



DOKUMEN KURIKULUM



S1 Pendidikan Bahasa Inggris

IDENTITAS KURIKULUM PROGRAM STUDI S1 Pendidikan Bahasa Inggris

Nama Program Studi	: S1 Pendidikan Bahasa Inggris
Nama Fakultas	: Fakultas Bahasa dan Seni
Jenjang Program Studi	: S1
Gelar Lulusan	: S.Pd.
Akreditasi Program Studi (Nasional)	: Unggul
Akreditasi Program Studi (International)	: Conditional

Evaluasi Kurikulum dan Tracer Study

Kebijakan MBKM yang ditetapkan oleh Menteri Pendidikan dan Kebudayaan dimaksudkan untuk menata ulang kegiatan pembelajaran di perguruan tinggi agar mampu membekali mahasiswa menjadi pribadi yang tangguh, tanggap menghadapi tantangan zaman yang terus berubah dan berkembang secara cepat. Satu hal yang mencolok dalam kebijakan tersebut adalah kegiatan pembelajaran tidak terbatas di program studi yang dipilihnya, tetapi bisa juga di luar program studi selingkung perguruan tinggi tersebut, atau bahkan di luar kampus, yakni di kampus lain, di dunia usaha dan industri, di pedesaan, atau dunia nyata lainnya. Hasil dari Tracer study juga memberikan masukan untuk perbaikan program studi meliputi:

1. Perlu adanya program kewirausahaan sebelum mahasiswa lulus sehingga harapannya dapat memperbesar IKU 1 Kualitas lulusan berwirausaha.
2. Perlu adanya program persiapan memasuki dunia kerja sebelum mahasiswa lulus sehingga harapannya dapat memperbesar IKU 1 Kualitas lulusan bekerja kurang dari 6 bulan.
3. Perlu adanya program sosialisasi pascasarjana dan cara mendapatkan beasiswa pascasarjana sebelum mahasiswa lulus sehingga harapannya dapat memperbesar IKU 1 Kualitas lulusan studi lanjut

Landasan Perancangan dan Pengembangan Kurikulum

Kurikulum MBKM PS S1 PBI 2020 disusun sesuai kerangka dasar struktur kurikulum yang ditetapkan dari hasil perumusan pertemuan bidang akademik, dalam hal ini Wakil Rektor Bidang Akademik bersama dengan para Wakil Dekan Bidang Akademik dari setiap fakultas, serta beberapa pihak yang terkait. Kemudian tracer study dan survei pengguna lulusan digunakan sebagai pertimbangan untuk mengembangkan kurikulum baru program studi. Setelah itu, prodi melakukan sanctioning dan uji publik.

Rumusan Visi, Misi, Tujuan, dan Nilai Dasar

Visi Program Studi

- <p>Menjadi Penyelenggara Pendidikan Bahasa Inggris berbasis English for Specific Purposes (ESP) yang menghasilkan course designer yang unggul dan berwawasan global.</p>

Misi Program Studi

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Tujuan Program Studi

- Menghasilkan calon pendidik Bahasa Inggris yang profesional, berjiwa mandiri, adaptif, kreatif, inovatif terhadap perubahan zaman yang bersumber pada kearifan lokal.
- Terlaksananya penelitian bidang Pendidikan Bahasa Inggris yang relevan dengan perkembangan pembelajaran Bahasa Inggris yang mutakhir dan aplikatif.
- Terlaksananya pengabdian kepada masyarakat di bidang Pendidikan Bahasa Inggris yang mutakhir dan aplikatif sebagai wujud tanggung jawab sosial kepada masyarakat.
- Terlaksananya pengelolaan program studi yang transparan, kredibel dan akuntabel
- Terjalannya kerjasama dengan lembaga pendidikan dan lembaga-lembaga terkait baik dalam negeri maupun luar negeri secara berkelanjutan. Nilai Dasar:

Nilai Dasar

Rumusan Capaian Pembelajaran Lulusan (CPL)

No	Kategori	Kode	Capaian Pembelajaran Lulusan (CPL)
1		CPL 1.A	Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya
		CPL 1.B	Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan
		CPL 1.C	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan
		CPL 1.D	Mengembangkan diri secara berkelanjutan dan berkolaborasi.
		CPL 1.E	Menunjukkan keterampilan presentasi tertulis, visual dan lisan untuk mengkomunikasikan pengetahuan yang berhubungan dengan bahasa Inggris
		CPL 1.F	Mendemonstrasikan kompetensi lisan dan tulis yang setara dengan level B2 CEFR.
		CPL 1.G	Menunjukkan pemahaman yang baik tentang konsep pembelajaran bahasa Inggris dari perspektif nasional dan global.
		CPL 1.H	Menerapkan konsep linguistik terapan dalam pembelajaran Bahasa Inggris.
		CPL 1.I	Merencanakan, melaksanakan dan mengevaluasi pembelajaran Bahasa Inggris secara efektif dan kreatif.
		CPL 1.J	Melakukan penelitian dan pengkajian pembelajaran Bahasa Inggris.
		CPL 1.K	Menciptakan produk terkait dengan pembelajaran bahasa Inggris.

Syarat kompetensi dan/atau kualifikasi calon mahasiswa

Memiliki kompetensi berkomunikasi dalam Bahasa Inggris untuk dapat berpartisipasi aktif di kelas karena dalam kegiatan belajar mengajar menggunakan Bahasa Inggris sebagai media instruksi. Kompetensi yang diharapkan pelamar program studi S1 Pendidikan Bahasa Inggris adalah setara CEFR A2. Level ini merupakan baseline untuk kemajuan pembelajaran, dan endlinenya adalah CEFR B2.

Penetapan Bahan Kajian

Penetapan bahan kajian bersumber dari bidang ilmu Program Studi yaitu dengan cara menentukan rumpun ilmu berdasarkan pada basis ilmu utama, pendukung, penciiri dan lainnya yang dikaitkan dengan CP Program Studi yang berdasarkan perkembangan terkini ilmu pengetahuan dan teknologi.

Pembentukan Mata Kuliah (MK) dan Penentuan Bobot sks

Program Studi S1 Pendidikan Bahasa Inggris mempunyai 138 SKS untuk mata kuliah wajib dan 10 SKS SKS untuk mata kuliah pilihan yang harus diambil mahasiswa. Jumlah totalnya adalah 148 SKS untuk lulus dan mendapatkan gelar Sarjana Pendidikan Bahasa Inggris. Terdapat 160 SKS mata kuliah yang ditawarkan kepada mahasiswa dengan rincian dari 138 mata kuliah wajib dan 22 mata kuliah pilihan. Jika dikonversikan ke the European Credit Transfer System (ECTS), 148 SKS setara dengan 235,32 ECTS dari total 160 SKS yang ditawarkan kepada mahasiswa.

Metode Pembelajaran

Metode pembelajaran yang digunakan adalah Project based learning dan problem based learning yang juga menerapkan reflective teaching.

Modalitas Pembelajaran

Program studi S1 Pendidikan Bahasa Inggris menggarisbawahi tentang pentingnya untuk menyesuaikan metode pengajaran untuk mengakomodasi modalitas pembelajaran yang berbeda dapat meningkatkan efektivitas pendidikan secara keseluruhan dengan memenuhi preferensi dan kekuatan individu.

Penilaian hasil belajar

Proses penilaian pengetahuan dan keterampilan dilakukan oleh seluruh DPMK pada Prodi dengan 3 pendekatan, yaitu assessment of learning (penilaian akhir pembelajaran), assessment for learning (penilaian untuk pembelajaran), dan assessment as learning (penilaian sebagai pembelajaran). Pelaksanaan penilaian pembelajaran di program studi S1 Pendidikan Bahasa Inggris dilakukan oleh seluruh dosen pengampu mata kuliah sebanyak 4 komponen, penilaian partisipasi, penilaian tugas, penilaian UTS, dan penilaian UAS.

Rencana Implementasi Hak Belajar di Luar Prodi

Sejalan dengan Permendikbud Nomor 3 Tahun 2020 yang menggariskan pemberian hak belajar kepada mahasiswa selama 3 semester berkegiatan belajar di luar program studinya. Mahasiswa diberi kemerdekaan untuk belajar selama 1 semester atau setara dengan 20 SKS di prodi lain selingkung kampusnya, dan selama 2 semester atau setara dengan 40 SKS berkegiatan pembelajaran di program studi pada perguruan tinggi lain, dan atau berkegiatan pembelajaran di luar kampus, seperti di perdesaan, perusahaan, perindustrian, tempat/bengkel kerja, pusat riset, pusat pengabdian, dan di masyarakat nyata

Tata cara penerimaan mahasiswa pada berbagai tahapan kurikulum**Manajemen dan Mekanisme Pelaksanaan Kurikulum**

Semua matakuliah yang ditawarkan telah dilengkapi dengan Perangkat Pembelajaran yang telah diupdate sesuai dengan perkembangan jaman sehingga memudahkan Dosen dalam melakukan kegiatan mengajar. Selain itu, RPS disusun relevan dengan CPL dan Visi keilmuan serta sesuai dengan kebutuhan masyarakat yang semakin berkembang dalam pembelajaran dan penggunaan teknologi yang termutakhirkan. Kelengkapan perangkat pembelajaran ini wajib ditandatangani oleh Koorprodi dan kemudian diserahkan pada Unit Penjaminan Mutu (UPM) untuk kemudian diarsipkan di Gdrive prodi.

Struktur Kurikulum S1 Pendidikan Bahasa Inggris

Kode MK	Nama Matakuliah	SKS		Capaian Pembelajaran Lulusan (CPL)										
		Wajib	Pilihan	CPL 1.A	CPL 1.B	CPL 1.C	CPL 1.D	CPL 1.E	CPL 1.F	CPL 1.G	CPL 1.H	CPL 1.I	CPL 1.J	CPL 1.K
Semester 1														
8820304361	Essential Communication Skills	4												
8820302301	Essential English Grammar	2							✓					
8820304360	Essential Reading and Writing Skills	4												
8820302107	Introduction To Linguistics	2							✓		✓	✓		
8820302282	Principles of Education	2						✓		✓		✓	✓	✓
8820302170	Pronunciation Practice	2						✓	✓		✓	✓		
Semester 2														
8820302070	English Morpho-Syntax	2												
8820302071	English Phonology	2												
8820302299	Functional Grammar	2							✓				✓	
8820304364	Intermediate Communication Skills	4												
8820304363	Intermediate Reading and Writing Skills	4												
8820302342	Methods and Approaches in ELT	2												
Semester 3														
8820302366	Advanced Communication Skills	2												
8820303365	Advanced Reading and Writing Skills	3												
8820302367	Digital Media in ELT	2												
8820302350	Diversity and Inclusion in ELT	2												
8820302090	Instructional Design	2												
8820302110	Introduction To Literature	2												
8820302362	Pengembangan Karir	2												
8820303339	Research Methods for ELT	3												
8820302334	School Curriculum for 21st Century	2												
8820302261	Second language Acquisition	2												
8820303262	Syllabus Design	2							✓	✓		✓		
Semester 4														
8820302343	Developing Materials for ELT	2												
8820302326	Edupreneurship	2												
8820303368	English for Academic Purposes		3											
8820302352	International English Language Tests	2												
8820302351	Introduction to International Curricula	2												
8820302148	MICROTEACHING	2						✓	✓		✓			
8820302346	Qualitative Data Analysis in ELT	2												
8820302345	Statistics for Research in ELT	2												
8820303310	Teaching English for Young Learners	3												
8820302369	Teaching English Through Literature		2											
8820302344	Testing and Assessment in ELT	2												
Semester 5														

[illegible]

DESKRIPSI MATAKULIAH PROGRAM STUDI S1 Pendidikan Bahasa Inggris

8820304361 Essential Communication Skills
Dosen : EVA RAHMAWATI
WULIDA WAHIDATUL MASRURIA
Eva Rahmawati, S.Pd., M.Pd.

Capaian Pembelajaran Matakuliah/Kompetensi

- Identifying key words in spoken English to understand the topic of conversation.
- Understanding and responding to cause and effect relationships in spoken explanations.
- Recognizing agreement and disagreement in conversations and expressing personal opinions.
- Evaluating advantages and disadvantages in spoken discussions and presenting informed opinions.
- Recognizing explanations and examples in spoken presentations and delivering clear introductions.
- Following and explaining processes in spoken English, using clear signalling language.
- Organizing and classifying information from spoken texts to enhance comprehension and delivery.
- Recognizing and describing details in spoken English, with a focus on accuracy and spatial relations.
- Identifying temporal references in spoken English and delivering clear conclusions.
- Recognizing the structure of spoken presentations and discussing future predictions with clarity.

Deskripsi Matakuliah

This A2-level course provides a structured approach to developing foundational English communication skills essential for academic and practical contexts. Through this course, students will learn to identify key information in conversations and structured speech. Speaking activities will focus on everyday interactions, expressing opinions, and participating in discussions with clarity and confidence. The course emphasizes the practical application of communication skills through project-based tasks, enabling students to engage in real-world scenarios. To-face format, the course offers a dynamic learning environment where students receive personalized feedback, engage in peer-to-peer collaboration, and benefit from a comprehensive approach that ensures students build a solid foundation in English communication, directly relevant to both academic success and practical use.

Referensi Utama

- Macmillan Education (2018). Skillful Second Edition Level 1 Listening and Speaking. Macmillan Education.

Referensi Pendukung

- Richards, J. C., & Bohlke, D. (2010). Four Corners Level 1: Student's Book. Cambridge University Press.
- Bailey, K. M., & Nunan, D. (2005). Practical English Language Teaching: Speaking. McGraw-Hill.
- Ur, P. (2012). A Course in English Language Teaching (2nd ed.). Cambridge University Press.
- Thornbury, S. (2005). How to Teach Speaking. Pearson Education.

8820302301 Essential English Grammar
Dosen : NUR CHAKIM
Dr. Nur Chakim, S.Pd., M.Pd.

Capaian Pembelajaran Matakuliah/Kompetensi

- Students are able to demonstrate understanding on essential elements of English grammar, various grammar concepts and structures to develop a deep understanding of principles
- Students are able to apply appropriate grammar rules to improve written performances
- Students are able to analyze, edit, or proof read to eliminate errors in grammar mechanics and sentence structures using standard English conventions to rewrite better sentences

Deskripsi Matakuliah

Through this subject, students explore and practice various grammar concepts and structures covering parts of speech, phrases and clauses (dependent & independent clauses), subject-verb agreement, types of sentences, parallel structures, tenses, and passives to gain a solid foundation in the building blocks of grammar. In addition to understanding grammar rules, students will also explore common errors and pitfalls in English grammar (sentence fragments and run-on sentences) to improve their proofreading and editing skills, ensuring that they achieve mastery of grammar. Engaging in lectures, interactive exercises, practical examples, and engaging discussions, students will develop their skills in constructing grammatically correct sentences.

Referensi Utama

- Azar & Hagen, Betty Schramfer & Stacy A. 2016. Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education.
- Lester & Beason, Mark & Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill.
- Princeton Review. 2017. Grammar Smart 4th Edition. New York: Penguin Random House LLC.

Referensi Pendukung

- Page, Mary Ellen Munoz. 2011. ESL Grammar: Intermediate and Advanced. New Jersey: Research & Education Association, Inc.
- Elbaum, Sandra N. 2016. Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning

8820304360 Essential Reading and Writing Skills
Dosen : RETNO WULAN DARI
PRIANKA RATU MASITHO
Retno Wulan Dari, S.Pd., M.Pd.

Capaian Pembelajaran Matakuliah/Kompetensi

- menganalisis teks yang kompleks untuk mengidentifikasi tema-tema utama, argumen, dan strategi retorika, dan kemudian mensintesis informasi ini untuk membangun struktur dengan baik
- Evaluating their own and others' writing for clarity, coherence, and adherence to the conventions of academic English, making revisions to improve the overall quality of text.
- Applying advanced concepts of applied linguistics to design and formulate strategies for improving reading comprehension and writing skills, particularly in academic contexts

Deskripsi Matakuliah

The Essential Reading and Writing Skills course (8820304360) is a foundational 4-credit course designed for students in the English Education Study Program to develop reading and paragraph-level writing skills in English. The course integrates reading strategies, vocabulary development, and guided writing through short descriptions. Students learn to identify main ideas, supporting details, specific information, and relevant information from texts, and use these ideas to develop clear and coherent paragraphs. Learning activities include guided reading, vocabulary practice, collaborative discussions, writing practice, peer review, and revision. The course provides a foundation to develop literacy skills for further academic study and their future professional practice as English language educators, supporting SDG 4: Quality Education.

Referensi Utama

- Essential Reading and Writing Modules. Unpublished. English Language Education Study Program.

Referensi Pendukung

- Cottrell, S. (2019). The Study Skills Handbook: Fifth Edition (5th Edition). Macmillan.
- Bohlke, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan

8820302107 Introduction To Linguistics

Dosen : ASRORI
SILFIA ASNINGTIAS
Asrori, S.S., M.Pd.

Capaian Pembelajaran Matakuliah/Kompetensi

- Students are able to explain the fundamental concepts, characteristics, branches, and analytical levels of human language and linguistics, as well as their relev learning and teaching.
- Students are able to identify, classify, and analyse spoken, written, and digital English language data at phonetic, phonological, morphological, syntactic, semantic, levels using appropriate linguistic terminology, analytical procedures, and relevant digital tools.
- Students are able to critically analyse English learners' language problems, language acquisition processes, and language variation by considering linguistic evidence sociocultural, and educational contexts.
- Students are able to collaboratively apply linguistic evidence to formulate and communicate relevant, inclusive, ethical, and context-sensitive pedagogical respor learning problems, supported by the critical use of digital technologies and artificial intelligence.

Deskripsi Matakuliah

This course introduces linguistics as the scientific study of human language and examines the fundamental concepts, characteristics, branches, and analytical levels of lan and properties of human language, phonetics, phonology, word formation, morphology, syntax, semantics, pragmatics, discourse analysis, language acquisition, and socic to describe and analyse English language data, including the production and classification of speech sounds, word structure and formation, sentence structure, meaning discourse, language variation, and language-learning processes. Through collaborative case-based learning, students apply linguistic concepts to analyse English learner formulate relevant, inclusive, and context-sensitive pedagogical responses. The course develops critical and systematic thinking, promotes respect for linguistic diversity equitable English language education in relation to SDG 4 and SDG 10.

Referensi Utama

- Yule, G. (2022). The Study of Language (8th ed.), Chapter 1: "The Origins of Language" and Chapter 2: "Animals and Human Language." Cambridge University Press
- Wardhaugh, R., & Fuller, J. M. (2021). An Introduction to Sociolinguistics (8th ed.). Wiley Blackwell.

Referensi Pendukung

- Fromkin, V., Rodman, R., & Hyams, N. (2018). An Introduction to Language (11th ed.). Cengage Learning.
- Carley, P., Mees, I. M., & Collins, B. (2025). Practical English Phonetics and Phonology: A Resource Book for Students. Routledge.
- Cutting, J., & Fordyce, K. (2021). Pragmatics: A Resource Book for Students (4th ed.). Routledge.

8820302282 Principles of Education

Dosen : LIES AMIN LESTARI
Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd.

Capaian Pembelajaran Matakuliah/Kompetensi

- Explain the fundamental principles and purposes of education, including its historical development, philosophical foundations, and application in English Language Indonesian context.
- Analyze and propose strategies for implementing educational principles in English language teaching practices

Deskripsi Matakuliah

Principles of Education is an introductory course that helps students understand the fundamental principles, theories, and practices of education. The course em approaches, active learning, and inclusivity, demonstrating how these concepts are applied in both national and international classrooms. Students will explore teaching r based learning (PBL), case studies, and project-based learning (PjBL). Through these approaches, they will learn how to foster collaboration, critical thinking, and problem-environments. To connect theory with practice, students will engage in discussions, reflective essays, and presentations. The course also emphasizes cultural diversity, learning as essential elements in modern education. As future English educators, students will be guided to align educational principles with effective teaching practice Language (EFL) settings.

Referensi Utama

- Brown, H. D. (2020). Principles of Language Learning and Teaching (7th ed.). Pearson Education.
- Blumberg, P. (2019). Developing Learner-Centered Teaching: A Practical Guide for Faculty (2nd ed.). Jossey-Bass.
- Hammond, Z. (2020). Culturally Responsive Teaching and the Brain (2nd ed.). Corwin.
- Sensoy, Ö., & DiAngelo, R. (2019). Is Everyone Really Equal? Teachers College Press.
- Black, P., & Wiliam, D. (2021). Inside the Black Box: Raising Standards Through Classroom Assessment. Phi Delta Kappan.
- Kolb, D. A. (2021). Experiential Learning: Experience as the Source of Learning and Development (3rd ed.). Pearson.
- Gillies, R. M. (2020). Teachers' Roles in Promoting Collaborative Dialogue in the Classroom. Springer.
- Crain, W. (2020). Theories of Development: Concepts and Applications (7th ed.). Routledge.
- Campbell, E. (2020). Ethical Teaching and Moral Education. Springer.
- Sterling, S. (2020). Educating for the Future: Rethinking Sustainability and Lifelong Learning. Springer.
- Fisher, D., Frey, N., & Hattie, J. (2021). The Distance Learning Playbook. Corwin.
- Dolmans, D. H. J. M., et al. (2021). The Effectiveness of Problem-Based Learning: A Meta-Analysis. Springer.
- Herreid, C. F., & Schiller, N. A. (2020). Case Studies and the Flipped Classroom. NSTA Press.
- Bellanca, J. (2020). 21st Century Skills: Rethinking How Students Learn. Solution Tree Press.
- Coelho, D. P., Ham, M., & Jones, S.-L. (2025). Understanding Biesta's three purposes of education: A framework proposal. British Educational Research Jc <https://doi.org/10.1002/berj.4155>
- Dewey, J. (1938). Experience and Education.

