or information conveyed by the author. The message is structured in text. In the text, understanding is needed. However, to be able to reach a good level of understanding is not easy because in the reading process there are many factors that are related and influence each other.

German reading skill at A2 level is one of the compulsory subjects that students must program before they take the B1 level reading skills course. This course discusses materials covering various types of German texts and vocabulary at A2 level (covering various themes related to A2 level reading skills and text comprehension strategies). Understanding of reading skills and text comprehension approaches, introduction to the structure of texts at A2 level in German and introduction to themes within the scope of reading skills at A2 level. The content of the material is certainly very intertwined with the goal of the German Language Education Study Program, which is to produce graduates who have good and international standard German language skills as a foreign language. In addition, it is in line with one of the profiles of graduates who are expected to become German language educators who have the duties and functions of designing, implementing and evaluating German language learning in both formal and non-formal education for levels A1, A2 and B1.

The urgency of this course on the profile of graduates is an important part of why it is necessary to follow up on the fulfillment of material that is in accordance with the times and certainly cannot be separated from the competencies of the XXI century that students as

prospective educators should have. Competencies of the XXI century are competencies that cannot be replaced by machines or even artificial intelligence. Because the content in XXI century skills is considered to be able to strengthen social capital and intellectual capital, it is commonly abbreviated as 4C: communication, collaboration, critical thinking and problem solving, and creativity and innovation. Operationally, the 4Cs are described in four categories of steps, namely: First, ways of thinking, including being creative, innovating, being critical, solving problems, making decisions, and learning pro-actively. Second, how to work, including communicating, collaborating, working in teams. Third, the way of life as global citizens as well as local; and fourth, tools to develop 21st century skills, namely information technology, digital networks, and literacy.

The concept of XXI century skills is an important part in the development of German language learning planning materials with a focus on A2 level reading skills which will encourage the learning process to be student-centered, in this case students. The important points for each skill are described as follows.

Critical Thinking and Problem Solving

- Using various types of thinking/reasoning for reasons, both inductive and deductive, appropriately and according to the situation.
- Understanding the interconnection between one concept with another concept in a subject, and the relationship between concepts between a subject and other subjects
- Assess and make decisions effectively in processing data and using arguments.
- Test results and establish connections between information and arguments.
- Processing and interpreting the information obtained through the initial conclusions and testing it through the best analysis.
- Making solutions to various non-routine problems, either in a general way, or in their own way.
- Using their abilities to try to solve problems
- Compile and express, analyze, and solve a problem.

Communicate

- Understand, manage, and create effective communication in various forms and contents orally, in writing, and multimedia (ICT Literacy).
- Using the ability to express ideas, both during discussions, inside and outside the classroom, as well as in writing.
- Using spoken language that matches the content and context of the conversation with the other person or who is invited to communicate.
- In addition, oral communication also requires an attitude to be able to listen to, and respect the opinions of others, in addition to knowledge related to the content and context of the conversation.
- Using a logical flow of thought, structured in accordance with applicable rules.
- In the 21st Century communication is not limited to just one language, but multi-lingual possibilities.

Creativity and Innovation

- Have the ability to develop, implement, and convey new ideas orally or in writing.
- Be open and responsive to new and different perspectives.
- Able to express creative ideas conceptually and practically.
- Using concepts or knowledge in new and different situations, both in related subjects, between subjects, and in contextual issues.
- Using failure as a vehicle for learning.

- Have the ability to create novelty based on prior knowledge possessed.
- Able to adapt in new situations and make a positive contribution to the environment.

Collaboration

- Have the ability to work in groups.
- Adapt to various roles and responsibilities, work productively with others.
- Have empathy and respect for different perspectives.
- Able to compromise with other members in the group in order to achieve the goals that have been set.

The integration of XXI Century skills will then be planned to be infused into the A2 reading skills course (*Lesen A2*) based on the results of observations, surveys and interviews by paying attention to learning settings, namely virtual synchronous and collaborative asynchronous using the Moodle Learning Management System.

The design can be described as follows.