Referensi Pendukung

- Wiggins, G., & McTighe, J. (2021). Understanding by Design (3rd ed.). ASCD.
- Weimer, M. (2021). Learner-Centered Teaching: Five Key Changes to Practice (3rd ed.). Jossey-Bass.
- Prince, M. J., & Felder, R. M. (2020). Active Learning: An Introduction. Springer.
- Gorski, P. C. (2020). Reaching and Teaching Students in Poverty (2nd ed.). Teachers College Press.
- Brookhart, S. M. (2021). How to Use Formative Assessment to Support Learning. ASCD.
- Merrill, M. D. (2020). First Principles of Instruction (2nd ed.). Wiley.
- Slavin, R. E. (2019). Cooperative Learning: Theory, Research, and Practice (3rd ed.). Routledge.
- Sigelman, C. K., & Rider, E. A. (2021). Life-Span Human Development (10th ed.). Cengage Learning.
- Narvaez, D. (2020). Moral Development and Climate Change. Oxford University Press.
- Barth, M., Michelsen, G., Rieckmann, M., & Thomas, I. (Eds.) (2021). Routledge Handbook of Higher Education for Sustainable Development. Routledge.
- Killen, R. (2020). Effective Teaching Strategies: Lessons from Research and Practice (8th ed.). Cengage Learning.
- Savery, J. R. (2020). Problem-Based Learning: An Inquiry Approach to Higher Education. Emerald Publishing
- Herreid, C. F. (2011). Start with a Story: The Case Study Method of Teaching College Science. NSTA Press.
- Holm, M. (2021). Authentic Project-Based Learning in Grades 4–8: Standards-Based Strategies and Scaffolding for Success. Corwin Press. Implementasi Refere Referensi Pendukung: Untuk memperluas wawasan mahasiswa di luar materi utama. Digunakan dalam diskusi tambahan atau tugas opsional yang mendorong ekspl Referensi: Sediakan salinan atau akses digital melalui perpustakaan atau platform pembelajaran kampus. Buat daftar bacaan mingguan A network error occ connection and try again. If this issue persists please contact us through our help center at help.openai.com.
- Minor, C., & Minor, M. (2021). Active Learning Techniques for a Multicultural Classroom: Strategies for Diverse Learners. Corwin.
- Kagan, S., & Kagan, M. (2021). Kagan Cooperative Learning (4th ed.). Kagan Publishing
- Pappas, E., & Pappas, J. (2021). Lifelong Learning for Sustainability: A Cognitive Approach to Transforming the World. Emerald Publishing
- Kaldi, S., Filippatou, D., & Govaris, C. (2019). Project-Based Learning in Primary Schools. Routledge.

8820302170 Pronunciation Practice

Dosen : ZAINUL AMININ
Zainul Aminin, S.Pd., M.Pd.

Capaian Pembelajaran Matakuliah/Kompetensi

- Being responsible for using the appropriate English sounds, stresses, and intonations in daily conversations; and following the rules of conduct of the course.
- Being able to choose appropriate English sounds, stresses, and intonations used in daily conversations; and conduct self and peer assessment.
- Demonstrating English pronunciation used in daily conversation.
- Making use of learning materials and IT to support teaching and learning process of English pronunciation subject.

Deskripsi Matakuliah

Pronunciation involves more than individual sounds. Word stress, sentence stress, intonation, and word linking all influence the sound of spoken English. This subject aims to develop knowledge and skills of English Pronunciation. It covers the knowledge and practice of pronouncing the appropriate English sounds, stresses, and intonations used in word and sentence contexts in daily conversations. This subject will combine both theoretical and practical classroom activities. All teaching learning activities are conducted through lecture, group discussion, and self-directed learning.

Referensi Utama

- (1) Baker, Ann., and Marshall, Leslie. (2006). Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.). Cambridge: Cambridge University Press.
- (2) Dauer, Rebecca M. (1992). Accurate English: A Complete Course in Pronunciation. USA: Prentice Hall Regents.
- O'Connor, J.D. (1980). Better English Pronunciation (2nd ed.). Cambridge: Cambridge University Press.

Referensi Pendukung

8820302070

English Morpho-Syntax

Dosen : FAURIS ZUHRI
Fauris Zuhri, S.Pd., M.Hum.

Deskripsi Matakuliah

The study of English grammatical (morphosyntactic) categories or properties which apply both to English syntax and English morphology within a sentence, an utterance or a word. Examples of such categories include singular/plural, tense, mood, perfect, passive, etc.

Referensi Utama

- Francis, N.W. 1968. The Structure of American English. New York: The Ronald Press Company.
- Fromkin, V., Rodman, R. and Hyams, N. 2011. An Introduction to Language. 9th ed. USA: Heinle.
- O'Grady, W., Dobrovolsky, M., Katamba, F. (Eds.). 1997. Contemporary Linguistics: An Introduction. China: Addison Wesley Longman Limited
- Quirk, R., Greenbaum, S., Leech, G., and Svartvik, J. 1985. A Comprehensive Grammar of the English Language. USA: Longman Group Limited.
- Sapir, E. 1921. Language: An Introduction to the Study of Speech. USA: Harcourt, Brace & World, Inc
- Saussure, F. De. 1974. Course in General Linguistics. Great Britain: William Collins
- Yule, G. 2010. The Study of Language. 4th. Ed. UK: Cambridge University Press.

8820302071

English Phonology

Dosen : RAHAYU KUSWARDANI
ASRORI
Asrori, S.S., M.Pd.

Deskripsi Matakuliah

This subject describes sound patterns of English. This explores the process of speech production that covers sound classification, morpheme and allomorph, phoneme distribution, rules of phonology, syllable structure, supra segmental phonemes. The phonological system of English is compared to other language systems to sharpen production processes and its phonological rules. The classroom activities are conducted through presentation, discussion, question-answer, and assignment.

Referensi Utama

- Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cengage Learning.
- Odden, David. 2005. Introducing Phonology. Cambridge: Cambridge University Press.
- McMahon, A. 2002. An Introduction to English Phonology. Edinburgh: Edinburgh University Press.
- Radford, Andrew, et.al. 2009. Linguistics: An Introduction (2nd edition). New York: Cambridge University Press.
- <https://www.youtube.com/watch?v=72M77Tva>
- <https://www.youtube.com/watch?v=l4eby6lbtEI>
- <https://www.youtube.com/watch?v=h4yrluCE6UM>

8820302299

Functional Grammar

Dosen : MUHAJIMIN ABDULLAH
RIZKI RAMADHAN
Dr. Muhajimin Abdullah, S.Pd., M.Pd.

Capaian Pembelajaran Matakuliah/Kompetensi

- CPMK 1: Mahasiswa mampu mengidentifikasi, menganalisis, dan menggunakan struktur klausa lanjutan (adjective clause, noun clause, adverb clause) secara tepat dalam tulisan.
- CPMK 2: Mahasiswa mampu menerapkan konsep tata bahasa untuk menganalisis dan merevisi struktur tata bahasa pada tulisan mereka sendiri dan tulisan orang lain untuk memperbaiki kesalahan.
- CPMK 3: Mahasiswa mampu mendemonstrasikan penggunaan tata bahasa tingkat lanjut, seperti pengurangan klausa (reduced clauses) dan pembeda antara klausa dalam komunikasi tertulis sesuai dengan level B2 CEFR.
- CPMK 4: Mahasiswa mampu memanfaatkan prinsip-prinsip tata bahasa untuk mengembangkan keterampilan berbicara dan menulis yang efektif dalam bahasa Inggris dengan keakuratan tata bahasa.
- CPMK 5: Mahasiswa mampu mengintegrasikan pemahaman teori tata bahasa ke dalam pembelajaran aktif melalui diskusi, presentasi, dan evaluasi penulisan berdasarkan standar CEFR.

Deskripsi Matakuliah

This course focuses on further practices on the concepts of grammatical form and function. It will specifically allow students to examine how grammar works in context. By the end of the course, students will be able to apply easily and correctly more advanced clause structures covering adjective clause, noun clause, and adverb clauses in their speaking and writing. They will apply these concepts in their writing by analysing grammatical structure and usage as well as the ability to analyse their own writing and the writing of others for errors. Classroom activities are conducted through lecturing, discussing and exercising.

Referensi Utama

- 1. Azar & Hagen, Betty Schramfer & Stacy A. 2016. Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education. 2. Elbaum, Saul. 2003. Context 3: Sixth Edition. Boston: National Geographic Learning.

Referensi Pendukung

- 1. Lester & Beason, Mark & Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill. 2. Murphy, Raymond. 2011. English Grammar in Use. Cambridge: Cambridge University Press. 3. Page, Mary Ellen Munoz. 2011. ESL Grammar: Intermediate and Advanced. New Jersey: Research & Education Association, Inc. 4. Hewings, Paul. 2003. English Grammar in Use. third edition. Cambridge: Cambridge University Press.

8820304364

Intermediate Communication Skills

Dosen :

Deskripsi Matakuliah

Referensi Utama

8820304363

Intermediate Reading and Writing Skills

Dosen :

Deskripsi Matakuliah

Referensi Utama

8820302342 Methods and Approaches in ELT
Dosen : RIRIN PUSPARINI
Dr. Ririn Pusparini, S.Pd., M.Pd.

Capaian Pembelajaran Matakuliah/Kompetensi

- Make use of IT to communicate the concept of ELT methods and the generating possible techniques as well as to develop it based on the latest theory.
- Master the concept of various kinds of ELT methods and techniques so as to be able to recognize, compare and analyze them.
- Creating which method should be appropriately referred to be implemented for teaching a certain language skill or component.
- Be responsible for making a written summary on the concept just discussed as a reflection of the understanding a concept.

Deskripsi Matakuliah

The course is designed to examine the nature of each of English Language Teaching Methods including Presenting A Century of Language Teaching (The Early Years Methods, Direct Methods, and Audiolingual Methods), The designer Methods (Community Language Learning, Suggestopedia, The Silent Way, Total Physical Response and The dawnning (Communicative Language Teaching and Notional Functional Syllabus), Presenting Contextualizing Communicative Approach covering of General / Instruction, Task Based Language Teaching, Theme Based Instruction, Strategies Based Instruction, Collaborative Approach) and Specific Approach (Content Based Immersion, Bilingual Education, Workplace and Vocational L2 Instruction) from a discourse perspective (review of ELT methods and approaches in language teaching); to current teaching methods and approaches (genre based, task based, and content based, project based learning, discovery learning, problem based learning); to develop literacy and learners do in class and what applied linguistic research tells us about how second language acquisition takes place; to develop an understanding of interactional communication develop it among L2 learners; to develop a reflective approach to teaching through classroom observations.

Referensi Utama

- ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Ririn Pusparini, Arik Susanti. Tasikmalaya: Perkumpulan Rumah Cemerlang Indonesia Press
- Larsen-Freeman, Diane. (2013). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.
- Brown, Douglas H and Lee, Heekyeong. 2015. Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education

Referensi Pendukung

- E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished
- (5) Richards, Jack C and Theodore S. Rogers. (2014). Approaches and Methods in Language Teaching: A Description and Analysis. Cambridge: Cambridge University Press
- (6) Harmer, Jeremy. (2007). The Practice of Language Teaching. England: Pearson Education Ltd.
- (7) Keputusan Kepala Badan Standar Kurikulum dan Asesmen Pendidikan Kementerian Pendidikan dan Kebudayaan, Riset dan Teknologi BASKP no 033/H/KR/ 2022 tentang Ca Kepala Badan Standar Kurikulum dan Asesmen Pendidikan Kementerian Pendidikan dan Kebudayaan, Riset dan Teknologi nomor 008/H/KR/2022 tentang Ca Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah Pada kurikulum Merdeka
- PERATURAN MENTERI PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI REPUBLIK INDONESIA NOMOR 12 TAHUN 2024 TENTANG KURIKULUM PAUD, PENDIDIKAN ANAK USIA DINI, JENJANG PENDIDIKAN DASAR, DAN JENJANG PENDIDIKAN MENENGAH

8820302366 Advanced Communication Skills
Dosen : SUEB
Sueb, S.Pd., M.Pd.

Deskripsi Matakuliah

Referensi Utama

8820303365 Advanced Reading and Writing Skills
Dosen : ESTI KURNIASIH
EVA RAHMAWATI
Esti Kurniasih, S.Pd., M.Pd.

Deskripsi Matakuliah

This course develops students' advanced critical reading and academic writing skills at the CEFR B2 level. Students apply a range of critical reading strategies to analyze arguments, authorial positions, assumptions, and evidence, and synthesize and respond to ideas using appropriate academic vocabulary. Building on these reading skills coherent, and persuasive arguments through the writing process, from generating and organizing ideas to composing and revising full argumentative essays. Through case reading, discussions, writing workshops, and peer review, students are encouraged to critically evaluate information, appreciate diverse perspectives, and produce well-structured academic and professional purposes. The course promotes inclusive and equitable learning by strengthening students' academic literacy, critical thinking, and communication supporting quality education and contributing to reduced inequalities in access to and participation in academic and professional contexts.

Referensi Utama

- Wulandari, Retno & Rahmawati, Eva. (2024). Critical Reading. Unpublished manuscript, Universitas Negeri Surabaya.
- Cottrell, S. (2023). Critical thinking skills: Effective analysis, argument and reflection (4th ed.). Bloomsbury Academic.
- SAGE Publications. (2025). Reading Critically at University. SAGE.
- Henderson, E. (2023). The Active Reader: Strategies for Academic Reading and Writing.
- Jordan, R. R. (1999). Academic Writing Course - Study Skills in English (Third Edit). Pearson Education Limited
- Oshima, A., & Hogue, A. (2007). Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc
- Kirsznner, L. G., & Mandell, S. R. (2015). Patterns for College Writing - a Rhetorical Reader and Guide (Brief Edit). Bedford/St. Martin's.

Referensi Pendukung

- Online Newspaper articles: in The Guardian, The New York Times.

8820302367 Digital Media in ELT
Dosen :

Deskripsi Matakuliah

Referensi Utama

8820302350 Diversity and Inclusion in ELT
Dosen :

Deskripsi Matakuliah

Referensi Utama

8820302090 Instructional Design
Dosen : ESTI KURNIASIH
Esti Kurniasih, S.Pd., M.Pd.

Deskripsi Matakuliah

Referensi Utama

8820302110 Introduction To Literature
Dosen : FAHRI
Drs. Fahri, M.A.

Capaian Pembelajaran Matakuliah/Kompetensi

- Students are able to explain key concepts, genres, and functions of literature in English studies.
- Students are able to analyze literary texts using basic literary concepts and approaches.
- Students are able to apply basic literary concepts to interpret literary texts in written and oral responses.

Deskripsi Matakuliah

Introduction to Literature is a foundational course that introduces students to literary genres—prose, poetry, and drama—and their intrinsic elements. The course aims to read, interpret, and analyze literary texts as meaningful resources for understanding language use, meaning, and context. Through case-based learning and guided textual analysis, students explore selected literary works using basic literary approaches and introductory applied linguistic perspectives. The course also encourages students to reflect on the educational relevance to English language learning from national and global perspectives. By the end of the course, students are expected to demonstrate conceptual understanding, analytical skills, and reflective awareness, which serve as a foundation for more advanced courses such as ELT in Literature.

Referensi Utama

- Ferdinal, F., Seswita, S., & Sandika, E. (2020). Introduction to literary studies. CV Panawa Jemboan.
- Kennedy, X. J., & Gioia, D. (2019). Literature: An introduction to fiction, poetry, drama, and writing (13th ed.). Pearson.

Referensi Pendukung

- Barnett, S., Cain, W. E., & Burto, W. (2015). Literature for composition: An introduction to literature (10th ed.). Pearson.
- Barnett, S., & Cain, W. E. (2015). A short guide to writing about literature (12th ed.). Pearson.
- DiYanni, R. (2000). Literature: Reading fiction, poetry, and drama (5th ed.). McGraw-Hill
- Klarer, M. (2004). An introduction to literary studies (2nd ed.). Routledge.
- Greenblatt, S., et al. (Eds.). (2018). The Norton anthology of English literature (10th ed.). W. W. Norton & Company.
- Meyer, M. (2018). The Bedford introduction to literature: Reading, thinking, and writing (12th ed.). Macmillan Learning.

8820302362 Pengembangan Karier

Dosen : PRIANKA RATU MASITHO
Prianka Ratu Masitho, S.Pd., M.TESOL.

Capaian Pembelajaran Matakuliah/Kompetensi

- Mampu mengevaluasi potensi diri dan memetakan identitas profesional sebagai lulusan Pendidikan Bahasa Inggris yang kompetitif.
- Mampu menganalisis berbagai peluang karier dan dinamika pasar kerja global maupun lokal bagi sarjana Pendidikan Bahasa Inggris.
- Mampu merancang strategi pengembangan profesional berkelanjutan berdasarkan prinsip etika profesi.
- Mahasiswa mampu merancang dan memproduksi dokumen aplikasi kerja profesional serta membangun personal branding yang efektif di platform digital.
- Mahasiswa mampu mendemonstrasikan keterampilan komunikasi interpersonal dan teknik seleksi kerja dalam konteks profesional.

Deskripsi Matakuliah

Mata kuliah Pengembangan Karier bertujuan untuk membekali mahasiswa dengan keterampilan persiapan karier melalui serangkaian topik yang mencakup orientasi penyusunan resume dan cover letter, strategi pencarian kerja, etika profesional, keterampilan wawancara, problem solving, negosiasi gaji, hingga transisi ke dunia kerja, menyusun portofolio karier, menghadapi simulasi seleksi, serta mempresentasikan strategi karier, sehingga diharapkan mampu membangun kesiapan, profesionalisme memasuki dunia kerja. Mata kuliah ini sesuai dengan Tujuan Pembangunan Berkelanjutan (SDG) ke-delapan yang berfokus pada Pekerjaan Layak dan Pertumbuhan Ekonomi yang inklusif dan berkelanjutan, kesempatan kerja yang produktif, serta pekerjaan yang layak untuk semua orang.

Referensi Utama

- Brown, D. (2019). Career Counseling, and Career Development (11th ed.). Pearson
- Mulyana, dkk. (2025). Undergraduate Employability: Transisi Kuliah ke Kerja

Referensi Pendukung

- Holland, J. L. (1997). Making vocational choices: A theory of vocational personalities and work environments (3rd ed.). Psychological Assessment Resources.
- Savickas, M. L. (2013). Career construction theory and practice. In R. W. Lent & S. D. Brown (Eds.), Career development and counseling: Putting theory and research to work (2nd ed.). Jossey-Bass.
- Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown & L. Brooks (Eds.), Career choice and development (2nd ed.). Jossey-Bass.
- Pribadi, H., Atmoko, A., Hitipeuw, I., Indreswari, H., Laras, P. B., dan Prayogi, F. (2026) Systematic literature review of career sustainability informing social cognitive related skills in higher education. Discover Sustainability 7, 269. <https://doi.org/10.1007/s43621-026-02598-y>

8820303339 Research Methods for ELT

Dosen : WIWIET EVA SAVITRI
Dr. Wiwiet Eva Savitri, S.Pd., M.Pd.

Capaian Pembelajaran Matakuliah/Kompetensi

- Demonstrate a thorough understanding of concepts in educational research methodology
- Perform critical thinking and use analytical skills to solve problems in the teaching and learning of English as a foreign language
- Demonstrate the awareness of the values, ethical issues and norms in conducting research

Deskripsi Matakuliah

Referensi Utama

- Ary, D., Jacobs, L. C., Sorensen, C. K. & Walker, D. A. 2019. Introduction to Research in Education (10th Edition). Belmont: Wadsworth
- Cohen, L., Manion, L., & Morrison, K. 2018. Research Methods in Education. London: Routledge/Falmer
- Creswell, J.W. 2014. Research Design: Qualitative, quantitative, and mixed-methods approaches. London: SAGE Publications Ltd.
- Denzin, N.K. & Lincoln, Y.S. (2017). The SAGE Handbook of Qualitative Research. Thousand Oaks.

Referensi Pendukung

- (3) Best, J.W. and Kahn, J.V. (2016). Research in Education. New York: Pearson Education. (4) Denzin, N.K. and Lincoln, Y.S. (2017). The SAGE Handbook of Qualitative Research. Thousand Oaks.

8820302334 School Curriculum for 21st Century

Dosen : ARIK SUSANTI
Dr. Arik Susanti, S.Pd., M.Pd.

Capaian Pembelajaran Matakuliah/Kompetensi

- Understand the concepts of the principle of curriculum, as well as the history and development of the English curriculum from national and global perspectives.
- Arrange, carry out and analyze needs, situations, goals and course design appropriately.
- Apply critical thinking and analytical skills in solving problems related to the implementation of the English curriculum in Indonesia.

Deskripsi Matakuliah

This subject introduces the definition, the notion, the concepts and aspects of a curriculum. This course also explains and analyses the kinds of curriculum, the historical development, the principles of curriculum development, and the government policy of recent curriculum (emancipated curriculum). Then, the curriculum is analyzed based on indicators of receptive and productive skills, kinds of texts, learning outcomes, and deep learning approach. The teaching and learning activity is conducted through discussion and presentation in group.

Referensi Utama

1. Depdiknas. (2013). Kurikulum 2013: Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas
2. Keputusan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam
3. Panduan Pembelajaran Asesmen. Pendidikan Anak Usia Dini, Pendidikan Dasar dan Pendidikan Menengah. 2022. Badan Standar, Kurikulum, dan Asesmen Pendidikan, kebudayaan, Riset, dan Teknologi RI
4. Jack C. Richard. (2001). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press.
5. Capaian Pembelajaran Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka. 2024
6. Kementerian Dasar dan Menengah Republik Indonesia. (2025). Pembelajaran Mendalam

Referensi Pendukung

7. <https://www.literacyideas.com/different-text-types>. Accessed on September 2020.

8820302261 Second language Acquisition

Dosen : LIES AMIN LESTARI
Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd.

Capaian Pembelajaran Matakuliah/Kompetensi

- Develop reflective and collaborative practices to enhance understanding of second language acquisition theories and their application in real-world contexts
- Demonstrate the ability to communicate effectively, both orally and in writing, using appropriate terminology and concepts of second language acquisition, meeting CE
- Critically analyze second language acquisition processes and their relevance to national and global perspectives on English language education
- Apply foundational and contemporary concepts of applied linguistics to evaluate and design effective English language teaching strategies based on second language

Deskripsi Matakuliah

This course introduces the students to the concepts and principles of how learners learn a second language. It covers the concepts in SLA, language environments, theoretical input, factors affecting SLA, interlanguage, and implications of SLA theories to L2 learning and teaching. Classroom activities will be dominated by classroom discussion, answer, and case studies.

Referensi Utama

- SAVILLE-TROIKE, M. 2006. Introducing Second Language Acquisition. New York: Cambridge University Press. Ellis, R. Second Language Acquisition. 2003. Second Oxford: Oxford University Press.

8820303262 Syllabus Design

Dosen : ESTI KURNIASIH
ARIK SUSANTI
Esti Kurniasih, S.Pd., M.Pd.

Capaian Pembelajaran Matakuliah/Kompetensi

- Understand the principles of designing a lesson plan based on "Kurmer"
- Analyze a lesson plan based on "Kurmer"
- Formulate learning objectives based on the students' level and characteristics
- Develop a lesson plan with appropriate learning methods and models, materials, media, assessment, the student's level and characteristics

Deskripsi Matakuliah

This subject aims to be able to design a lesson plan, starting from analyzing learning outcomes (capaian pembelajaran), formulating learning objectives, applying the app and media, developing teaching and learning process, to administering the assessment/evaluation. The lesson plan is designed based on the recent curriculum (Freedom education study program for various purposes. All teaching-learning activities are conducted through lecturing, discussion, project, and individual consultation.

Referensi Utama

- Capaian Pembelajaran Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka. 2024
- Bloom taxonomy
- Panduan Pengembangan kurikulum operasional di satuan sekolah, 2021
- Kebijakan Kurikulum Merdeka. 2021
- Capaian Pembelajaran Revisi 2022

Referensi Pendukung

- Nation, I.S.P and Macalister, John. 2010. Language Curriculum Design. N.Y: Routledge
- Contoh-contoh MA

8820302343 Developing Materials for ELT

Dosen : WIWIET EVA SAVITRI
ARIK SUSANTI
Dr. Wiwiet Eva Savitri, S.Pd., M.Pd.

Capaian Pembelajaran Matakuliah/Kompetensi

- Considering the culture, views, and religion of students in the selection, adaptation and adoption of teaching materials and develop students' attitudes, values, and commitment, and sincerity independently.
- Having knowledge of developing teaching materials that are logical, critical, systematic, innovative, quality, authentic and acceptable regionally and internationally.
- Having skills in developing teaching materials that are logical, critical, systematic, innovative, quality, authentic and acceptable regionally and internationally utilising A
- Utilizing information technology in the development of logical, critical, systematic, innovative, quality, authentic and acceptable teaching materials regionally and intern

Deskripsi Matakuliah

This course introduces the discussion of theories on the development of English teaching materials and the practice of developing English teaching materials in schools. The relationship of curriculum, syllabus, and teaching materials, principles and frameworks for the development of teaching materials and the real application of the developed English language resources and English textbooks from the country of origin. Lecture activities are carried out through group presentations, discussions, and workshops teaching materials (materials development project). This course uses Project-Based Learning.

Referensi Utama

- Azarnoosh, Maryam; Zeraatpishe, Mitra; Faravani, Akram; Kargozari, Hamid Reza (Eds). 2016. Issues in materials development. Rotterdam: Sense Publishers.
- Norton, J., & Buchanan, H. (Eds.). 2022. The Routledge handbook of materials development for language teaching. Routledge.
- Tomlinson, Brian. (Ed.). 2011. Materials development in language teaching. Cambridge: Cambridge University Press.
- Mishan, F & Timmis, I. 2015. Materials development for TESOL. Edinburgh University Press.

Referensi Pendukung

- 5. Commercial English textbooks 6. Independent Curriculum for ES, JHS, SHS

8820302326 Edupreneurship

Dosen : NUR FAUZIA
ASRORI
Asrori, S.S., M.Pd.

Capaian Pembelajaran Matakuliah/Kompetensi

- Menerapkan konsep kewirausahaan dalam konteks pendidikan bahasa Inggris untuk mengidentifikasi peluang bisnis yang relevan. (C3)
- Menganalisis kebutuhan pasar dan tren industri untuk produk atau layanan pendidikan bahasa Inggris yang inovatif. (C4)
- Mengevaluasi kelayakan dan potensi keberlanjutan dari rencana bisnis pendidikan bahasa Inggris berdasarkan kriteria kewirausahaan. (C5)
- Menciptakan model bisnis atau rencana usaha yang inovatif untuk produk atau layanan pendidikan bahasa Inggris. (C6)
- Menerapkan strategi pemasaran dan branding yang efektif untuk mempromosikan produk pendidikan bahasa Inggris. (C3)
- Menganalisis tantangan dan risiko dalam mengembangkan usaha di bidang pendidikan bahasa Inggris serta merancang strategi mitigasinya. (C4)
- Mengevaluasi kualitas dan efektivitas produk pembelajaran bahasa Inggris dari perspektif kewirausahaan dan pedagogis. (C5)
- Menciptakan prototipe atau produk minimal viable product (MVP) untuk solusi pendidikan bahasa Inggris yang memiliki nilai jual. (C6)
- Menerapkan prinsip etika dan tanggung jawab sosial dalam pengembangan usaha pendidikan bahasa Inggris. (C3)
- Menyusun dan mempresentasikan proposal bisnis pendidikan bahasa Inggris secara tertulis, visual, dan lisan dengan meyakinkan. (C6)
- Merencanakan, melaksanakan dan mengevaluasi pembelajaran Bahasa Inggris secara efektif dan kreatif.
- Menciptakan produk terkait dengan pembelajaran Bahasa Inggris.
- Menunjukkan ketrampilan presentasi tertulis, visual dan lisan untuk mengkomunikasikan pengetahuan yang berhubungan dengan Bahasa Inggris.
- Melakukan penelitian dan pengkajian pembelajaran Bahasa Inggris.
- Menciptakan produk terkait dengan pembelajaran Bahasa Inggris.
- CMPK Ke 16
- Menciptakan produk terkait dengan pembelajaran Bahasa Inggris

Deskripsi Matakuliah

Mata kuliah Edupreneurship pada Program Studi Pendidikan Bahasa Inggris jenjang S1 dirancang untuk membekali mahasiswa dengan pengetahuan, keterampilan, dan sikap dalam konteks pendidikan, khususnya bidang bahasa Inggris. Mata kuliah ini mengintegrasikan prinsip-prinsip kewirausahaan dengan inovasi pedagogis, seperti menciptakan, mengembangkan, dan mengelola usaha atau inisiatif di sektor pendidikan bahasa, seperti lembaga kursus, platform pembelajaran digital, konten edukasi konsultasi pendidikan. Ruang lingkup mencakup identifikasi peluang bisnis pendidikan, perencanaan usaha (business plan), pengembangan produk dan layanan pendidikan pemasaran dan branding, manajemen keuangan dasar, serta strategi keberlanjutan dan etika dalam edupreneurship. Tujuannya adalah agar mahasiswa tidak hanya kompeten, tetapi juga inovator dan entrepreneur yang mampu berkontribusi pada pengembangan ekosistem pendidikan bahasa Inggris yang kreatif, relevan, dan berkelanjutan.

Referensi Utama

1. TIM Kewirausahaan Unesa. 2016. Kewirausahaan. Unesa University Press.
2. Dirjendikti. 2013. Modul Pembelajaran Kewirausahaan. Online

Referensi Pendukung

- [1] Blackwell, Edward. 2011. How to Prepare a Business Plan. Kogan Page London. ISBN: 0-7494-41917
- [2] Buchori Alma, 2005. Kewirausahaan. Penerbit : Alfabeta.
- [3] Jeffry A. Timmons, dkk. 2007. New Venture Creation: Entrepreneurship for 21st Century. . McGraw Hill Irwin.
- [4] Kasali, Rhenald, et.al. 2010. Modul Kewirausahaan untuk Program Strata 1, 1st edition. Jakarta.
- [5] Munandar. Utami. SC. .1999. Kreativitas dan Keterbakatan.. Gramedia Pustaka Utama.
- [6] Paley, Norton 2004. Successful Business Planning. Thorogood Publication. ISBN: 978-1854182777.
- [7] Suharyadi, dkk. 2008. Kewirausahaan : Membangun Usaha Sukses Sejak Usia Muda. Salemba Empat.
- [8] Suryana. 2008. Kewirausahaan : Pedoman Praktis, Kiat dan Proses Menuju Sukses. Penerbit : . Salemba Empat.

Dosen :

Deskripsi Matakuliah

Referensi Utama

8820302352 International English Language Tests

Dosen : RETNO WULAN DARI
EVA RAHMAWATI
Eva Rahmawati, S.Pd., M.Pd.

Capaian Pembelajaran Matakuliah/Kompetensi

- Menganalisis struktur, pola pertanyaan, dan kriteria penilaian pada berbagai komponen tes bahasa Inggris internasional (Mendengar, Membaca, Menulis, Berbicara).
- Menerapkan strategi dan teknik yang tepat untuk menyelesaikan soal-soal dalam tes bahasa Inggris internasional (IELTS, TOEFL, TOEIC) sesuai dengan format dan
- Mengevaluasi dan menyajikan tanggapan lisan dan tulisan berdasarkan rubrik penilaian resmi tes bahasa Inggris internasional dengan mengintegrasikan teknologi. (C
- Menganalisis perkembangan kebijakan dan isu terkini tes bahasa Inggris internasional serta implikasinya terhadap pendidikan bahasa Inggris di konteks nasional dan
- Menyajikan analisa terkait perkembangan kebijakan dan isu terkini tes bahasa Inggris internasional serta implikasinya terhadap pendidikan bahasa Inggris di konteks

Deskripsi Matakuliah

Mata kuliah ini dirancang untuk memberikan pemahaman mengenai berbagai tes bahasa Inggris internasional yang umum digunakan, seperti IELTS, TOEFL, dan TOEIC. struktur, format, jenis soal, strategi pengerjaan, serta sistem penilaian dari masing-masing tes. Ruang lingkupnya meliputi pengenalan konsep pengujian bahasa, pengembangan keterampilan bahasa yang diujikan (mendengar, membaca, menulis, dan berbicara), serta keterampilan untuk menganalisis kebijakan dan isu terkini tes bahasa Inggris. Di akhir pembelajaran, mahasiswa diharapkan dapat memahami pengetahuan teoritis dan praktis agar mampu menganalisis, mempersiapkan, dan bahkan memilih tes tersebut. Selain itu, mahasiswa diharapkan mampu mengevaluasi kebijakan dan isu terkait tes bahasa Inggris dalam konteks nasional dan global.

Referensi Utama

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3. Official test guidebooks and score descriptors of international English language tests (IELTS, TOEFL, dan TOEIC).

Referensi Pendukung

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- Yousef, H.A., Prastiwi, Y., & Hidayat, N. (2025). Curriculum, policy, and politics in English language teaching: Comparative perspectives from Indonesia, Nigeria, and Collaboration and Publication of Social Sciences and Humanities.
- Cushing, S.T., Ren, H, & Tan Y. (2024). The use of TOEFL iBT® in admissions decisions: Stakeholder perceptions of policies and practices. ETS Research Report No

8820302351 Introduction to International Curricula

Dosen : WIWIET EVA SAVITRI
SILFIA ASNINGTIAS
Dr. Wiwiet Eva Savitri, S.Pd., M.Pd.

Capaian Pembelajaran Matakuliah/Kompetensi

- Students can compare the national curriculum with the international curriculum
- Students can identify current issues in a variety of international curricula
- Students can carry out interesting and effective learning.
- Students can use various learning media to support the learning process.

Deskripsi Matakuliah

This module introduces the international curriculum mostly applied in Indonesian schools. As globalization revolutionized education in general, the use of international curriculum and SPK schools has become inevitable. This introductory module provides an overview of the diverse range of international curricula used in schools in Indonesia. It explores the philosophies, and pedagogical approaches of prominent programs such as the International Baccalaureate (IB), Cambridge International, and others. This subject attempts the curriculum design, assessment methods, and teaching methodologies employed in these programs. Explore real-world examples and case studies to understand how implemented. Examine the benefits and challenges of implementing international curricula in different educational contexts

Referensi Utama

- Cambridge Assessment International Education. (2024). International Education from Cambridge: What lies at the heart of our approach. In Cambridge Assessment International Education Press & Assessment. <https://www.cambridgeinternational.org/Images/417448-overview-brochure.pdf>
- Perdirjendikdasmen. (2015). Petunjuk Teknis Kerja Sama Penyelenggaraan dan Pengelolaan Pendidikan Dasar dan Menengah oleh Lembaga Pendidikan Asing di Indonesia. Perdirjendikdasmen.
- Permendikbud. (2014a). Kerja Sama Penyelenggaraan dan Pengelolaan Pendidikan oleh Lembaga Pendidikan Asing dengan Lembaga Pendidikan di Indonesia. Permendikbud.
- Permendikbud. (2014b). Pedoman Pendirian, Perubahan, dan Penutupan Satuan Pendidikan Dasar dan Menengah (Vol. 0). Permendikbud.
- Queensland Academies. (2025). International Baccalaureate Handbook 2025. Queensland Academies.
- Singapore, M. of E. (2020). English Language Syllabus: Primary and Secondary. Ministry of Education Singapore.
- the Montessori Foundation. (2012). Montessori Curriculum: Scope and Sequence (Vol. 2012). the Montessori Foundation

8820302148 MICROTEACHING

Dosen :
SUMARNININGSIH
YURI LOLITA
Sumarniningsih, S.Pd., M.Pd.

Capaian Pembelajaran Matakuliah/Kompetensi

- Demonstrating sincerity and commitment to develop students' attitudes, values and abilities
- Employing logical, critical, systematic, and innovative thinking in the context of the development of science and technology and considering the values of humanities
- Mastering linguistic concepts, learning methodology, TEFL concept in national and global perspective as well as demonstrating written, visual, and oral presentation language
- Demonstrating the process of English instruction by designing lesson plan and utilizing various learning strategies, instructional models, learning media and ICT to and creative English instruction through peer teaching activities

Deskripsi Matakuliah

Microteaching is a practice-oriented course designed to develop students' fundamental knowledge, skills, and professional competencies in teaching English as a foreign language. It provides students with opportunities to integrate theories of language teaching, instructional planning, classroom management, teaching strategies, learning media, and practice through structured and progressively challenging teaching simulations. Throughout the course, students develop essential teaching skills, including opening and closing lessons, learning materials, asking effective questions, providing reinforcement and feedback, using classroom language, managing classroom interaction, facilitating discussion, and teaching techniques, integrating learning media and digital technology, and conducting learning assessment. Teaching practices are conducted through a series of lessons representing different educational levels and contexts, including elementary school (SD), junior high school (SMP), senior high school (SMA), and vocational high school (SMK). At the end of the course, students are required to produce instructional videos to be uploaded in YouTube as a part of the instructional project. These microteaching activities promote SDGs 4 (Quality Education) and SDGs 5 (Gender Equality).

Referensi Utama

- Hilary et al. (2026). Microteaching in Teacher Education: A Global Narrative Review of Pedagogical Development, Reflective Practice, and Technology-Enhanced Training. https://www.researchgate.net/publication/404892162_Microteaching_in_Teacher_Education_A_Global_Narrative_Review_of_Pedagogical_Development_Reflective_Practice_and_Technology-Enhanced_Training
- Ryan, T. G., & Ryan, D. T. (2025). A case of micro-teaching within the tertiary training of Ontario teachers. International Journal of Instructional Technology. <https://doi.org/10.29333/iji.2025.18211a>
- Willis, Jane. (1981). Teaching English through English: A Course in Classroom Language and Techniques. Longman

Referensi Pendukung

- Wina. 2012. Perencanaan dan Desain Sistem Pembelajaran. Jakarta: Kencana Prenada Media Group

8820302346 Qualitative Data Analysis in ELT

Dosen :
YURI LOLITA
HIMMAWAN ADI NUGROHO
Dr. Yuri Lolita, S.Pd., M.Pd.

Capaian Pembelajaran Matakuliah/Kompetensi

- Completes complex projects using a systematic approach, breaking down tasks into manageable steps and adhering to management principles.
- Demonstrates creativity in adapting existing methods and developing new approaches to improve task performance and achieve desired outcomes
- Formulates research questions and hypotheses relevant to English language teaching (ELT).
- Selects and applies appropriate research methodologies (qualitative, quantitative, or mixed methods) for investigating ELT-related issues.
- Collects, analyzes, and interprets data using relevant techniques to conclude ELT practices.
- Communicates research findings effectively through written reports and oral presentations.

Deskripsi Matakuliah

This module provides a comprehensive introduction to qualitative data analysis in English Language Teaching (ELT), equipping students with the skills and knowledge to analyze data effectively. Students will learn about various qualitative research methods, data collection techniques, and analysis approaches. The module covers key concepts such as sampling and interpretation of qualitative data. Students will also gain hands-on experience through case studies and practical exercises, developing their ability to draw meaningful conclusions from qualitative data.

Referensi Utama

- Adu, P. (2019). A Step-by-Step Guide to Qualitative Data Coding. In A Step-by-Step Guide to Qualitative Data Coding. <https://doi.org/10.4324/9781351044516>
- Ary, D., Jacobs, L. C., Sorensen, C. K., & Walker, D. A. (2014). Introduction to Research Education in Education (9th ed.). Wadsworth Cengage Learning.
- Bailey, J. (2008). First steps in qualitative data analysis: Transcribing. Family Practice, 25(2), 127–131. <https://doi.org/10.1093/fampra/cmn003>
- Bezeley, P., & Jackson, K. (2013). Qualitative data analysis with NVIVO (2nd Ed). SAGE.
- Braun, V., & Clarke, V. (2024a). Reporting guidelines for qualitative research: A values-based approach. Qualitative Research in Psychology. <https://doi.org/10.1080/14780887.2024.2382244>
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- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). Qualitative Data Analysis: A Methods Sourcebook (3rd Ed). SAGE. <http://library1.nida.ac.th/termpaper6/sd/2554>
- Mortelmans, D. (2025). Doing Qualitative Data Analysis with NVivo. Springer. <https://doi.org/10.1007/978-3-031-66014-6>
- Saldana, J. (2016). The Coding Manual for Qualitative Researchers (3rd ed.). SAGE

Referensi Pendukung

- Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Suárez-orozco, C., Appelbaum, M., Cooper, H., Kline, R., Mayo-Wilson, E., Nezu, A., & Rao, S. (2018). Qualitative Research in Psychology: The APA Publications and Communications Board Task Force Report. American Psychologist, 1.

8820302345 Statistics for Research in ELT

Dosen :
AHMAD MUNIR, S.PD., M.ED.,PH.D
MUHAIMIN ABDULLAH
Dr. Muhaimin Abdullah, S.Pd., M.Pd.

Capaian Pembelajaran Matakuliah/Kompetensi

- Menerapkan teknik statistik dasar untuk analisis data dalam penelitian pendidikan Bahasa Inggris (C3)
- Menganalisis hasil penelitian menggunakan metode statistik untuk mengidentifikasi pola dan tren dalam pembelajaran Bahasa Inggris (C4)
- Mengevaluasi keefektifan metode statistik dalam interpretasi data penelitian pendidikan (C5)
- Menciptakan model prediktif menggunakan teknik statistik untuk mendukung pengambilan keputusan dalam pembelajaran Bahasa Inggris (C6)
- Menerapkan konsep statistik dalam perancangan dan evaluasi tes Bahasa Inggris (C3)
- Menganalisis data kuantitatif untuk meningkatkan kualitas pembelajaran Bahasa Inggris (C4)
- Mengevaluasi validitas dan reliabilitas instrumen penelitian yang digunakan dalam studi Bahasa Inggris (C5)
- Menciptakan laporan penelitian yang mengintegrasikan analisis statistik untuk mendukung teori pembelajaran Bahasa Inggris (C6)
- Menerapkan analisis statistik untuk menginterpretasi fenomena linguistik dalam konteks pembelajaran Bahasa Inggris (C3)
- Menganalisis dan mengevaluasi efektivitas penggunaan teknologi dalam pengajaran Bahasa Inggris berdasarkan data statistik (C4)

Deskripsi Matakuliah

Mata kuliah ini memberikan pemahaman dan penerapan konsep dasar statistika, meliputi pengumpulan, penyajian, dan analisis data dengan statistika deskriptif dan statistik inferensial. Mata kuliah ini mencakup (1) paradigma penelitian kuantitatif, (2) jenis dan prosedur analisis data kuantitatif secara statistik, dan (3) latihan analisis data kuantitatif statistika deskriptif dengan SPSS. Matakuliah ini dilaksanakan dengan case method.