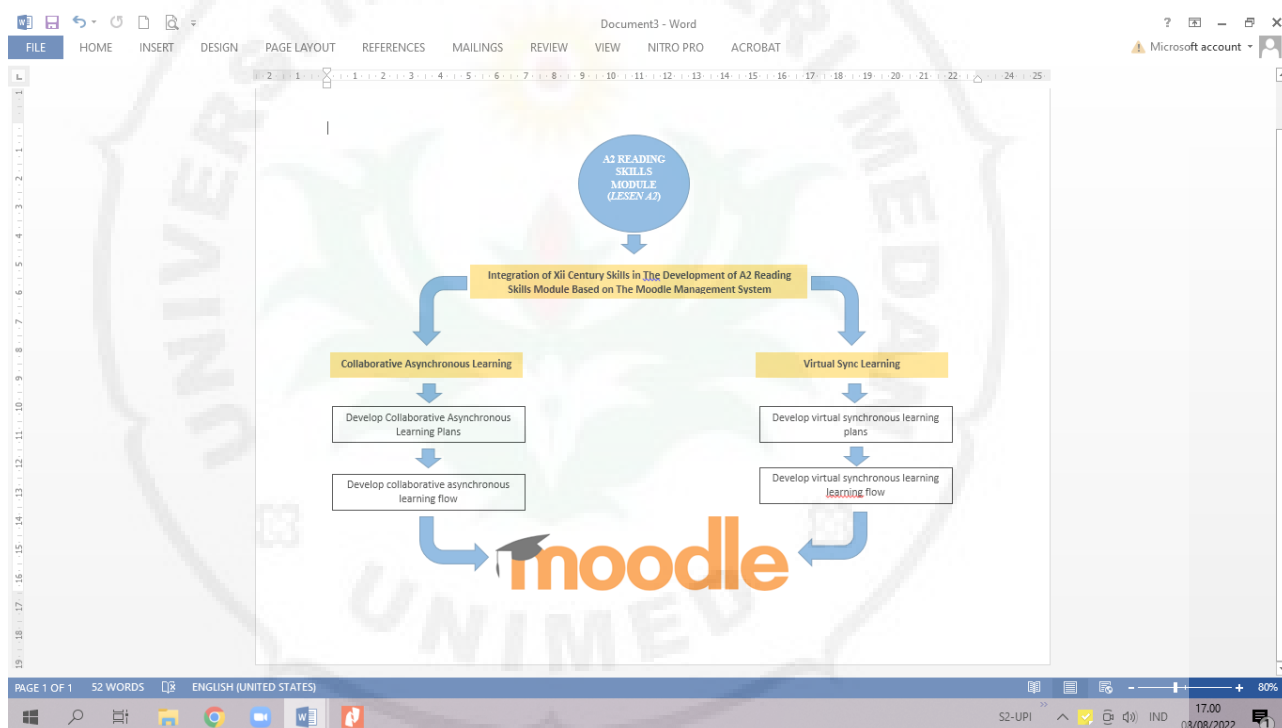


Figure 1. Moodle-based collaborative and virtual synchronous asynchronous learning design

Expectations That Need to be Implemented

The German language learning plan developed in accordance with the previous discussion is then combined and matched with the expectations of students as learning subjects. The presentation of the material designed in the A2 reading skills module (*Lesen A2*) will contain 8 learning topics. These topics consist of:

1. *Leben und Lernen in Europe*
2. *Familiengeschichten*
3. *Unterwegs*
4. *Freizeit und Hobbys*
5. *Medien im Alltag*
6. *Ausgehen, Leute Treffen*
7. *Vom Land in die Stadt*
8. *Erleben culture*
9. *Arbeitswelten*
10. *Feste und Feiern*
11. *Mit Allen Sinnen*
12. *Ideen und Erfindungen*

Each of these topics is further described into learning sub-achievements and learning videos will be designed in accordance with student suggestions that the provision of learning videos according to the theme will be very interesting to motivate them to study the material and sub-materials in the course. Video is one of the media that is digital and can really help students to understand the material and can be repeated anytime, anywhere, and the focus of the discussion is also more focused. They also provide input that the videos used sometimes cannot provide a complete picture to students because the videos are quoted from youtube links.

Conclusion

The results of the exploration of German language learning planning integrated reading skills A2 (*Lesen A2*) based on Moodle with XXI century skills when viewed from the results of surveys and interviews related to current conditions that the learning patterns experienced by students of the German Language Education Study Program are carried out both synchronously and asynchronously. Direct synchronization in the form of face-to-face activities directly, virtual synchronization carried out face-to-face via video conference and other supporting media, independent asynchronous digitally provided that can be studied by students independently, and collaborative asynchronous which combines the functions of virtual sync and independent asynchronous to improve the virtual learning process.

Based on the results of surveys and interviews, it was shown that students gave positive input regarding the learning process, namely through two virtual synchronous learning patterns and collaborative asynchronous learning. This is based on the current learning process via virtual, and of course it will be combined with the characteristics of student learning. The materials that will be provided in the design of this module are divided into main themes which will be designed according to the learning pattern.

References

- Chatib, M. (2009). *Sekolahnya manusia: sekolah berbasis multiple intelligences di Indonesia*. Kaifa.
- Horvat, A., Dobrota, M., Krsmanovic, M., & Cudanov, M. (2015). Student perception of Moodle learning management system: a satisfaction and significance analysis. *Interactive Learning Environments*, 23(4), 515–527. <https://doi.org/10.1080/10494820.2013.788033>
- Intan, G. (2019). Menteri Baru Jokowi-Ma'ruf Siap Lakukan Terobosan dalam 5 Tahun ke Depan. Retrieved February 19, 2020, from <https://www.voaindonesia.com/a/menteri-baru-jokowi-ma-ruf-siap-lakukan-terobosan-dalam-5-tahun-ke-depan/5135841.html>
- Maulidah, E. (2019). Character Building Dan Keterampilan Abad 21, 138–146.
- Pappas, C. (2019). The Top Open Source Learning Management Systems. Retrieved March 14, 2020, from <https://elearningindustry.com/top-open-source-learning-management-systems>
- Saavedra, A. R., & Opfer, V. D. (2012). Teaching and Learning 21st Century Skills: Lessons from the Learning Sciences. *Asia Society*.
- Tarigan, Henry Guntur. 2010. Peningkatan Kemampuan Membaca. Bandung: Penerbit Angkasa
- Wagner, T. (2008). Rigor Redefined. Overcoming the Global Achievement Gap. *Educational Leadership*.
- Wahyuningrum, P., Santoso, H. B., Isal, R. Y. K., & Fitriansyah, R. (2018). Analysis and Development of Instructional Design on Moodle Learning Management System in a Flipped Classroom. In *7th World Engineering Education Forum (WEEF)* (pp. 71–76). <https://doi.org/10.1109/WEEF.2017.8467133>
- Zubaidah, S. (2016). Keterampilan Abad Ke-21: Keterampilan Yang Diajarkan Melalui Pembelajaran. *Seminar Nasional Pendidikan*, 2(2), 1–17. <https://doi.org/10.1021/acs.langmuir.6b02842>