Referensi Utama

- Nichols, A. L., & Edlund, J. (Eds.). (2023). The Cambridge handbook of research methods and statistics for the social and behavioral sciences: Volume 1: Buildit. Cambridge University Press. <https://doi.org/10.1017/9781009010054>
- Hanneman, R. A., Kposowa, A. J., & Riddle, M. D. (2012). Basic Statistics for Social Research. John Wiley & Sons.
- Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS. McGraw-Hill education
- Martin, William E., & Bridgmon, Krista D. (2012). Quantitative and Statistical Research Methods: From Hypothesis to Results. Jossey-Bass John Wiley & Sons, Inc. IS

Referensi Pendukung

- SPSS 27

8820303310

Teaching English for Young Learners

Dosen : RIRIN PUSPARINI
Dr. Ririn Pusparini, S.Pd., M.Pd.

Capaian Pembelajaran Matakuliah/Kompetensi

- Having a profound understanding of the basic concepts and principles of TEYL, and recognizing current issues on TEYL thoroughly
- Selecting appropriate teaching techniques and media in EYL classes
- Designing and developing lesson plans and appropriate materials for teaching English to young learners in any circumstances
- Implementing the lesson plans in peer-teaching activities

Deskripsi Matakuliah

This course focuses on the basic concepts and principles of teaching English to young learners and how to apply them in classroom setting. It is designed to equip students with skills, and techniques for teaching English to young learners. The scope of this course includes the basic principles of TEYL, contemporary issues in English for young learners, planning, teaching materials, authentic assessment, and the use of learning media in TEYL. This course applies a Project-Based Learning (PBL) approach through simulations, and material development projects appropriate for young learners.

Referensi Utama

- Cameron, Lynn. 2001. Teaching Languages to Young Learners. Cambridge: Cambridge University Press.
- Halliwell, S. 1992. Teaching English in the Primary Classroom . Longman Handbooks for Language Teachers.
- Scott A. Wendy LH Ytreberg. 1990. Teaching English to Children . New York: Longman Group UK Limited
- Garten, Sue, & Copland, Fiona. 2019. The Routledge Handbook of Teaching English to Young Learners . New York: Routledge the Taylor and Francis Group
- Ade & Saroinsong. 2020. ALTERNATIVE FUN ENGLISH LEARNING METHODS FOR YOUNG LEARNERS. Surabaya: Unesa University Press

Referensi Pendukung

- <https://www.onestopenglish.com>
- ESL for Young Learners: Complete Teaching Guide for Children Ages 3-12 | ESL Materials
- https://kidsclubenglish.com/teaching-tips/?utm_source=chatgpt.com
- https://www.eslbase.com/teaching/young-learners/?utm_source=chatgpt.com

Dosen :

Deskripsi Matakuliah

Referensi Utama

8820302344

Testing and Assessment in ELT

Dosen : SYAFI'UL ANAM
MUHAIMIN ABDULLAH
Syafi'ul Anam, Ph.D.

Capaian Pembelajaran Matakuliah/Kompetensi

- Memiliki pengetahuan tentang konsep tes dan asesmen serta kaitannya dengan kurikulum nasional
- Memiliki kemampuan merencanakan, mendesain, menyusun, dan menguji coba tes dan asesmen skill berbahasa Inggris sesuai dengan kurikulum nasional
- Mendemonstrasikan kemampuan merencanakan, mendesain, menyusun, dan menguji coba tes dan asesmen skill berbahasa Inggris sesuai dengan kurikulum nasional
- Menggunakan teknologi digital dan AI untuk merencanakan, mendesain, menyusun, dan menguji coba tes dan asesmen skill berbahasa Inggris

Deskripsi Matakuliah

Mata kuliah ini mencakup pengetahuan tentang cara mengembangkan, melakukan tes dan asesmen komponen dan keterampilan berbahasa Inggris. Mata kuliah ini membahas perbedaan antara testing, assessment, dan evaluation, serta memberi kesempatan untuk mendesain dan menguji coba tes standar maupun tes buatan guru. Asesmen otentik, portofolio, asesmen lisan, membaca, menulis, dan menyimak. Mata kuliah ini menggunakan project-based learning. Sebagai asesmen di akhir mata kuliah, mahasiswa akan menyusun rubrik asesmen keterampilan berbahasa Inggris dan tes formatif dan sumatif.

Referensi Utama

- Russell, M. K. & Airasian, P. W. 2012. Classroom assessment: Concepts and applications (seventh edition) . New York: McGraw-Hill.
- Brown, H. D., & Abeywickrama, P. 2019. Language Assessment Principles and Classroom Practices . New York: Pearson education Inc.
- Harris, M. & McCann, P. 1994. Assessment: Handbooks for English classroom . New York: MacMillan
- O'Malley, M.J. & Pierce, L.V. 1996. Authentic Assessment for English Learners . White Plain, NY: Addison-Wesley.
- Phakiti, A. (2025). Language Testing and Assessment. Bloomsbury Academic. ISBN 978-1-4742-9012-8.

8820320296

KKN atau Bentuk Lain

Dosen :

Deskripsi Matakuliah

Referensi Utama

8820320297

PLP

Dosen : FAHRI
OIKUREMA PURWATI
FAURIS ZUHRI
SUMARNININGSIH
YURI LOLITA
HENNY DWI ISWATI
HIMMAWAN ADI NUGROHO
RIRIN PUSPARINI
AHMAD MUNIR, S.PD., M.ED.,PH.D
RAHAYU KUSWARDANI
NUR CHAKIM
ESTI KURNIASIH
ARIK SUSANTI
NUR FAUZIA
ZAINUL AMININ
ABDUR ROSYID
Esti Kurniasih, S.Pd., M.Pd.

Deskripsi Matakuliah

Referensi Utama

8820304347 ESP Course Design

Dosen :

Deskripsi Matakuliah

Referensi Utama

8820303348 ESP Course Evaluation

Dosen :

Deskripsi Matakuliah

Referensi Utama

Dosen :

Deskripsi Matakuliah

Referensi Utama

Dosen :

Deskripsi Matakuliah

Referensi Utama

8820304322 ESP Teaching

Dosen :

Deskripsi Matakuliah

Referensi Utama

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
Essential Communication Skills		8820304361	Mata Kuliah Wajib Program Studi	T=4	P=0	ECTS=6.36	1	19 Agustus 2026
OTORISASI		Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
		Rizki Ramadhan, M.Pd		Dr. Fauriz Zuhri, M.Pd			HIMMAWAN ADI NUGROHO	
Model Pembelajaran	Project Based Learning							
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK							
1. Sikap								
Capaian Pembelajaran Mata Kuliah (CPMK)								
1. Identifying key words in spoken English to understand the topic of conversation.								
2. Understanding and responding to cause and effect relationships in spoken explanations.								
3. Recognizing agreement and disagreement in conversations and expressing personal opinions.								
4. Evaluating advantages and disadvantages in spoken discussions and presenting informed opinions.								
5. Recognizing explanations and examples in spoken presentations and delivering clear introductions.								
6. Following and explaining processes in spoken English, using clear signalling language.								
7. Organizing and classifying information from spoken texts to enhance comprehension and delivery.								
8. Recognizing and describing details in spoken English, with a focus on accuracy and spatial relations.								
9. Identifying temporal references in spoken English and delivering clear conclusions.								
10. Recognizing the structure of spoken presentations and discussing future predictions with clarity.								
Kemampuan akhir tiap tahapan belajar (Sub-CPMK)								
Sub-CPMK1	Understanding the basic communication strategies of essential communication skills							
Sub-CPMK2	Identifying key words in spoken English to understand the topic of conversation.							
Sub-CPMK3	Understanding and responding to cause and effect relationships in spoken explanations.							
Sub-CPMK4	Recognizing agreement and disagreement in conversations and expressing personal opinions.							
Sub-CPMK5	Evaluating advantages and disadvantages in spoken discussions and presenting informed opinions.							
Sub-CPMK6	Project 1 Preparation – Evidence-based presentation & critical response							
Sub-CPMK7	Project 1 – Evidence-based presentation & critical response\							
Sub-CPMK8	Recognizing and describing details in spoken English, with a focus on accuracy and spatial relations.							
Sub-CPMK9	Recognizing the structure of spoken presentations and discussing future predictions with clarity.							
Sub-CPMK10	Recognizing the structure of spoken presentations and discussing future predictions with clarity.							
Sub-CPMK11	Project 2 Preparation – Evidence-based presentation & critical response							
Sub-CPMK12	Project 2 – Evidence-based presentation & critical response							
Deskripsi Singkat MK	This A2-level course provides a structured approach to developing foundational English communication skills essential for academic and practical contexts. Through targeted listening exercises, students will learn to identify key information in conversations and structured speech. Speaking activities will focus on everyday interactions, expressing opinions, and participating in discussions with clarity and confidence. The course emphasizes the practical application of communication skills through project-based tasks, enabling students to engage in real-world scenarios. Delivered in a face-to-face format, the course offers a dynamic learning environment where students receive personalized feedback, engage in peer-to-peer collaboration, and benefit from immediate support. This comprehensive approach ensures that students build a solid foundation in English communication, directly relevant to both academic success and practical use.							
Pustaka	Utama :							
	1. Macmillan Education (2018). Skillful Second Edition Level 1 Listening and Speaking. Macmillan Education.							
	Pendukung :							
1. Richards, J. C., & Bohlke, D. (2010). Four Corners Level 1: Student's Book. Cambridge University Press. 2. Bailey, K. M., & Nunan, D. (2005). Practical English Language Teaching: Speaking. McGraw-Hill. 3. Ur, P. (2012). A Course in English Language Teaching (2nd ed.). Cambridge University Press. 4. Thornbury, S. (2005). How to Teach Speaking. Pearson Education.								
Dosen Pengampu	EVA RAHMAWATI WULIDA WAHIDATUL MASRURIA Eva Rahmawati, S.Pd., M.Pd. Eva Rahmawati, S.Pd., M.Pd.							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1	Understanding the basic communication strategies of essential communication skills	1.engage in basic conversation 2.recognize key phrases in simple interactions 3.use appropriate stress and intonation in basic exchanges.	Kriteria: Reflective Form Bentuk Penilaian : Aktifitas Partisipatif	1. Initial assessments (diagnostic) 2. ice-breaker activities 3. setting learning goals. 200		Materi: Introduction Pustaka: Macmillan Education (2018). Skillful Second Edition Level 1 Listening and Speaking. Macmillan Education. Materi: Student's book Pustaka: Richards, J. C., & Bohlke, D. (2010). Four Corners Level 1: Student's Book. Cambridge University Press.	1%	

2	Identifying key words in spoken English to understand the topic of conversation.	1. listen for key words in a conversation to infer the main topic. 2. recognize and produce correct pronunciation of key words in a conversation. 3. critically assess the relevance of key words to determine the speaker's intent.	Kriteria: Rubric Bentuk Penilaian : Aktifitas Partisipatif	1. Listening exercises (spoken reception) 2. group discussions (spoken production) 3. pronunciation practice. 200		Materi: Unit 1, pages 10-20 Pustaka: <i>Macmillan Education (2018). Skillful Second Edition Level 1 Listening and Speaking. Macmillan Education.</i> Materi: Chapter 1 Pustaka: <i>Bailey, K. M., & Nunan, D. (2005). Practical English Language Teaching: Speaking. McGraw-Hill.</i>	1%
3	Understanding and responding to cause and effect relationships in spoken explanations.	1. identify cause and effect relationships in spoken explanations. 2. articulate a response demonstrating understanding of cause and effect. 3. use correct pronunciation and intonation when discussing cause and effect.	Kriteria: Reflective Form Bentuk Penilaian : Aktifitas Partisipatif	1. Listening for cause and effect (spoken reception) 2. role plays (spoken production) 3. pronunciation drills 200		Materi: Unit 2, pages 28-38 Pustaka: <i>Macmillan Education (2018). Skillful Second Edition Level 1 Listening and Speaking. Macmillan Education.</i> Materi: Unit 2 Pustaka: <i>Ur, P. (2012). A Course in English Language Teaching (2nd ed.). Cambridge University Press.</i>	1%
4	Recognizing agreement and disagreement in conversations and expressing personal opinions.	1. identify points of agreement and disagreement in conversations. express personal opinions 2. clearly in response to agreement or disagreement. 3. apply appropriate pragmatic strategies when expressing agreement or disagreement.	Bentuk Penilaian : Aktifitas Partisipatif	1. Listening for agreement and disagreement (spoken reception) 2. opinion-sharing dialogues (spoken production) 3. pronunciation focus on stress and intonation. 200		Materi: Unit 3, pages 46-56 Pustaka: <i>Macmillan Education (2018). Skillful Second Edition Level 1 Listening and Speaking. Macmillan Education.</i> Materi: Unit 3 Pustaka: <i>Thornbury, S. (2005). How to Teach Speaking. Pearson Education.</i>	1%
5	Evaluating advantages and disadvantages in spoken discussions and presenting informed opinions.	1. identify advantages and disadvantages in a spoken discussion. 2. present a reasoned opinion on the advantages and disadvantages discussed. 3. use clear and accurate pronunciation when discussing advantages and disadvantages.	Bentuk Penilaian : Aktifitas Partisipatif	1. Listening for pros and cons (spoken reception), 2. group debates (spoken production) 3. pronunciation and clarity practice. 200		Materi: Unit 2, Pages 28-32 Pustaka: <i>Macmillan Education (2018). Skillful Second Edition Level 1 Listening and Speaking. Macmillan Education.</i> Materi: Unit 4: Food Pustaka: <i>Richards, J. C., & Bohlke, D. (2010). Four Corners Level 1: Student's Book. Cambridge University Press.</i>	1%
6			Bentuk Penilaian : Aktifitas Partisipatif			Materi: Unit 5, pages 82-92 Pustaka: <i>Macmillan Education (2018). Skillful Second Edition Level 1 Listening and Speaking. Macmillan Education.</i> Materi: <i>Bailey, K. M., & Nunan, D. (2005). Practical English Language Teaching: Speaking. McGraw-Hill.</i> Pustaka: <i>Bailey, K. M., & Nunan, D. (2005). Practical English Language Teaching: Speaking. McGraw-Hill.</i>	1%
7	Project 1 Preparation – Evidence-based presentation & critical response	1. Accurately identifying key information, cause and effect, and agreement/disagreement in spoken English. 2. Clearly expressing opinions, providing explanations, and presenting structured arguments. 3. Correctly using pronunciation, intonation, and stress in spoken English.	Kriteria: 1. Reflective Form 2. Rubric Bentuk Penilaian : Aktifitas Partisipatif	Review of Weeks 1-6, practice exams, revision sessions; 100	Skills Focused: Reinforcement of spoken reception, production, and pronunciation, with an emphasis on reviewing critical thinking	Materi: Units 1-5. Pustaka: <i>Macmillan Education (2018). Skillful Second Edition Level 1 Listening and Speaking. Macmillan Education.</i>	1%

8	Project 1 – Evidence-based presentation & critical response)	1.Spoken reception: Being able to demonstrate the ability to comprehend key information and relationships in spoken English. 2.Spoken production: Being able to demonstrate the ability to clearly express opinions and provide supporting arguments in spoken English. 3.Pronunciation, Sociolinguistic, and Pragmatic: Being able to demonstrate accurate pronunciation, intonation, and stress in spoken English.	Kriteria: 1.Reflective Form 2.Rubric Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	1. Students will listen to audio recordings and answer questions based on the content. 2. Students will read a short passage aloud and participate in a role-play. 100	Students will deliver a 3-5 minute speech on a given topic and respond to follow-up questions. 100	Materi: Units 1-5. Pustaka: <i>Macmillan Education (2018). Skillful Second Edition Level 1 Listening and Speaking. Macmillan Education.</i>	30%
9		1.follow a spoken description of a process with clearly signposted steps. 2.explain a process clearly, using appropriate signaling language to guide the listener. 3.use precise pronunciation and intonation to signal the steps of a process.	Kriteria: Rubric Bentuk Penilaian : Aktifitas Partisipatif	1. Listening to process descriptions (spoken reception), 2. process explanation practice (spoken production), 3. pronunciation focus on clarity. 200		Materi: Unit 6, pages 100-110. Pustaka: <i>Macmillan Education (2018). Skillful Second Edition Level 1 Listening and Speaking. Macmillan Education.</i> Materi: Unit 6 Pustaka: <i>Thornbury, S. (2005). How to Teach Speaking. Pearson Education.</i>	1%
10		1.categorize information while listening to a lecture or presentation. 2.deliver a structured spoken description, clearly organizing the information 3.apply pragmatic strategies to enhance clarity during presentations.	Bentuk Penilaian : Aktifitas Partisipatif	1. Information categorization (spoken reception), 2. structured speech practice (spoken production), 3. pronunciation practice. 200		Materi: Unit 7, pages 118-128. Pustaka: <i>Macmillan Education (2018). Skillful Second Edition Level 1 Listening and Speaking. Macmillan Education.</i> Materi: Student's Book Pustaka: <i>Richards, J. C., & Bohlke, D. (2010). Four Corners Level 1: Student's Book. Cambridge University Press.</i>	1%
11	Recognizing and describing details in spoken English, with a focus on accuracy and spatial relations.	1.accurately recognize specific details, such as numbers, in spoken English. 2.describe spatial relationships clearly in spoken English, using appropriate prepositions and descriptive language. 3.use correct pronunciation and stress patterns when describing details and spatial relations.	Bentuk Penilaian : Aktifitas Partisipatif	1. Listening for specific details (spoken reception), 2. descriptive speaking exercises (spoken production), 3. pronunciation and stress focus. 200		Materi: Unit 8, pages 136-146. Pustaka: <i>Macmillan Education (2018). Skillful Second Edition Level 1 Listening and Speaking. Macmillan Education.</i>	1%
12		1.identify references to past and present time in spoken presentations or lectures. 2.deliver a clear conclusion in a spoken presentation, summarizing key points. 3.use correct pronunciation and intonation when summarizing temporal references and concluding a presentation.	Kriteria: Reflective Form Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio	1. Listening for temporal markers (spoken reception), 2. conclusion practice (spoken production), 3. pronunciation and intonation focus. 200		Materi: Unit 9, pages 154-164. Pustaka: <i>Macmillan Education (2018). Skillful Second Edition Level 1 Listening and Speaking. Macmillan Education.</i> Materi: Unit 9 Pustaka: <i>Ur, P. (2012). A Course in English Language Teaching (2nd ed.). Cambridge University Press.</i>	27%
13	Recognizing the structure of spoken presentations and discussing future predictions with clarity.	1.identify the structure of a spoken presentation, including the introduction, body, and conclusion. 2.discuss predictions about future events, using appropriate language structures and vocabulary. 3.use clear pronunciation and intonation to distinguish between different parts of a presentation and when making future predictions.	Kriteria: Reflective Form Bentuk Penilaian : Aktifitas Partisipatif	1. Analyzing presentation structure (spoken reception), 2. predicting and discussing future scenarios (spoken production), pronunciation and intonation practice. 200		Materi: Unit 10 Pustaka: <i>Macmillan Education (2018). Skillful Second Edition Level 1 Listening and Speaking. Macmillan Education.</i> Materi: Unit 1-5 Pustaka: <i>Thornbury, S. (2005). How to Teach Speaking. Pearson Education.</i>	1%

14	Recognizing the structure of spoken presentations and discussing future predictions with clarity.	1. identify the structure of a spoken presentation, including the introduction, body, and conclusion. 2. discuss predictions about future events, using appropriate language structures and vocabulary. 3. use clear pronunciation and intonation to distinguish between different parts of a presentation and when making future predictions.	Kriteria: Reflective Form Bentuk Penilaian : Aktifitas Partisipatif	1. Analyzing presentation structure (spoken reception), 2. predicting and discussing future scenarios (spoken production), pronunciation and intonation practice. 200		Materi: Unit 10 Pustaka: <i>Macmillan Education (2018). Skillful Second Edition Level 1 Listening and Speaking. Macmillan Education.</i> Materi: Units 1-5 Pustaka: <i>Thornbury, S. (2005). How to Teach Speaking. Pearson Education.</i>	1%
15	Project 2 Preparation – Evidence-based presentation & critical response	1. Spoken Reception: Being able to understand and interpret spoken English, including structure, key points, and additional information. 2. Spoken Production: being able to clearly articulate ideas, provide explanations, and participate in discussions. 3. Pronunciation: being able to use accurate pronunciation, intonation, and stress to enhance clarity.	Kriteria: Reflective Form Bentuk Penilaian : Aktifitas Partisipatif	Comprehensive Review: 1. Recap main concepts and skills from Skillful 2nd Edition Level 1, Units 1-10. 2. Provide feedback and discuss performance. 100		Materi: Units 1-10. Pustaka: <i>Macmillan Education (2018). Skillful Second Edition Level 1 Listening and Speaking. Macmillan Education.</i>	1%
16	Project 2 – Evidence-based presentation & critical response	1. Demonstrate the ability to understand and interpret spoken English in various contexts. 2. Demonstrate the ability to effectively present ideas and respond to questions in spoken English. 3. Demonstrate accurate and fluent pronunciation, with appropriate intonation and stress.	Kriteria: Rubric Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	1. Students will listen to a variety of audio recordings and answer questions based on the content. 2. Students will read a passage aloud and participate in a brief role-play focusing on key vocabulary and intonation. 100	Students will deliver a 3-5 minute speech on a topic related to the course content and respond to follow-up questions (online)		30%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	13%
2.	Penilaian Hasil Project / Penilaian Produk	73.5%
3.	Penilaian Portofolio	13.5%
		100%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan
Essential English Grammar		8820302301	Mata Kuliah Wajib Program Studi		T=2	P=0	ECTS=3.18	1 21 Agustus 2023
OTORISASI		Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
		Suvi Akhriyah, S.Pd., M.Pd		Abdur Rosyid			HIMMAWAN ADI NUGROHO	
Model Pembelajaran	Case Study							
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK							
	1. Sikap							
	2. Keterampilan Umum							
	3. Keterampilan Khusus							
	4. Pengetahuan							
	CPL 4. A		Mendemonstrasikan kompetensi lisan dan tulis yang setara dengan level B2 CEFR.					
	Capaian Pembelajaran Mata Kuliah (CPMK)							
	1. Students are able to demonstrate understanding on essential elements of English grammar, various grammar concepts and structures to develop a deep understanding of the rules and principles							
	CPMK 1. A		Students are able to explain the use of 8 kinds of parts of speech					
	CPMK 1. B		Students are able to outline the characteristics of phrases, clauses, and sentences					
	CPMK 1. C		Students are able to analyze parts of a sentence					
	CPMK 1. D		Students are able to analyze types of sentences					
	CPMK 1. E		Students are able to recognize proper parallel stacks in parallel structure					
	CPMK 1. F		Students are able to compare the use of past, present, and future tenses					
	CPMK 1. G		Students are able to indicate the voice of sentences based on the context					
	2. Students are able to apply appropriate grammar rules to improve written performances							
	CPMK 2. A		Students are able to apply the correct part of speech in sentences					
	CPMK 2. B		Students are able to produce the correct form of sentences based the rule of Subject Verb Agreement					
	CPMK 2. C		Students are able to construct proper sentences based on sentence types					
	CPMK 2. D		Students are able to construct the correct form of parallel structure					
	CPMK 2. E		Students are able to make use of the correct tenses of past, present, and future in sentences					
	CPMK 2. F		Students are able to construct the correct form of passive voice					
	3. Students are able to analyze, edit, or proof read to eliminate errors in grammar mechanics and sentence structures using standard English conventions to rewrite better compositions.							
	CPMK 3. A		Students are able to edit sentence fragments into complete sentences					
	CPMK 3. B		Students are able to correct errors in sentences related to subject verb agreement					
	CPMK 3. C		Students are able to edit run on sentences					
	CPMK 3. D		Students are able to edit errors in writing related to types of sentences					
	CPMK 3. E		Students are able to correct faulty parallelism					
	CPMK 3. F		Students are able to correct errors in sentences related to tenses					
	CPMK 3. G		Students are able to edit errors in passive voice					
	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)							
	Sub-CPMK1		Students are able to explain the use of 8 kinds of parts of speech					
	Sub-CPMK2		Students are able to apply the correct part of speech in sentences					
	Sub-CPMK3		Students are able to outline the characteristics of phrases, clauses, and sentences					
	Sub-CPMK4		Students are able to analyze parts of a sentence					
	Sub-CPMK5		Students are able to edit sentence fragments into complete sentences					
	Sub-CPMK6		Students are able to produce the correct form of sentences based the rule of Subject Verb Agreement					
Sub-CPMK7		Students are able to correct errors in sentences related to subject verb agreement						
Sub-CPMK8		Students are able to analyze types of sentences						
Sub-CPMK9		Students are able to construct proper sentences based on sentence types						
Sub-CPMK10		Students are able to edit run on sentences						
Sub-CPMK11		Students are able to edit errors in writing related to types of sentences						
Sub-CPMK12		midterm test						
Sub-CPMK13		Students are able to recognize proper parallel stacks in parallel structure						
Sub-CPMK14		Students are able to construct the correct form of parallel structure						
Sub-CPMK15		Students are able to correct faulty parallelism						
Sub-CPMK16		Students are able to compare the use of past, present, and future tenses						
Sub-CPMK17		Students are able to make use of the correct tenses of past, present, and future in sentences						
Sub-CPMK18		Students are able to correct errors in sentences related to tenses						
Sub-CPMK19		Students are able to indicate the voice of sentences based on the context						
Sub-CPMK20		Students are able to construct the correct form of passive voice						
Sub-CPMK21		Students are able to edit errors in passive voice						
Sub-CPMK22		final term test						
Deskripsi Singkat MK	Through this subject, students explore and practice various grammar concepts and structures covering parts of speech, phrases and clauses (dependent & independent clauses), parts of a sentence, Subject Verb Agreement, types of sentences, parallel structures, tenses, and passives to gain a solid foundation in the building blocks of grammar. In addition to understanding the rules, students will also explore common errors and pitfalls in English grammar (sentence fragments and run on sentences) to improve their proofreading and editing skills, ensuring that their written work reflects a mastery of grammar. Engaging in lectures, interactive exercises, practical examples, and engaging discussions, students will develop their skills in constructing grammatically correct and coherent sentences.							
Pustaka	Utama :							
	1. Azar & Hagen, Betty Schramfer & Stacy A. 2016. Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education. 2. Lester & Beason, Mark & Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill. 3. Princeton Review. 2017. Grammar Smart 4th Edition. New York: Penguin Random House LLC.							
	Pendukung :							
	1. Page, Mary Ellen Munoz. 2011. ESL Grammar: Intermediate and Advanced. New Jersey: Research & Education Association, Inc. 2. Elbaum, Sandra N. 2016. Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning							
Dosen Pengampu	NUR CHAKIM Dr. Nur Chakim, S.Pd., M.Pd. Dr. Nur Chakim, S.Pd., M.Pd.							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	

1	Students are able to explain the use of 8 kinds of parts of speech	1.To be able to name the parts of speech 2.To be able to identify 8 kinds of parts of speech 3.to be able to mention characteristics of different parts of speech 4.to be able to classify parts of speech based on their characteristics	Kriteria: able to classify parts of speech based on their characteristics Bentuk Penilaian : Aktifitas Partisipatif	Lecturing, discussion 2 X 50		Materi: parts of speech Pustaka: Lester & Beason, Mark & Larry. 2013. <i>English Grammar usage (second edition)</i> . New York: MacGraw Hill. Materi: parts of speech Pustaka: Princeton Review. 2017. <i>Grammar Smart 4th Edition</i> . New York: Penguin Random House LLC. Materi: parts of speech Pustaka: Page, Mary Ellen Munoz. 2011. <i>ESL Grammar: Intermediate and Advanced</i> . New Jersey: Research & Education Association, Inc.	0%
2	Students are able to apply the correct part of speech in sentences	1.to be able to mention characteristics of different parts of speech 2.to be able to classify parts of speech based on their characteristics 3.To be able to choose the appropriate part of speech to complete a sentence 4.to be able to use the correct word formation in sentences based on the parts of speech	Kriteria: students are able to provide appropriate parts of speech to complete sentences Bentuk Penilaian : Aktifitas Partisipatif	Lecturing, discussion 2 X 50		Materi: parts of speech Pustaka: Lester & Beason, Mark & Larry. 2013. <i>English Grammar usage (second edition)</i> . New York: MacGraw Hill. Materi: parts of speech Pustaka: Princeton Review. 2017. <i>Grammar Smart 4th Edition</i> . New York: Penguin Random House LLC. Materi: parts of speech Pustaka: Page, Mary Ellen Munoz. 2011. <i>ESL Grammar: Intermediate and Advanced</i> . New Jersey: Research & Education Association, Inc.	5%
3	Students are able to outline the characteristics of phrases, clauses, and sentences	1.To be able to identify phrases 2.to be able to identify clauses 3.to be able to distinguish between phrase and clause 4.to be able to identify kinds of phrases 5.to be able to identify independent and dependent clauses	Kriteria: able to identify error in sentences in terms of sentence fragments Bentuk Penilaian : Aktifitas Partisipatif	lecturing, discussion 2 X 50		Materi: basic phrases, sentences and clauses Pustaka: Lester & Beason, Mark & Larry. 2013. <i>English Grammar usage (second edition)</i> . New York: MacGraw Hill. Materi: phrases, clauses Pustaka: Princeton Review. 2017. <i>Grammar Smart 4th Edition</i> . New York: Penguin Random House LLC.	5%
4	1.Students are able to analyze parts of a sentence 2.Students are able to edit sentence fragments into complete sentences	1.To be able to identify parts of a sentence 2.To be able to identify sentence fragments 3.to be able to edit sentence fragments into complete sentences	Kriteria: able to edit sentence fragments into complete sentences Bentuk Penilaian : Aktifitas Partisipatif	lecturing, discussion 2 X 50		Materi: writing complete sentences Pustaka: Lester & Beason, Mark & Larry. 2013. <i>English Grammar usage (second edition)</i> . New York: MacGraw Hill. Materi: Part 2. The sentence: The Subject (B) The Predicate Pustaka: Princeton Review. 2017. <i>Grammar Smart 4th Edition</i> . New York: Penguin Random House LLC.	5%

5	1.Students are able to produce the correct form of sentences based the rule of Subject Verb Agreement 2.Students are able to correct errors in sentences related to subject verb agreement	1.To be able to choose the correct subjects and verbs to create sentences with appropriate subject verb agreement 2.to be able Identify and correct errors in sentences related to subject verb agreement	Kriteria: - Bentuk Penilaian : Aktifitas Partisipatif	Lecturing, discussion 2 X 50		Materi: subject verb agreement Pustaka: Azar & Hagen, Betty Schramler & Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition</i>. White Plains, NY: Pearson Education. Materi: subject verb agreement Pustaka: Lester & Beason, Mark & Larry. 2013. <i>English Grammar usage (second edition)</i>. New York: MacGraw Hill. Materi: subject verb agreement Pustaka: Princeton Review. 2017. <i>Grammar Smart 4th Edition</i>. New York: Penguin Random House LLC.	5%
6	1.Students are able to analyze types of sentences 2.Students are able to construct proper sentences based on sentence types	1.to be able to Identify types of sentences based on purpose 2.to be able to identify types of sentences based on structure 3.to be able to Identify coordinating conjunctions and subordinating conjunctions 4.to be able to combine independent Clauses by using proper Coordinating Conjunction (FANBOYS) 5.to be able to construct sentences using Coordinating Conjunction (FANBOYS)	Kriteria: - Bentuk Penilaian : Aktifitas Partisipatif	Lecturing, discussion 2 X 50		Materi: sentences Pustaka: Lester & Beason, Mark & Larry. 2013. <i>English Grammar usage (second edition)</i>. New York: MacGraw Hill. Materi: sentences Pustaka: Princeton Review. 2017. <i>Grammar Smart 4th Edition</i>. New York: Penguin Random House LLC.	5%
7	1.Students are able to edit run on sentences 2.Students are able to edit errors in writing related to types of sentences	1.to be able to identify and edit run on sentences 2.to be able to identify and edit errors in writing related to types of sentences	Kriteria: - Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	Lecturing, discussion 2 X 50		Materi: types of sentences Pustaka: Lester & Beason, Mark & Larry. 2013. <i>English Grammar usage (second edition)</i>. New York: MacGraw Hill. Materi: types of sentences Pustaka: Princeton Review. 2017. <i>Grammar Smart 4th Edition</i>. New York: Penguin Random House LLC.	10%
8	midterm test	1.to be able to combine independent Clauses by using proper Coordinating Conjunction (FANBOYS) 2.to be able to identify and edit errors related to types of sentences	Kriteria: - Bentuk Penilaian : Tes	midterm test 2 X 50	midterm test	Materi: all materials Pustaka: Azar & Hagen, Betty Schramler & Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition</i>. White Plains, NY: Pearson Education. Materi: all materials Pustaka: Lester & Beason, Mark & Larry. 2013. <i>English Grammar usage (second edition)</i>. New York: MacGraw Hill. Materi: all materials Pustaka: Princeton Review. 2017. <i>Grammar Smart 4th Edition</i>. New York: Penguin Random House LLC.	15%

9	1.Students are able to recognize proper parallel stacks in parallel structure 2.Students are able to construct the correct form of parallel structure	Students are able to construct the correct form of parallel structure	Kriteria: Students are able to construct the correct form of parallel structure Bentuk Penilaian : Aktifitas Partisipatif	2 X 50		Materi: parallel structure Pustaka: Azar & Hagen, Betty Schramler & Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition</i>. White Plains, NY: Pearson Education. Materi: parallel structure Pustaka: Lester & Beason, Mark & Larry. 2013. <i>English Grammar usage (second edition)</i>. New York: MacGraw Hill. Materi: parallel structure Pustaka: Lester & Beason, Mark & Larry. 2013. <i>English Grammar usage (second edition)</i>. New York: MacGraw Hill. Materi: parallel structure Pustaka: Princeton Review. 2017. <i>Grammar Smart 4th Edition</i>. New York: Penguin Random House LLC.	5%
10	Students are able to correct faulty parallelism	1.To be able to recognize proper parallel stacks in parallel structure 2.to be able to Apply proper coordinating conjunctions and paired conjunctions to form parallel structure 3.to be able to use proper punctuation in parallelism	Kriteria: - Bentuk Penilaian : Penilaian Portofolio	Lecturing, discussion 2 X 50		Materi: parallel structure Pustaka: Azar & Hagen, Betty Schramler & Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition</i>. White Plains, NY: Pearson Education. Materi: parallel structure Pustaka: Lester & Beason, Mark & Larry. 2013. <i>English Grammar usage (second edition)</i>. New York: MacGraw Hill. Materi: parallel structure Pustaka: Princeton Review. 2017. <i>Grammar Smart 4th Edition</i>. New York: Penguin Random House LLC.	5%
11	Students are able to compare the use of past, present, and future tenses	1.To be able to identify the tenses used in sentences 2.to be able to explain the verb tense for past, present, and future tenses 3.to be able to choose the correct verb tenses based on the context	Kriteria: able to choose the correct verb tenses based on the context Bentuk Penilaian : Aktifitas Partisipatif	Lecturing, discussion 2 X 50		Materi: tenses Pustaka: Azar & Hagen, Betty Schramler & Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition</i>. White Plains, NY: Pearson Education. Materi: verb tense Pustaka: Princeton Review. 2017. <i>Grammar Smart 4th Edition</i>. New York: Penguin Random House LLC. Materi: tenses Pustaka: Elbaum, Sandra N. 2016. <i>Grammar in Context 3: Sixth Edition</i>. Boston: National Geographic Learning	5%

12	Students are able to make use of the correct tenses of past, present, and future in sentences	1.To be able to identify the tenses used in sentences 2.to be able to explain the verb tense for past, present, and future tenses 3.to be able to choose the correct verb tenses based on the context	Kriteria: able to choose the correct verb tenses based on the context Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	Lecturing, discussion 2 X 50		Materi: tenses Pustaka: Azar & Hagen, Betty Schramfer & Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition</i>. White Plains, NY: Pearson Education. Materi: verb tenses Pustaka: Princeton Review. 2017. <i>Grammar Smart 4th Edition</i>. New York: Penguin Random House LLC. Materi: tenses Pustaka: Elbaum, Sandra N. 2016. <i>Grammar in Context 3: Sixth Edition</i>. Boston: National Geographic Learning	5%
13	Students are able to correct errors in sentences related to tenses	1.To be able to use the correct form of verb tenses based on the context 2.to be able to write sentences using past, present, and future tenses	Kriteria: able to use the correct form of verb tenses based on the context Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	Lecturing, discussion 2 X 50		Materi: tenses Pustaka: Azar & Hagen, Betty Schramfer & Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition</i>. White Plains, NY: Pearson Education. Materi: verb tenses Pustaka: Princeton Review. 2017. <i>Grammar Smart 4th Edition</i>. New York: Penguin Random House LLC. Materi: tenses Pustaka: Elbaum, Sandra N. 2016. <i>Grammar in Context 3: Sixth Edition</i>. Boston: National Geographic Learning	5%
14	1.Students are able to indicate the voice of sentences based on the context 2.Students are able to construct the correct form of passive voice	1.To be able to identify the voice of sentences based on the context 2.to be able to Use the correct verb in sentences based on the voice of the sentences 3.to be able to construct passive voice based on the context given 4.to be able to identify and edit errors in passive voice	Kriteria: able to Use the correct verb in sentences based on the voice of the sentences Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	lecturing, discussion 2 X 50	lecturing, discussion	Materi: passive voice Pustaka: Azar & Hagen, Betty Schramfer & Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition</i>. White Plains, NY: Pearson Education. Materi: passive voice Pustaka: Page, Mary Ellen Munoz. 2011. <i>ESL Grammar: Intermediate and Advanced</i>. New Jersey: Research & Education Association, Inc. Materi: passive voice Pustaka: Elbaum, Sandra N. 2016. <i>Grammar in Context 3: Sixth Edition</i>. Boston: National Geographic Learning	5%

15	Students are able to edit errors in passive voice	1.To be able to identify the voice of sentences based on the context 2.to be able to Use the correct verb in sentences based on the voice of the sentences 3.to be able to construct passive voice based on the context given 4.to be able to identify and edit errors in passive voice	Kriteria: able to Use the correct verb in sentences based on the voice of the sentences Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio	lecturing, discussion 2 x 50 menit	lecturing, discussion 2 x 50 menit	Materi: passive voice Pustaka: Azar & Hagen, Betty Schramfer & Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education.</i> Materi: passive voice Pustaka: Page, Mary Ellen Munoz. 2011. <i>ESL Grammar: Intermediate and Advanced. New Jersey: Research & Education Association, Inc.</i> Materi: passive voice Pustaka: Elbaum, Sandra N. 2016. <i>Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning</i>	5%
16	final term test	final term test	Kriteria: final term test Bentuk Penilaian : Tes	written test 2 x 50 menit	written test 2 x 50 menit	Materi: all materials Pustaka: Azar & Hagen, Betty Schramfer & Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education.</i> Materi: all materials Pustaka: Lester & Beason, Mark & Larry. 2013. <i>English Grammar usage (second edition). New York: MacGraw Hill.</i> Materi: all materials Pustaka: Princeton Review. 2017. <i>Grammar Smart 4th Edition. New York: Penguin Random House LLC.</i>	15%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	50%
2.	Penilaian Portofolio	20%
3.	Tes	30%
		100%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
Essential Reading and Writing Skills		8820304360		T=4	P=0	ECTS=6.36	1	21 Agustus 2026
OTORISASI		Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
							HIMMAWAN ADI NUGROHO	
Model Pembelajaran	Project Based Learning							
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK							
1. Sikap								
Capaian Pembelajaran Mata Kuliah (CPMK)								
1. menganalisis teks yang kompleks untuk mengidentifikasi tema-tema utama, argumen, dan strategi retorika, dan kemudian mensintesis informasi ini untuk membuat tanggapan tertulis yang terstruktur dengan baik								
2. Evaluating their own and others' writing for clarity, coherence, and adherence to the conventions of academic English, making revisions to improve the overall quality and effectiveness of the text.								
3. Applying advanced concepts of applied linguistics to design and formulate strategies for improving reading comprehension and writing skills, particularly in academic contexts.								
Kemampuan akhir tiap tahapan belajar (Sub-CPMK)								
Sub-CPMK1	Students are able to apply basic reading strategies to identify the topic, main ideas, supporting details, and specific information in short English texts.							
Sub-CPMK2	Students are able to apply previewing and predicting strategies to identify the topic and main ideas of short English texts and recognize relevant supporting information.							
Sub-CPMK3	Students are able to apply basic reading strategies to identify the topic, main ideas, supporting details, and specific information in short English texts.							
Sub-CPMK4	Students are able to identify the meaning of unfamiliar vocabulary and relevant information using context and appropriate reading strategies.							
Sub-CPMK5	Students will be able to effectively highlight and annotate texts to identify key ideas, understand their purpose, and evaluate the advantages and disadvantages of these techniques, while also using explanatory notes to deepen their comprehension and derive meaning from the material.							
Sub-CPMK6	Students will be able to effectively brainstorm and create a mind map to describe their home, using the grammar structure "there is/are" with appropriate nouns, while also reviewing and practicing relevant vocabulary to enhance their descriptive writing skills.							
Sub-CPMK7	Students are able to demonstrate comprehension of descriptive text by identifying and interpreting literal and inferential information.							
Sub-CPMK8	Students will be able to utilize pre-reading strategies, such as predicting and making inferences about a text, while effectively using definitions to derive meaning from unfamiliar vocabulary, thereby enhancing their overall reading comprehension and analytical skills.							
Sub-CPMK9	Students will be able to compose well-structured compound sentences using the present progressive tense to describe their neighborhood, while applying the process writing approach to produce a coherent and engaging piece that effectively conveys their understanding of the area in which they live.							
Sub-CPMK10	Students are able to demonstrate comprehension of descriptive text by identifying and interpreting literal and inferential information.							
Sub-CPMK11	Students will be able to identify the main ideas and supporting details in a text, effectively take notes using an appropriate format, and apply their knowledge of prefixes to form negations, demonstrating their ability to comprehend, organize, and analyze information from written materials.							
Sub-CPMK12	Students are able to develop a clear topic sentence and supporting sentences to construct a unified and coherent descriptive paragraph about a person.							
Sub-CPMK13	Review all the materials							
Sub-CPMK14	Students are able to comprehend short descriptive texts by identifying main ideas, supporting details, and specific information, and produce a clear and coherent descriptive paragraph about a person or place using appropriate vocabulary, sentence structures, and paragraph conventions.							
Sub-CPMK15	Students are able to develop a clear topic sentence and supporting sentences to construct a unified and coherent narrative paragraph							
Sub-CPMK16	students are able to use commas and colons; Comparative forms of adjectives and adverbs; Make a comparison							
Sub-CPMK17	students are able to distinguishing facts from opinions; Identify tone; Organize new words-adjectives and adverbs							
Sub-CPMK18	Students are able to organize and develop narrative paragraphs using appropriate vocabulary, sequence markers, and logical organization.							
Sub-CPMK19	Students are able to organize and develop narrative paragraphs using appropriate vocabulary, sequence markers, and logical organization.							
Sub-CPMK20	Students are able to comprehend narrative texts by identifying the main idea, supporting details, and sequence of events, and use the information to develop a logically organized narrative paragraph							
Sub-CPMK21	Students are able to comprehend narrative texts by identifying relevant information and apply their understanding to develop and revise a coherent narrative paragraph							
Sub-CPMK22	review							
Sub-CPMK23	students are able to present their project properly							
Sub-CPMK24	final term test							
Deskripsi Singkat MK	The Essential Reading and Writing Skills course (8820304360) is a foundational 4-credit course designed for students in the English Education Study Program to develop essential reading comprehension and paragraph-level writing skills in English. The course integrates reading strategies, vocabulary development, and guided writing through short descriptive and narrative texts. Students learn to identify main ideas, supporting details, specific information, and relevant information from texts, and use these ideas to develop clear and coherent descriptive and narrative paragraphs. Learning activities include guided reading, vocabulary practice, collaborative discussions, writing practice, peer review, and revision. The course provides a foundation for students to develop literacy skills for further academic study and their future professional practice as English language educators, supporting SDG 4: Quality Education.							
Pustaka	Utama :							
	1. Essential Reading and Writing Modules. Unpublished. English Language Education Study Program.							
	Pendukung :							
	1. Cottrell, S. (2019). The Study Skills Handbook: Fifth Edition (5th Edition). Macmillan. 2. Bohlke, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan							
Dosen Pengampu	RETNO WULAN DARI PRIANKA RATU MASITHO Prianka Ratu Masitho, S.Pd., M.TESOL. Prianka Ratu Masitho, S.Pd., M.TESOL. Retno Wulan Dari, S.Pd., M.Pd. Retno Wulan Dari, S.Pd., M.Pd.							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1	Students are able to apply basic reading strategies to identify the topic, main ideas, supporting details, and specific information in short English texts.	1.Course Contract Lecturer- students and student- student introduction, 2.Diagnostic Test (reading and writing)	Kriteria: 1.Written comprehension test and structured reading quiz. 2.Accuracy of text analysis and logical consistency in identification. Bentuk Penilaian : Aktifitas Partisipatif, Tes	Discovery learning through guided reading exercises, collaborative group discussions, and interactive lectures. 50x4		Materi: Intro to Essential Reading & Writing Skills, Course Contract Lecturer-students and student-student introduction, Diagnostic Test (reading and writing) Pustaka: Essential Reading and Writing Modules. Unpublished. English Language Education Study Program.	2%	

2	1.Students are able to apply previewing and predicting strategies to identify the topic and main ideas of short English texts and recognize relevant supporting information. 2.Students are able to apply basic reading strategies to identify the topic, main ideas, supporting details, and specific information in short English texts.	1.Students are able to identify the topic of a short English text. 2.Students are able to apply previewing and predicting strategies before reading. 3.Students are able to identify the main idea of a short English text. 4.Students are able to distinguish the main idea from supporting details. 5.Students are able to identify relevant information from the text.	Kriteria: Accuracy in identifying the topic and main idea, appropriate application of previewing and predicting strategies, and accuracy in distinguishing relevant supporting details Bentuk Penilaian : Aktifitas Partisipatif	Discovery Learning through guided reading, interactive lecture, and collaborative group discussion. 50x4		Materi: Describing a person; Topic sentence; Simple present tense; Setting up a study space Pustaka: <i>Bohlike, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan</i> Materi: Unit 1 Pustaka: <i>Essential Reading and Writing Modules. Unpublished. English Language Education Study Program.</i>	2%
3	Students are able to identify the meaning of unfamiliar vocabulary and relevant information using context and appropriate reading strategies.	1.Students are able to determine the meaning of unfamiliar words by using surrounding textual clues. 2.Students are able to identify the main idea of a short reading text. 3.Students are able to locate specific details and relevant information using appropriate reading strategies. 4.Students are able to select an appropriate topic for a descriptive paragraph about a person. 5.Students are able to distinguish between complete sentences and sentence fragments.	Kriteria: Accuracy of vocabulary interpretation and the speed/precision of information retrieval. Bentuk Penilaian : Aktifitas Partisipatif	Blended Learning utilizing Discovery Learning and structured class discussions. 50x5		Materi: Describing personal goal; Sentence patterns; Verbs followed by infinitives and gerunds; Writing strategies Pustaka: <i>Bohlike, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan</i> Materi: synonyms, antonyms, and logic-based inferences within a sentence and specifically skimming for global meaning and scanning for localized information. Pustaka: <i>Essential Reading and Writing Modules. Unpublished. English Language Education Study Program.</i>	2%
4	1.Students will be able to effectively highlight and annotate texts to identify key ideas, understand their purpose, and evaluate the advantages and disadvantages of these techniques, while also using explanatory notes to deepen their comprehension and derive meaning from the material. 2.Students will be able to effectively brainstorm and create a mind map to describe their home, using the grammar structure "there is/are" with appropriate nouns, while also reviewing and practicing relevant vocabulary to enhance their descriptive writing skills. 3.Students are able to demonstrate comprehension of descriptive text by identifying and interpreting literal and inferential information.	1.Differentiate between major points and supporting details, ensuring that the primary concepts are clearly marked. 2. include key elements of their home and Incorporate descriptive details when creating mind map 3.Accurately match the singular form "there is" with singular nouns and the plural form "there are" with plural nouns 4.Accuracy in identifying and extracting literal information and specific details within a descriptive passage.	Kriteria: 1.Use consistent annotation strategies, such as symbols (e.g., stars for important points, question marks for unclear sections), color coding, or highlighting to organize their thoughts 2.Incorporate descriptive details to enhance understanding of each element (e.g., room size, function, or personal significance). 3.Construct complete sentences that are grammatically correct, including proper use of articles (e.g., "a" or "the") and other modifiers as needed. 4.Accuracy of information extraction, depth of inferential analysis, and logical reasoning Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Genre-based approach involving interactive lectures, close reading sessions, collaborative group discussions, and exercises. 50x4		Materi: Highlighting and annotating (purpose, advantage & disadvantage); Using explanations to find meaning Pustaka: <i>Bohlike, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan</i> Materi: Characteristics and literal components of descriptive texts, focusing on identifying specific details and factual data. Pustaka: <i>Essential Reading and Writing Modules. Unpublished. English Language Education Study Program.</i>	2%

5	1. Students will be able to utilize pre-reading strategies, such as predicting and making inferences about a text, while effectively using definitions to derive meaning from unfamiliar vocabulary, thereby enhancing their overall reading comprehension and analytical skills. 2. Students will be able to compose well-structured compound sentences using the present progressive tense to describe their neighborhood, while applying the process writing approach to produce a coherent and engaging piece that effectively conveys their understanding of the area in which they live. 3. Students are able to demonstrate comprehension of descriptive text by identifying and interpreting literal and inferential information.	1. Accurately identify unfamiliar words in a text and recognize when context clues are insufficient to determine meaning. 2. Ensure grammatical accuracy, including proper sentence structure, punctuation, and the consistent use of present progressive tense throughout the piece. 3. Accuracy in identifying and extracting literal information and specific details within a descriptive passage.	Kriteria: 1. Apply appropriate strategies for understanding new words, such as breaking down roots, prefixes, or suffixes, and relating the word to known vocabulary. 2. Construct compound sentences using appropriate coordinating conjunctions to link ideas logically 3. Accurately use the present progressive tense (e.g., "People are walking their dogs" or "Cars are driving down the street") in describing ongoing actions or activities in their neighborhood. 4. Accuracy of information extraction, depth of inferential analysis, and logical reasoning Bentuk Penilaian : Aktifitas Partisipatif	discussion and exercise 50x5		Materi: Pre-reading: predicting & making inferences of a text; Using definitions to find meaning Pustaka: <i>Bohlike, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan</i> Materi: Writing compound sentences; Present progressive tense; Describing neighborhood; Process of writing (process writing) Pustaka: <i>Bohlike, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan</i> Materi: Pre-reading: predicting & making inferences of a text; Using definitions to find meaning Pustaka: <i>Essential Reading and Writing Modules. Unpublished. English Language Education Study Program.</i>	2%
6	1. Students will be able to identify the main ideas and supporting details in a text, effectively take notes using an appropriate format, and apply their knowledge of prefixes to form negations, demonstrating their ability to comprehend, organize, and analyze information from written materials. 2. Students are able to develop a clear topic sentence and supporting sentences to construct a unified and coherent descriptive paragraph about a person.	1. Accurately identify the main ideas in a text, distinguishing them from supporting details or examples. 2. demonstrate knowledge of common prefixes to show how negations affect the meaning of the sentence or overall text 3. Accurately apply punctuation and capitalization rules in the editing process, ensuring proper use of periods, commas, question marks, and capital letters at the beginning of sentences, names, and proper nouns. 4. Show an understanding of how to offer recommendations politely and effectively	Kriteria: 1. Effectively summarize key points in their notes without omitting important information or including unnecessary details. 2. correctly form negations of words found in the text by using common prefixes 3. Structural accuracy and grammatical coherence Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	discussion and exercise 50x5		Materi: Components and functions of a topic sentence with a clear controlling idea. Pustaka: <i>Essential Reading and Writing Modules. Unpublished. English Language Education Study Program.</i> Materi: Main ideas & supporting details; Note-taking; Adding prefixes to form negations Pustaka: <i>Essential Reading and Writing Modules. Unpublished. English Language Education Study Program.</i>	2%
7	Review all the materials	1. Ability to accurately apply multiple reading strategies to analyze and summarize complex academic texts. 2. Ability to construct well-organized paragraph that demonstrate grammatical precision and logical flow.	Kriteria: 1. Accuracy of textual analysis, 2. structural consistency in writing, Bentuk Penilaian : Aktifitas Partisipatif	Discussion, blended learning through collaborative discussion, case studies, and interactive review sessions. 50x4		Materi: Synthesis of essential reading strategies Pustaka: <i>Essential Reading and Writing Modules. Unpublished. English Language Education Study Program.</i> Materi: Review of academic writing conventions Pustaka: <i>Essential Reading and Writing Modules. Unpublished. English Language Education Study Program.</i>	4%
8	Students are able to comprehend short descriptive texts by identifying main ideas, supporting details, and specific information, and produce a clear and coherent descriptive paragraph about a person or place using appropriate vocabulary, sentence structures, and paragraph conventions.	1. Precision in identifying the main idea, supporting details, and specific information within a given descriptive text. 2. Proficiency in producing a well-structured descriptive paragraph that adheres to standard paragraph conventions and grammatical accuracy.	Kriteria: 1. Accuracy of textual analysis, 2. grammatical correctness, 3. thematic coherence, 4. and appropriate use of descriptive vocabulary. Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Tes	Evaluasi I - Descriptive writing & critical reading response 50x4		Materi: all materials Pustaka: <i>Bohlike, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan</i> Materi: all materials Pustaka: <i>Essential Reading and Writing Modules. Unpublished. English Language Education Study Program.</i>	30%

9	1. Students are able to develop a clear topic sentence and supporting sentences to construct a unified and coherent narrative paragraph 2. students are able to use commas and colons; Comparative forms of adjectives and adverbs; Make a comparison 3. students are able to distinguishing facts from opinions; Identify tone; Organize new words- adjectives and adverbs	1. Effectively distinguish between facts and opinions in a given text, providing examples of each and explaining the difference 2. Correctly use commas in lists, after introductory phrases, and to separate clauses, as well as colons to introduce lists, explanations, or to emphasize information 3. Accuracy in formulating a narrative topic sentence that establishes a clear focus for the story. 4. Precision in organizing supporting sentences that adhere to a logical timeline and thematic consistency.	Kriteria: 1. Logical consistency, structural accuracy, and grammatical precision 2. Correctly use commas in lists, after introductory phrases, and to separate clauses, as well as colons to introduce lists, explanations, or to emphasize information 3. Written paragraph assignment and analytical rubric. Bentuk Penilaian : Aktifitas Partisipatif	Genre-Based Approach (GBA) involves modeling, joint construction of text, and independent construction of text through collaborative discussion 50x4		Materi: narrative topic sentence including the topic and controlling idea. Pustaka: <i>Essential Reading and Writing Modules. Unpublished. English Language Education Study Program.</i>	2%
10	Students are able to organize and develop narrative paragraphs using appropriate vocabulary, sequence markers, and logical organization.	1. Identify the main idea of a narrative text. Identify relevant supporting details. 2. Identify the sequence of events. 3. Organize events logically in a paragraph. 4. Use appropriate time/sequence markers.	Kriteria: 1. accuracy in identifying main ideas, supporting details, and sequence of events; 2. organization of ideas in the paragraph Bentuk Penilaian : Aktifitas Partisipatif	Task-Based Learning, guided practice, Individual work, peer review 50x4		Materi: Narrative text; main idea; supporting details; sequence of events; time and sequence words. Pustaka: <i>Essential Reading and Writing Modules. Unpublished. English Language Education Study Program.</i> Materi: Writing: Narrative paragraph; paragraph organization; outlining and drafting. Pustaka: <i>Essential Reading and Writing Modules. Unpublished. English Language Education Study Program.</i>	2%
11	Students are able to organize and develop narrative paragraphs using appropriate vocabulary, sequence markers, and logical organization.	1. Identify the main idea of a narrative text. Identify relevant supporting details. Identify the sequence of events. 2. Organize events logically in a paragraph. 3. Use appropriate time/sequence markers.	Kriteria: accuracy in identifying main ideas, supporting details, and sequence of events; organization of ideas in the paragraph. Bentuk Penilaian : Aktifitas Partisipatif	Task-Based Learning, Guided practice, Individual work, Peer review and discussion 50x4		Materi: Exemplification: using transitions and emphasizing information (unity and coherence); expressing ability Pustaka: <i>Bohlke, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan</i> Materi: Narrative text; main idea; supporting details; sequence of events; time and sequence words. Pustaka: <i>Essential Reading and Writing Modules. Unpublished. English Language Education Study Program.</i>	2%
12	Students are able to comprehend narrative texts by identifying the main idea, supporting details, and sequence of events, and use the information to develop a logically organized narrative paragraph	1. Identify the main idea of a narrative text. 2. Identify supporting details and specific information. 3. Identify and organize the sequence of events. 4. Develop an outline based on the text. 5. Write a coherent narrative paragraph using appropriate time and sequence markers.	Kriteria: 1. accuracy in identifying main ideas, supporting details, and sequence of events; 2. logical organization; appropriate vocabulary and language features. Bentuk Penilaian : Aktifitas Partisipatif, Tes	discussion 50x5		Materi: transitions; The simple past tense Pustaka: <i>Bohlke, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan</i> Materi: Narrative text, main idea, supporting details, sequence of events, time and sequence words. Pustaka: <i>Essential Reading and Writing Modules. Unpublished. English Language Education Study Program.</i>	4%

13	Students are able to comprehend narrative texts by identifying relevant information and apply their understanding to develop and revise a coherent narrative paragraph	1. Identify relevant information from a narrative text. Identify the logical sequence of events. 2. Use appropriate cohesive devices and sequence markers. 3. Revise the paragraph for coherence, organization, vocabulary, and language accuracy. 4. Develop supporting details for a narrative paragraph.	Kriteria: comprehension of the text, relevance of information, logical sequence, coherence, cohesion, vocabulary, and language accuracy. Bentuk Penilaian : Aktifitas Partisipatif	discussion, presentation 50x5		Materi: Sequencing; Reading charts and graphs; Collocations Pustaka: <i>Bohike, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan</i>	2%
14	review	review	Kriteria: review Bentuk Penilaian : Aktifitas Partisipatif	review 50x5		Materi: all materials Pustaka: <i>Bohike, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan</i>	2%
15	students are able to present their project properly	1. Organize the presentation logically, including an introduction, body, and conclusion, to ensure a clear and coherent flow of information. 2. Effectively communicate key points related to their project, using appropriate language and terminology that is accessible to the audience.	Kriteria: 1. Use visual aids (e.g., slides, posters, charts) effectively to enhance understanding and engagement, ensuring that visuals complement and reinforce the spoken content. 2. Engage the audience by maintaining eye contact, using appropriate gestures, and varying vocal tone and pace to keep listeners interested and attentive. 3. Respond to questions from the audience with confidence and clarity, demonstrating a thorough understanding of the project topic and addressing any concerns or curiosities. Bentuk Penilaian : Aktifitas Partisipatif	presentation 50x5		Materi: presentation Pustaka: <i>Cottrell, S. (2019). The Study Skills Handbook: Fifth Edition (5th Edition). Macmillan.</i>	10%
16	final term test	Project 2– Descriptive writing & critical reading response	Kriteria: Project 2– Descriptive writing & critical reading response Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Project 2– Descriptive writing & critical reading response 50x5	Project 2– Descriptive writing & critical reading response	Materi: all materials Pustaka: <i>Bohike, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan</i>	30%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	34%
2.	Penilaian Hasil Project / Penilaian Produk	48%
3.	Tes	18%
		100%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan
Introduction To Linguistics		8820302107	Mata Kuliah Wajib Program Studi		T=2	P=0	ECTS=3.18	2 20 Agustus 2026
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi		
		Henny Dwi Iswati		Henny Dwi Iswati		HIMMAWAN ADI NUGROHO		
Model Pembelajaran	Case Study							
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK							
	1. Sikap							
	CPL 1.A	Menunjukkan kesadaran tentang nilai, etika, norma dan tanggung jawab yang terkait dengan perilaku akademis.						
	CPL 1.B	Mewujudkan karakter "Beriman, Cerdas, Mandiri, Jujur, Peduli dan Tangguh" serta disiplin.						
	2. Keterampilan Umum							
	3. Keterampilan Khusus							
	CPL 3.A	Menerapkan konsep linguistik terapan dalam pembelajaran Bahasa Inggris.						
	CPL 3.B	Merencanakan, melaksanakan dan mengevaluasi pembelajaran Bahasa Inggris secara efektif dan kreatif.						
	4. Pengetahuan							
	CPL 4.A	Mendemonstrasikan kompetensi lisan dan tulis yang setara dengan level B2 CEFR.						
	Capaian Pembelajaran Mata Kuliah (CPMK)							
	1. Students are able to explain the fundamental concepts, characteristics, branches, and analytical levels of human language and linguistics, as well as their relevance to English language learning and teaching.							
	2. Students are able to identify, classify, and analyse spoken, written, and digital English language data at phonetic, phonological, morphological, syntactic, semantic, pragmatic, and discourse levels using appropriate linguistic terminology, analytical procedures, and relevant digital tools.							
	3. Students are able to critically analyse English learners' language problems, language acquisition processes, and language variation by considering linguistic evidence and learners' multilingual, sociocultural, and educational contexts.							
	4. Students are able to collaboratively apply linguistic evidence to formulate and communicate relevant, inclusive, ethical, and context-sensitive pedagogical responses to English language-learning problems, supported by the critical use of digital technologies and artificial intelligence.							
	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)							
	Sub-CPMK1	To know the origin of language						
	Sub-CPMK2	To know the origin of language						
	Sub-CPMK3	To be able to distinguish sounds (1).						
	Sub-CPMK4	To be able to distinguish sounds (2).						
	Sub-CPMK5	To be able to distinguish phonemes and practice them (1).						
	Sub-CPMK6	To be able to distinguish phonemes and practice them (2).						
	Sub-CPMK7	To be able to identify the type of word formation.						
	Sub-CPMK8	Being able to distinguish between terms related to morphology (1)						
	Sub-CPMK9	To understand what syntax is						
	Sub-CPMK10	To understand what semantics is						
	Sub-CPMK11	To understand what pragmatics is						
Sub-CPMK12	To understand what discourse analysis is							
Sub-CPMK13	To understand what first language acquisition is							
Sub-CPMK14	To understand what second language acquisition/learning							
Sub-CPMK15	To understand what writing is							
Sub-CPMK16	To understand what writing is							
Deskripsi Singkat MK	This course introduces linguistics as the scientific study of human language and examines the fundamental concepts, characteristics, branches, and analytical levels of language. It covers the origin and properties of human language, phonetics, phonology, word formation, morphology, syntax, semantics, pragmatics, discourse analysis, language acquisition, and sociolinguistics. Students learn to describe and analyse English language data, including the production and classification of speech sounds, word structure and formation, sentence structure, meaning, language use in context, discourse, language variation, and language-learning processes. Through collaborative case-based learning, students apply linguistic concepts to analyse English learners' language problems and formulate relevant, inclusive, and context-sensitive pedagogical responses. The course develops critical and systematic thinking, promotes respect for linguistic diversity, and supports quality and equitable English language education in relation to SDG 4 and SDG 10.							
Pustaka	Utama :							
	1. Yule, G. (2022). The Study of Language (8th ed.), Chapter 1: "The Origins of Language" and Chapter 2: "Animals and Human Language." Cambridge University Press. 2. Wardhaugh, R., & Fuller, J. M. (2021). An Introduction to Sociolinguistics (8th ed.). Wiley Blackwell.							
	Pendukung :							
1. Fromkin, V., Rodman, R., & Hyams, N. (2018). An Introduction to Language (11th ed.). Cengage Learning. 2. Carley, P., Mees, I. M., & Collins, B. (2025). Practical English Phonetics and Phonology: A Resource Book for Students. Routledge. 3. Cutting, J., & Fordyce, K. (2021). Pragmatics: A Resource Book for Students (4th ed.). Routledge.								
Dosen Pengampu	ASRORI SILFIA ASNINGTIAS Silfia Asningtias, S.Pd., M.TESOL., Ph.D Silfia Asningtias, S.Pd., M.TESOL., Ph.D Asroni, S.S., M.Pd. Asroni, S.S., M.Pd.							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1	To know the origin of language	1.explain divine source 2.explain natural sound source 3.explain social interaction source 4.explain physical adaptation source 5.explain tool making source 6.explain genetic source	Kriteria: 1.content of topic discussion -structure of topic discussion -linguistic features of topic discussion 2.Keaktifan dalam KBM, kelayakan hasil project/unjuk kerja, kelengkapan kegiatan praktik kelayakan hasil unjuk kerja. Bentuk Penilaian : Aktifitas Partisipasif	Discussion Preaching, Question-Answer 2 X 50	2 x 50'	Materi: George Yule, 2010, Cambridge University Press, The Study of Language Pustaka:	6%	
2	To know the origin of language	1.explain divine source 2.explain natural sound source 3.explain social interaction source 4.explain physical adaptation source 5.explain tool making source 6.explain genetic source	Kriteria: content of topic discussion -structure of topic discussion -linguistic features of topic discussion Bentuk Penilaian : Aktifitas Partisipasif	Discussion Preaching, Question-Answer 2 X 50	2 x 50'	Materi: George Yule, 2010, Cambridge University Press, The Study of Language Pustaka: Materi: Animals and Human Language Pustaka:	6%	

3	To be able to distinguish sounds (1).	1.explain phonetics 2.explain voicing 3.explain place of articulation 4.explain manner of articulation 5.explain vowels	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion Bentuk Penilaian : Aktifitas Partisipatif	Discussion Preaching, Question-Answer, Demonstration. 2 X 50		Materi: George Yule, 2010, Cambridge University Press, The Study of Language Pustaka:	6%
4	To be able to distinguish sounds (2).	1.explain phonetics 2.explain voicing 3.explain place of articulation 4.explain manner of articulation 5.explain vowels	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion Bentuk Penilaian : Aktifitas Partisipatif	Discussion Preaching, Question-Answer, Demonstration 2 X 50		Materi: George Yule, 2010, Cambridge University Press, The Study of Language Pustaka:	6%
5	To be able to distinguish phonemes and practice them (1).	1.explain phonemes 2.explain phones and allophones 3.explain minimal pairs and sets 4.explain phonotactics 5.explain syllables 6.explain co-articulation effects	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion Bentuk Penilaian : Aktifitas Partisipatif	Discussion Preaching, Question-Answer, Demonstration 2 X 50		Materi: George Yule, 2010, Cambridge University Press, The Study of Language Pustaka:	6%
6	To be able to distinguish phonemes and practice them (2).	1.explain phonemes 2.explain phones and allophones 3.explain minimal pairs and sets 4.explain phonotactics 5.explain syllables 6.explain co-articulation effects	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion Bentuk Penilaian : Aktifitas Partisipatif	Discussion Preaching, Question-Answer, Demonstration 2 X 50		Materi: George Yule, 2010, Cambridge University Press, The Study of Language Pustaka:	6%
7	To be able to identify the type of word formation.	1.explain single process 2.explain multiple processes	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion Bentuk Penilaian : Aktifitas Partisipatif	Discussion Preaching, Question-Answer, Assignment. 2 X 50		Materi: George Yule, 2010, Cambridge University Press, The Study of Language Pustaka:	6%
8	Being able to distinguish between terms related to morphology (1)	1.explain morphemes 2.explain derivational and inflectional morpheme; providing examples.	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion Bentuk Penilaian : Aktifitas Partisipatif	Discussion Preaching, Question-Answer, Assignment. 2 X 50		Materi: George Yule, 2010, Cambridge University Press, The Study of Language Pustaka:	7%
9	To understand what syntax is	1.explain syntax 2.explain tree diagrams 3.explain symbols used in syntactic analysis 4.explain phrase structure rules 5.explain lexical rules 6.explain movement rules 7.explain back to recursion	Kriteria: content of topic discussion/answer structure of topic discussion/answer linguistic features of topic discussion/answer Bentuk Penilaian : Aktifitas Partisipatif, Tes	Discussion Preaching, Question-Answer 2 X 50		Materi: George Yule, 2010, Cambridge University Press, The Study of Language Pustaka:	6%
10	To understand what semantics is	1.explain meaning 2.explain semantic features 3.explain semantic roles 4.explain lexical relations 5.explain collocation	Kriteria: content of topic discussion/answer structure of topic discussion/answer linguistic features of topic discussion/answer Bentuk Penilaian : Aktifitas Partisipatif	Discussion Preaching, Question-Answer 2 X 50		Materi: George Yule, 2010, Cambridge University Press, The Study of Language Pustaka:	6%
11	To understand what pragmatics is	1.explain pragmatics 2.explain context 3.explain reference 4.explain speech acts 5.explain politeness	Kriteria: content of topic discussion/answer structure of topic discussion/answer linguistic features of topic discussion/or answer Bentuk Penilaian : Aktifitas Partisipatif	Discussion Preaching, Question-Answer 2 X 50		Materi: George Yule, 2010, Cambridge University Press, The Study of Language Pustaka:	7%

12	To understand what discourse analysis is	1.explain discourse analysis 2.explain interpreting discourse 3.explain conversation analysis 4.explain the co-operative principle 5.explain background knowledge	Kriteria: content of topic discussion/answer structure of topic discussion/answer linguistic features of topic discussion/answer Bentuk Penilaian : Aktifitas Partisipatif	Discussion Preaching, Question-Answer 2 X 50		Materi: Memahami dan mengaplikasikan konsep-konsep pengembangan materi pembelajaran EFL yang sesuai dengan target kebutuhan para siswa dalam pembelajarannya 2. Menyeleksi dan mengembangkan materi pembelajaran EFL berdasarkan pada kebutuhan dan target para siswa 3. Menggunakan sumber-sumber pembelajaran dan IT yang relevan sebagai media yang mendukung pengembangan materi pembelajaran EFL 4. Berinisiatif mendemonstrasikan, independen, tekun belajar dan ikut serta mengadvokasi diri sendiri dalam pembelajaran untuk menyeleksi dan mengembangkan materi pembelajaran EFL baik secara perorangan maupun tim Pustaka: Materi: George Yule, 2010, Cambridge University Press, The Study of Language Pustaka:	6%
13	To understand what first language acquisition is	1.explain acquisition 2.explain the acquisition schedule 3.explain the acquisition process 4.explain developing morphology 5.explain developing syntax 6.explain developing semantics	Kriteria: content of topic discussion/answer structure of topic discussion/answer linguistic features of topic discussion/answer Bentuk Penilaian : Aktifitas Partisipatif	Discussion, Preaching, and Question-Answer 2 X 50		Materi: George Yule, 2010, Cambridge University Press, The Study of Language Pustaka:	7%
14	To understand what second language acquisition/learning	1.explain second language learning 2.explain focus on method 3.explain focus on the learner 4.explain communicative competence 5.explain applied linguistics	Kriteria: content of topic discussion/answer structure of topic discussion/answer linguistic features of topic discussion/answer Bentuk Penilaian : Aktifitas Partisipatif	Discussion, Preaching, and Question-Answer 2 X 50		Materi: George Yule, 2010, Cambridge University Press, The Study of Language Pustaka:	6%
15	To understand what writing is	1.explain writing 2.explain pictogram and ideogram 3.explain logogram 4.explain syllabic writing 5.explain alphabetic writing 6.explain written English	Kriteria: content of topic discussion/answer structure of topic discussion/answer linguistic features of topic discussion/answer Bentuk Penilaian : Aktifitas Partisipatif, Tes	Discussion, Preaching, and Question-Answer 2 X 50		Materi: George Yule, 2010, Cambridge University Press, The Study of Language Pustaka: Yule, G. 2010. <i>The Study of Language</i> . Cambridge: Cambridge University Press.	6%
16	To understand what writing is	1. Assignment: Criteria of assignment 2.lecturing: participation of lecturing 3.discussion: participation of discussion	Kriteria: 1. content of topic discussion/answer structure of topic discussion/answer linguistic features of topic discussion/answer 2. Baik sekali, baik, sedang, kurang baik, dan tidak baik Bentuk Penilaian : Aktifitas Partisipatif, Tes	Discussion, Preaching, and Question-Answer 2 X 50	Daring/ online: lecturing, discussion, and assignment 2 x 50'	Materi: The Origin of Language Pustaka: Fromkin, V., Rodman, R., Hyams, N. 2011. <i>An Introduction to Language</i> . Australia: Wadsworth, Cenage Learning.	7%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	90.5%
2.	Tes	9.5%
		100%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodi yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** merupakan kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolak ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen
RENCANA PEMBELAJARAN SEMESTER							
MATA KULIAH (MK)	KODE	Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan
Principles of Education	8820302282	Mata Kuliah Wajib Program Studi		T=2	P=0	ECTS=3.18	1 20 Januari 2025
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi		
	Henny Dwi Iswati, M.Pd.		Arik Susanti , S.Pd., M.Pd.		HIMMAWAN ADI NUGROHO		
Model Pembelajaran	Case Study						
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK						
	1. Sikap						
	CPL 1.A	Menunjukkan kesadaran tentang nilai, etika, norma dan tanggung jawab yang terkait dengan perilaku akademis.					
	CPL 1.B	Mewujudkan karakter “Beriman, Cerdas, Mandiri, Jujur, Peduli dan Tangguh” serta disiplin.					
	2. Keterampilan Umum						
	CPL 2.A	Menerapkan pemikiran kritis dan keterampilan analitis untuk memecahkan masalah pembelajaran bahasa Inggris					
	CPL 2.B	Menunjukkan keterampilan presentasi tertulis, visual dan lisan untuk mengkomunikasikan pengetahuan yang berhubungan dengan bahasa Inggris					
	CPL 2.C	Berpartisipasi dalam pembelajaran seumur hidup, kegiatan pengembangan karir dan mengikuti perkembangan teknologi					
	CPL 2.D	Menunjukkan keterampilan memimpin, berkolaborasi dan beradaptasi.					
	3. Keterampilan Khusus						
	CPL 3.A	Merencanakan, melaksanakan dan mengevaluasi pembelajaran Bahasa Inggris secara efektif dan kreatif.					
	CPL 3.B	Melakukan penelitian dan pengkajian pembelajaran Bahasa Inggris.					
	CPL 3.C	Menciptakan produk terkait dengan pembelajaran bahasa Inggris.					
	4. Pengetahuan						
	CPL 4.A	Menunjukkan pemahaman yang baik tentang konsep pembelajaran bahasa Inggris dari perspektif nasional dan global.					
	Capaian Pembelajaran Mata Kuliah (CPMK)						
	1. Explain the fundamental principles and purposes of education, including its historical development, philosophical foundations, and application in English Language Teaching (ELT) within the Indonesian context.						
	2. Analyze and propose strategies for implementing educational principles in English language teaching practices						
	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)						
	Sub-CPMK1	Explain the fundamental purposes and principles of education as an introduction to the Principles of Education course.					
	Sub-CPMK2	Explain the concept of learner-centered education and recognize its relevance to classroom practices.					
	Sub-CPMK3	Apply active learning strategies using digital tools to promote student engagement in language learning.					
	Sub-CPMK4	Demonstrate the integration of inclusivity and equity in designing and implementing technology-supported ELT activities.					
	Sub-CPMK5	Utilize continuous assessment methods to evaluate students' language proficiency and learning progress through technology.					
	Sub-CPMK6	Apply contextual learning strategies to enhance students' real-life language application using educational technology.					
	Sub-CPMK7	Foster collaboration and social interaction among learners through digital platforms and interactive learning activities.					
	Sub-CPMK8	Evaluate the role of ethical and moral considerations in the responsible use of technology in ELT.					
Sub-CPMK9	Analyze the developmental stages of learners and their implications for designing effective technology-based language instruction.						
Sub-CPMK10	Promote sustainability and lifelong learning in education through the integration of technology in ELT.						
Sub-CPMK11	MIDTERM- Recognize varies principles of education and different teaching methods and their theoretical backgrounds.						
Sub-CPMK12	Apply Problem-Based Learning (PBL) strategies in integrating technology into ELT to enhance critical thinking and problem-solving skills.						
Sub-CPMK13	Analyze real-world case studies related to the use of educational technology in ELT and propose effective solutions.						
Sub-CPMK14	Design and implement a Project-Based Learning (PjBL) approach utilizing digital tools to support student-centered language learning.						
Sub-CPMK15	Demonstrate Inquiry-Based Learning techniques by exploring and evaluating emerging technologies for ELT innovations.						
Sub-CPMK16	Final Exam						
Deskripsi Singkat MK	Principles of Education is an introductory course that helps students understand the fundamental principles, theories, and practices of education. The course emphasizes learner-centered approaches, active learning, and inclusivity, demonstrating how these concepts are applied in both national and international classrooms. Students will explore teaching methods such as problem-based learning (PBL), case studies, and project-based learning (PjBL). Through these approaches, they will learn how to foster collaboration, critical thinking, and problem-solving in diverse learning environments. To connect theory with practice, students will engage in discussions, reflective essays, and presentations. The course also emphasizes cultural diversity, sustainability, and lifelong learning as essential elements in modern education. As future English educators, students will be guided to align educational principles with effective teaching practices in English as a Foreign Language (EFL) settings.						
Pustaka	Utama :						
	1. Brown, H. D. (2020). Principles of Language Learning and Teaching (7th ed.). Pearson Education. 2. Blumberg, P. (2019). Developing Learner-Centered Teaching: A Practical Guide for Faculty (2nd ed.). Jossey-Bass. 3. Hammond, Z. (2020). Culturally Responsive Teaching and the Brain (2nd ed.). Corwin. 4. Sensoy, Ö., & DiAngelo, R. (2019). Is Everyone Really Equal? Teachers College Press. 5. Black, P., & William, D. (2021). Inside the Black Box: Raising Standards Through Classroom Assessment. Phi Delta Kappan. 6. Kolb, D. A. (2021). Experiential Learning: Experience as the Source of Learning and Development (3rd ed.). Pearson. 7. Gillies, R. M. (2020). Teachers' Roles in Promoting Collaborative Dialogue in the Classroom. Springer. 8. Crain, W. (2020). Theories of Development: Concepts and Applications (7th ed.). Routledge. 9. Campbell, E. (2020). Ethical Teaching and Moral Education. Springer. 10. Sterling, S. (2020). Educating for the Future: Rethinking Sustainability and Lifelong Learning. Springer. 11. Fisher, D., Frey, N., & Hattie, J. (2021). The Distance Learning Playbook. Corwin. 12. Dolmans, D. H. J. M., et al. (2021). The Effectiveness of Problem-Based Learning: A Meta-Analysis. Springer. 13. Herreid, C. F., & Schiller, N. A. (2020). Case Studies and the Flipped Classroom. NSTA Press. 14. Bellanca, J. (2020). 21st Century Skills: Rethinking How Students Learn. Solution Tree Press. 15. Coelho, D. P., Ham, M., & Jones, S.-L. (2025). Understanding Biesta’s three purposes of education: A framework proposal. British Educational Research Journal, 51(5), 2536–2554. https://doi.org/10.1002/berj.4155 16. Dewey, J. (1938). Experience and Education.						
	Pendukung :						
	1. Wiggins, G., & McTighe, J. (2021). Understanding by Design (3rd ed.). ASCD. 2. Weimer, M. (2021). Learner-Centered Teaching: Five Key Changes to Practice (3rd ed.). Jossey-Bass. 3. Prince, M. J., & Felder, R. M. (2020). Active Learning: An Introduction. Springer. 4. Gorski, P. C. (2020). Reaching and Teaching Students in Poverty (2nd ed.). Teachers College Press. 5. Brookhart, S. M. (2021). How to Use Formative Assessment to Support Learning. ASCD. 6. Merrill, M. D. (2020). First Principles of Instruction (2nd ed.). Wiley. 7. Slavin, R. E. (2019). Cooperative Learning: Theory, Research, and Practice (3rd ed.). Routledge. 8. Sigelman, C. K., & Rider, E. A. (2021). Life-Span Human Development (10th ed.). Cengage Learning. 9. Narvaez, D. (2020). Moral Development and Climate Change. Oxford University Press. 10. Barth, M., Michelsen, G., Rieckmann, M., & Thomas, I. (Eds.) (2021). Routledge Handbook of Higher Education for Sustainable Development. Routledge. 11. Killen, R. (2020). Effective Teaching Strategies: Lessons from Research and Practice (8th ed.). Cengage Learning. 12. Savery, J. R. (2020). Problem-Based Learning: An Inquiry Approach to Higher Education. Emerald Publishing 13. Herreid, C. F. (2011). Start with a Story: The Case Study Method of Teaching College Science. NSTA Press. 14. Holm, M. (2021). Authentic Project-Based Learning in Grades 4–8: Standards-Based Strategies and Scaffolding for Success. Corwin Press. Implementasi Referensi Pendukung Kegunaan Referensi Pendukung: Untuk memperluas wawasan mahasiswa di luar materi utama. Digunakan dalam diskusi tambahan atau tugas opsional yang mendorong eksplorasi lebih lanjut. Distribusi Referensi: Sediakan salinan atau akses digital melalui perpustakaan atau platform pembelajaran kampus. Buat daftar bacaan mingguan A network error occurred. Please check your connection and try again. If this issue persists please contact us through our help center at help.openai.com. 15. Minor, C., & Minor, M. (2021). Active Learning Techniques for a Multicultural Classroom: Strategies for Diverse Learners. Corwin. 16. Kagan, S., & Kagan, M. (2021). Kagan Cooperative Learning (4th ed.). Kagan Publishing 17. Pappas, E., & Pappas, J. (2021). Lifelong Learning for Sustainability: A Cognitive Approach to Transforming the World. Emerald Publishing 18. Kaldi, S., Filippatou, D., & Govaris, C. (2019). Project-Based Learning in Primary Schools. Routledge.						
Dosen Pengampu	LIES AMIN LESTARI Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd. Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd.						

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Explain the fundamental purposes and principles of education as an introduction to the Principles of Education course.	1. Clarity in defining the purpose of education. 2. Ability to identify different roles of education in both personal and societal contexts.	Kriteria: 1.1. Clarity in defining the purposes of education. 2.2. Ability to identify different roles of education in personal and societal contexts. 3.3. Ability to recognize examples of educational principles in current educational practices in Indonesia. Bentuk Penilaian : Aktifitas Partisipatif	- Lecture: Introduction to the purpose of education. - Discussion: Group discussions on the different roles education plays in personal and societal development. - Case Study: Identifying learner-centered examples. 2 X 50		Materi: Overview of foundational educational principles relevant to language teaching. Pustaka: Brown, H. D. (2020). <i>Principles of Language Learning and Teaching</i> (7th ed.). Pearson Education. Materi: The Purposes and Principles of Education Pustaka: Coelho, D. P., Ham, M., & Jones, S.-L. (2025). <i>Understanding Blesta's three purposes of education: A framework proposal. British Educational Research Journal</i> , 51(5), 2536–2554. https://doi.org/10.1080/00070175.2025.2536254 Materi: Overview of foundational educational principles relevant to language teaching. Pustaka:	4%
2	Explain the concept of learner-centered education and recognize its relevance to classroom practices.	1. Clarity and depth of understanding in explaining the learner-centered approach. 2. Ability to connect learner-centered principles to effective classroom Learning practice.	Kriteria: 1.50%: Accuracy and depth in explaining learner-centered principles. 2.50%: Relevance and insight in connecting these principles to classroom learning practice. Bentuk Penilaian : Aktifitas Partisipatif	Lecture: Introduction to the learner-centered approach and its principles. Discussion: Group discussions on how the learner-centered approach enhances student engagement and autonomy. Case Study: Analyze examples of learner-centered teaching methods in various classroom settings. 2 X 50		Materi: Introduction to Learner-Centered Approaches: Principles and benefits of shifting the focus from teacher-centered to student-centered instruction. Pustaka: Blumberg, P. (2019). <i>Developing Learner-Centered Teaching: A Practical Guide for Faculty</i> (2nd ed.). Jossey-Bass. Materi: Implementing Learner-Centered Teaching: Practical strategies to empower students and foster their active participation in learning. Pustaka: Weimer, M. (2021). <i>Learner-Centered Teaching: Five Key Changes to Practice</i> (3rd ed.). Jossey-Bass. Materi: Learner-centered education from an experience-based perspective: continuity, interaction, and meaningful learning Pustaka: Dewey, J. (1938). <i>Experience and Education</i> . Materi: Introduction to Learner-Centered Approaches: Principles and benefits of shifting the focus from teacher-centered to student-centered instruction. Pustaka:	4%

3	Apply active learning strategies using digital tools to promote student engagement in language learning.	1. Clarity and depth of understanding in explaining active learning principles. 2. Ability to suggest practical strategies for implementing active learning in teaching contexts.	Kriteria: 1.50%: Depth and clarity in explaining active learning principles. 2.50%: Creativity and relevance in proposing strategies to implement active learning. Bentuk Penilaian : Aktifitas Partisipatif	Lecture: Overview of active learning principles and strategies. Discussion: Group discussions on the benefits and challenges of implementing active learning in diverse classrooms. Case Study: Analyze and reflect on examples of active learning techniques applied in different educational settings. 2 X 50		Materi: Active Learning Principles: Importance of active learning in fostering critical thinking, problem-solving, and collaboration. Pustaka: Hammond, Z. (2020). <i>Culturally Responsive Teaching and the Brain</i> (2nd ed.). Corwin. Materi: Techniques to engage diverse learners actively. Pustaka: Minor, C., & Minor, M. (2021). <i>Active Learning Techniques for a Multicultural Classroom: Strategies for Diverse Learners</i> . Corwin.	5%
4	Demonstrate the integration of inclusivity and equity in designing and implementing technology-supported ELT activities.	1. Clarity and depth of understanding in explaining inclusivity and equity principles. 2. Ability to identify and propose strategies for promoting inclusivity in diverse classroom settings.	Kriteria: 1. Clarity in discussing inclusivity. (50%) 2. Relevance and practicality of proposed strategies. (50%) Bentuk Penilaian : Aktifitas Partisipatif	Lecture: Overview of inclusivity and equity principles in education. Discussion: Group discussions on challenges and opportunities for promoting equity in classrooms. Case Study: Analyze examples of inclusive teaching practices and propose strategies for addressing inequity. 2 X 50		Materi: Inclusivity and Equity in Education: Understanding key concepts and their applications in creating fair learning environments. Pustaka: Sensoy, O., & DiAngelo, R. (2019). <i>Is Everyone Really Equal? Teachers College Press</i> . Materi: Strategies for Inclusive Classrooms: Practical approaches to addressing inequity and fostering diversity. Pustaka: Gorski, P. C. (2020). <i>Reaching and Teaching Students in Poverty</i> (2nd ed.). Teachers College Press.	5%
5	Utilize continuous assessment methods to evaluate students' language proficiency and learning progress through technology.	1. Clarity and depth of understanding in explaining continuous assessment principles. 2. Ability to propose practical and effective continuous assessment strategies.	Kriteria: 1.50%: Depth and clarity in explaining continuous assessment principles. 2.50%: Relevance and creativity in designing assessment strategies. Bentuk Penilaian : Aktifitas Partisipatif	Lecture: Overview of continuous assessment, including formative and summative methods. Discussion: Group discussions on how continuous assessment supports student learning and development. Case Study: Analyze examples of continuous assessment techniques in various classroom settings and evaluate their effectiveness. 2 X 50		Materi: Continuous Assessment in Education: Understanding the role of formative and summative assessments in enhancing student learning outcomes. Pustaka: Black, P., & Wiliam, D. (2021). <i>Inside the Black Box: Raising Standards Through Classroom Assessment</i> . Phi Delta Kappan. Materi: Formative and Summative Assessment Practices: Practical strategies for implementing assessments to monitor and support student progress. Pustaka: Brookhart, S. M. (2021). <i>How to Use Formative Assessment to Support Learning</i> . ASCD.	8%
6	Apply contextual learning strategies to enhance students' real-life language application using educational technology.	1. Understanding of how environment affects learning. 2. Ability to propose strategies for creating supportive learning environments.	Kriteria: 1. Clarity in discussing the impact of the environment on learning. (50%) 2. Relevance and effectiveness of proposed strategies. (50%) Bentuk Penilaian : Aktifitas Partisipatif	Metode Pembelajaran Case Study Kegiatan Pembelajaran Menggunakan Metode Luring (Offline): Lecture: Introduction to classroom environment and its impact on learning. Discussion: Techniques for creating a positive learning environment. Estimasi Waktu Luring: 2 x 50 menit (100 menit) 2 X 50		Materi: Foundations and principles of experiential and contextual learning. Pustaka: Kolb, D. A. (2021). <i>Experiential Learning: Experience as the Source of Learning and Development</i> (3rd ed.). Pearson. Materi: Framework for contextualizing instruction effectively. Pustaka: Merrill, M. D. (2020). <i>First Principles of Instruction</i> (2nd ed.). Wiley.	8%

7	Foster collaboration and social interaction among learners through digital platforms and interactive learning activities.	1.Student can explain the importance of collaboration and social inter action in enhanching learning outcome 2.Students can give example on the implementation in Indonesian context	Kriteria: 1.Ketepatan Jawaban (50%): Indikator: Mahasiswa mampu menjawab soal dengan tepat, menunjukkan pemahaman yang baik terhadap teks. Nilai Penuh: Mayoritas jawaban benar, dengan sedikit atau tanpa kesalahan. Nilai Sebagian: Jawaban sebagian besar benar, tetapi ada beberapa kesalahan. Nilai Minimum: Banyak jawaban yang salah atau menunjukkan kurangnya pemahaman. 2.Ketepatan Jawaban (50%): Indikator: Mahasiswa mampu menjawab soal dengan tepat, menunjukkan pemahaman yang baik terhadap teks. Nilai Penuh: Mayoritas jawaban benar, dengan sedikit atau tanpa kesalahan. Nilai Sebagian: Jawaban sebagian besar benar, tetapi ada beberapa kesalahan. Nilai Minimum: Banyak jawaban yang salah atau menunjukkan kurangnya pemahaman. Bentuk Penilaian : Aktifitas Partisipasif	Lecture, discussion, presentation 2 X 50		Materi: Best practices for fostering collaboration. Pustaka: Gillies, R. M. (2020). <i>Teachers' Roles in Promoting Collaborative Dialogue in the Classroom</i>. Springer. Materi: Structures and tools for collaborative teaching. Pustaka: Kagan, S., & Kagan, M. (2021). <i>Kagan Cooperative Learning (4th ed.)</i>. Kagan Publishing	6%
8	Evaluate the role of ethical and moral considerations in the responsible use of technology in ELT.	Group discussion (40%): Evaluated based on participation and idea contribution. Presentation (30%): Evaluated on structure, content, and delivery. Essay assignment (30%): Evaluated on clarity, argumentation, and relevance to the topic.	Kriteria: Score 80-100: Concepts are explained very clearly, concrete examples are provided, and the student actively contributes to the discussion. Score 60-79: Concepts are explained somewhat clearly, examples have limited relevance, and the student contributes occasionally. Score Bentuk Penilaian : Aktifitas Partisipasif	Offline Class Learning Methods Group discussion Case studies Student presentations Learning Activities Introduction (10-15 minutes): The lecturer provides a brief explanation of the topic. Review of a short video or article related to the topic. Main Session (60 minutes): Group discussion on case studies related to the implementation of the topic in the field. Each group presents their discussion outcomes. Closing (15 minutes): Collective reflection on the discussion conclusions. Assignment: Write a short essay on the topic. 2 X 50		Materi: Developmental theories and their relevance to teaching practices. Pustaka: Sigelman, C. K., & Rider, E. A. (2021). <i>Life-Span Human Development (10th ed.)</i>. Cengage Learning.	10%
9	Analyze the developmental stages of learners and their implications for designing effective technology-based language instruction.	1.Ability to explain how education fosters ethical and moral development:30% 2.Proposing practical examples of integrating ethical principles into classroom practices: 30% 3.Analyzing and reflecting on the role of ethical education in shaping national character: 25%	Kriteria: 1.Ability to explain how education fosters ethical and moral development:30% 2.Proposing practical examples of integrating ethical principles into classroom practices: 30% 3.Analyzing and reflecting on the role of ethical education in shaping national character: 25% 4.Active participation in discussions and clarity in expressing ideas during presentations:25% Bentuk Penilaian : Aktifitas Partisipasif	Lecture The instructor provides an overview of ethical and moral development theories, including their significance in education. Examples of how ethical principles are integrated into teaching practices are discussed. Discussion Students work in small groups to discuss real-life scenarios where ethical and moral issues arise in education. Each group identifies strategies to address these issues while fostering ethical development in students. Presentation Each group presents their findings and proposed strategies to the class. Other students and the instructor provide feedback and insights to enhance understanding. 2 X 50		Materi: Aligning moral education with pedagogy. Pustaka: Campbell, E. (2020). <i>Ethical Teaching and Moral Education</i>. Springer. Materi: Framework for character education. Pustaka: Narvaez, D. (2020). <i>Moral Development and Climate Change</i>. Oxford University Press.	6%
10	Promote sustainability and lifelong learning in education through the integration of technology in ELT.	1.Understanding of Sustainability and Lifelong Learning Principles: 30% 2.Application to Sustainable Development Goals (SDGs): 30% 3.Critical Thinking and Reflection: 25% 4.Participation in Discussion: 15%	Kriteria: 1. Understanding of Sustainability and Lifelong Learning Principles: 30% 2.Application to Sustainable Development Goals (SDGs): 30% 4.Critical Thinking and Reflection: 25% Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Lecture: Overview of sustainability and lifelong learning principles in education. Discussion: Group discussions on how education can contribute to sustainable development goals (SDGs). 2 X 50		Materi: the importance of promoting sustainability and lifelong learning in education Pustaka: Sterling, S. (2001). <i>Sustainable Education: Re-visioning Learning and Change</i>. Green Books. Materi: Strategies for fostering lifelong learning. Pustaka: Pappas, E., & Pappas, J. (2021). <i>Lifelong Learning for Sustainability: A Cognitive Approach to Transforming the World</i>. Emerald Publishing	4%

11	MIDTERM-Recognize varies principles of education and different teaching methods and their theoretical backgrounds.	1.Clarity and depth in explaining the chosen principle and its relevance to classroom practices. 2.Ability to propose practical applications of the principle in general classroom settings. 3.Depth of reflection on the importance of the principle for improving student engagement and learning outcomes. 4.Clarity, coherence, and organization in the written reflective essay.	Kriteria: 1.Understanding of Teaching Methods: 30% 2.Evaluation Skills: 30% 3.Collaboration and Participation: 20% Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Lecture Overview of key educational principles such as learner-centered approach, active learning, and inclusivity. An explanation of the importance of reflective practices in education. Group Discussion Students discuss the practical application of educational principles in classroom settings. Peer sharing of examples on how these principles can improve student engagement and learning outcomes. Individual Task Students work on writing a reflective essay (300-500 words) on one chosen educational principle. 2 X 50		Materi: Key educational principles: Learner-centered approach, active learning, and inclusivity. Pustaka: Blumberg, P. (2019). <i>Developing Learner-Centered Teaching: A Practical Guide for Faculty</i> (2nd ed.). Jossey-Bass. Materi: Application of principles in classroom settings. Pustaka: Brown, H. D. (2020). <i>Principles of Language Learning and Teaching</i> (7th ed.). Pearson Education.	6%
12	Apply Problem-Based Learning (PBL) strategies in integrating technology into ELT to enhance critical thinking and problem-solving skills.	To have a deep understanding about the problems in national education and the solutions	Kriteria: skor 1-100 Bentuk Penilaian : Aktifitas Partisipasif	Lecture, discussion, presentation 2 X 50		Materi: eaching methods for effective engagement. Pustaka: Fisher, D., Frey, N., & Hattie, J. (2021). <i>The Distance Learning Playbook</i> . Corwin. Materi: Frameworks for identifying and applying teaching methods. Pustaka: Killen, R. (2020). <i>Effective Teaching Strategies: Lessons from Research and Practice</i> (8th ed.). Cengage Learning.	8%
13	Analyze real-world case studies related to the use of educational technology in ELT and propose effective solutions.	To have a deep understanding about the problems in national education and the solutions	Kriteria: skor 1-100 Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	lecture, discussion. presentation 2 X 50		Materi: Principles and benefits of PBL. Pustaka: Herreid, C. F., & Schiller, N. A. (2020). <i>Case Studies and the Flipped Classroom</i> . NSTA Press. Materi: Inquiry-based teaching approaches using PBL Pustaka: Savery, J. R. (2020). <i>Problem-Based Learning: An Inquiry Approach to Higher Education</i> . Emerald Publishing	6%
14	Design and implement a Project-Based Learning (PjBL) approach utilizing digital tools to support student-centered language learning.	To have a deep understanding about the problems in national education and the solutions	Kriteria: skor 1-100 Bentuk Penilaian : Aktifitas Partisipasif	Learning Materials: Discussion on how to integrate educational principles with English language teaching methods. Group presentation on the application of these principles in selected teaching methods. 2 X 50		Materi: Application of case study methods. Pustaka: Herreid, C. F., & Schiller, N. A. (2020). <i>Case Studies and the Flipped Classroom</i> . NSTA Press.	6%
15	Demonstrate Inquiry-Based Learning techniques by exploring and evaluating emerging technologies for ELT innovations.	1.The ability to conduct a comprehensive review of course materials. 2.In-depth reflection on the integration of educational principles and teaching methods.	Kriteria: 1.Comprehensive Review of Course Materials: 30% 2.Reflection on Integration of Educational Principles and Teaching Methods: 40% 3.Clarity and Organization: 20% 4.Use of Supporting Evidence: 10% Bentuk Penilaian : Aktifitas Partisipasif	Learning Model: Case Study & Review Session Student Activities: Review all the materials studied throughout the semester. Discuss and reflect on how educational principles and teaching methods are interconnected and applied in English language teaching. Offline Duration: 2 x 50 minutes 2 X 50		Materi: Key features of PjBL and its implementation. Pustaka: Bellanca, J. (2020). <i>21st Century Skills: Rethinking How Students Learn</i> . Solution Tree Press. Materi: Case examples and benefits of PjBL. Pustaka: Kaldi, S., Filippatou, D., & Govaris, C. (2019). <i>Project-Based Learning in Primary Schools</i> . Routledge.	8%
16	Final Exam	1.Demonstrate a comprehensive understanding of educational principles and teaching methods discussed throughout the semester. 2.Analyze the application of selected teaching methods in classroom settings (e.g., case study, project-based learning). 3.Critically reflect on the integration of teaching methods with personal teaching practices. 4.Organize and present ideas clearly, coherently, and effectively in written form.	Kriteria: 1.Understanding of Educational Principles and Teaching Methods : 30% 2.Application and Analysis: 30% 3.Critical Reflection : 25% 4.Clarity and Organization of Essay : 15% Bentuk Penilaian : Praktik / Unjuk Kerja	Case-Based Learning: Students analyze and reflect on real-world applications of teaching methods. Collaborative Learning: Group discussions to share key takeaways from the semester. Reflective Practice: Writing and presenting an essay summarizing key insights. Student Assignment Reflective Essay (500-700 words): Task: Write an essay synthesizing educational principles and teaching methods learned throughout the semester. Include a critical evaluation of selected teaching methods and their application in classroom settings. 2 X 50		Materi: reflection Pustaka: Brown, H. D. (2020). <i>Principles of Language Learning and Teaching</i> (7th ed.). Pearson Education.	6%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktivitas Partisipatif	86%
2.	Praktik / Unjuk Kerja	14%
		100%

Catatan

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan
Pronunciation Practice		8820302170	Mata Kuliah Wajib Program Studi		T=2	P=0	ECTS=3.18	1 22 Agustus 2022
OTORISASI		Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
		Zainul Aminin		Abdur Rosyid S.Pd. Mtesol			HIMMAWAN ADI NUGROHO	
Model Pembelajaran	Case Study							
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK							
	1. Sikap							
	CPL 1.A	Menunjukkan kesadaran tentang nilai, etika, norma dan tanggung jawab yang terkait dengan perilaku akademis.						
	CPL 1.B	Mewujudkan karakter "Beriman, Cerdas, Mandiri, Jujur, Peduli dan Tangguh" serta disiplin.						
	2. Keterampilan Umum							
	CPL 2.A	Menunjukkan keterampilan presentasi tertulis, visual dan lisan untuk mengkomunikasikan pengetahuan yang berhubungan dengan bahasa Inggris						
	CPL 2.B	Menunjukkan keterampilan memimpin, berkolaborasi dan beradaptasi.						
	3. Keterampilan Khusus							
	CPL 3.A	Menerapkan konsep linguistik terapan dalam pembelajaran Bahasa Inggris.						
	CPL 3.B	Merencanakan, melaksanakan dan mengevaluasi pembelajaran Bahasa Inggris secara efektif dan kreatif.						
	4. Pengetahuan							
	CPL 4.A	Memdemonstrasikan kompetensi lisan dan tulis yang setara dengan level B2 CEFR.						
	Capaian Pembelajaran Mata Kuliah (CPMK)							
	1. Being responsible for using the appropriate English sounds, stresses, and intonations in daily conversations; and following the rules of conduct of the course.							
	CPMK 1.A	Identifying appropriate English sounds and intonations						
	CPMK 1.B	Recognizing appropriate English sounds, stresses, and intonations in daily conversation						
	CPMK 1.C	Understanding the correct English ssounds, stresses, and intonations in daily conversation						
	2. Being able to choose appropriate English sounds, stresses, and intonations used in daily conversations; and conduct self and peer assessment.							
	CPMK 2.A	Comparing English sounds, stresses, and intonations used in daily conversations						
	CPMK 2.B	Analyzing the correct English sounds stresses, and intonations in daily conversation						
	3. Demonstrating English pronunciation used in daily conversation.							
	CPMK 3.A	Applying English sounds, stresses, and intonations used in daily conversations						
	CPMK 3.B	Identifying English sounds, stresses, and intonations used in daily conversations						
	4. Making use of learning materials and IT to support teaching and learning process of English pronunciation subject.							
	CPMK 4.A	Adapting learning materials and IT to support teaching and learning process of English pronunciation subject						
	CPMK 4.B	Analyzing learning materials and IT to support teaching and learning process of English pronunciation subject						
	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)							
	Sub-CPMK1	To show understanding of the problems in pronunciation						
	Sub-CPMK2	To examine how speech organs work in English						
	Sub-CPMK3	To use correct pronunciation of friction consonants						
	Sub-CPMK4	To use correct pronunciation of friction consonants						
	Sub-CPMK5	To use correct pronunciation of stop consonants						
	Sub-CPMK6	To use correct pronunciation of stop consonants						
Sub-CPMK7	To use correct pronunciation of stop consonants							
Sub-CPMK8	Mid-Term Test							
Sub-CPMK9	To use correct pronunciation of stop consonants							
Sub-CPMK10	To use correct pronunciation of stop consonants							
Sub-CPMK11	To use correct pronunciation of friction consonants							
Sub-CPMK12	To use correct pronunciation of friction consonants							
Sub-CPMK13	To show understanding of stressed and unstressed syllables							
Sub-CPMK14	To show understanding of rhythm unitsTo use correct pronunciation of rhythm units							
Sub-CPMK15	To show understanding of tune shapesTo use correct pronunciation of tune shapes							
Sub-CPMK16	To show understanding of tune shapesTo use correct pronunciation of tune shapes							
Deskripsi Singkat MK	Pronunciation involves more than individual sounds. Word stress, sentence stress, intonation, and word linking all influence the sound of spoken English. This subject aims to provide students with knowledge and skills of English Pronunciation. It covers the knowledge and practice of pronouncing the appropriate English sounds, stresses, and intonations used in words, phrases, sentences, and paragraphs in daily conversations. This subject will combine both theoretical and practical classroom activities. All teaching learning activities are conducted through lecturing, drilling, practice, small group discussion, and self-directed learning.							
Pustaka	Utama :							
	1. (1) Baker, Ann., and Marshall, Leslie. (2006). Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.). Cambridge: Cambridge University Press. 2. (2) Dauer, Rebecca M. (1992). Accurate English: A Complete Course in Pronunciation. USA: Prentice Hall Regents. 3. O&rsquoConnor, J.D. (1980). Better English Pronunciation (2nd ed.). Cambridge: Cambridge University Press.							
	Pendukung :							
Dosen Pengampu	ZAINUL AMININ Zainul Aminin, S.Pd., M.Pd. Zainul Aminin, S.Pd., M.Pd.							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1	To show understanding of the problems in pronunciation	1.To explain the problems in pronunciation 2.To give examples of the problems in pronunciation	Kriteria: Praktik Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Lecturing, Discussion, Question-Answer 2 X 50		Materi: Problems in pronunciation: letters, sounds, sound-groups, words, utterances Pustaka: (2) Dauer, Rebecca M. (1992). Accurate English: A Complete Course in Pronunciation. USA: Prentice Hall Regents.	2%	

2	To examine how speech organs work in English	To identify how speech organs work in English	Kriteria: Praktik Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Lecturing, Discussion, Question-Answer 2 X 50		Materi: speech organs work in English Pustaka: (1) Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.)</i> . Cambridge: Cambridge University Press.	2%
3	To use correct pronunciation of friction consonants	To demonstrate the correct pronunciation of friction consonants	Kriteria: Praktik Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Demonstration, Drilling, Discussion, Question-Answer 2 X 50		Materi: Simple vowels: /i:, ɪ, e, æ, ʌ, ɑ:, ɒ, ɔ:, u, ʊ:, ɜ:, ə/ Pustaka: (1) Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.)</i> . Cambridge: Cambridge University Press.	2%
4	To use correct pronunciation of friction consonants	To demonstrate the correct pronunciation of friction consonants	Kriteria: Praktik Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Demonstration, Drilling, Discussion, Question-Answer 2 X 50		Materi: Simple vowels: /i:, ɪ, e, æ, ʌ, ɑ:, ɒ, ɔ:, u, ʊ:, ɜ:, ə/ Pustaka: (1) Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.)</i> . Cambridge: Cambridge University Press.	2%
5	To use correct pronunciation of stop consonants	To demonstrate the correct pronunciation of stop consonants	Kriteria: Praktik Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Demonstration, Drilling, Discussion, Question-Answer, Quiz 1 2 X 50		Materi: correct pronunciation of stop consonants Pustaka: (1) Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.)</i> . Cambridge: Cambridge University Press.	3%
6	To use correct pronunciation of stop consonants	To demonstrate the correct pronunciation of stop consonants	Kriteria: Praktik Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Demonstration, Drilling, Discussion, Question-Answer 2 X 50		Materi: Diphthongs: /əʊ, aʊ, eɪ, aɪ, ɔɪ, ɪə, eə, ʊə/ Pustaka: (1) Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.)</i> . Cambridge: Cambridge University Press.	3%
7	To use correct pronunciation of stop consonants	To demonstrate the correct pronunciation of stop consonants	Kriteria: Praktik Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	Demonstration, Drilling, Discussion, Question-Answer 2 X 50		Materi: Diphthongs: /əʊ, aʊ, eɪ, aɪ, ɔɪ, ɪə, eə, ʊə/ Pustaka: (1) Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.)</i> . Cambridge: Cambridge University Press.	3%
8	Mid-Term Test	To demonstrate the correct pronunciation of words, phrases, and sentences consisting of consonant sounds	Kriteria: Rubric Bentuk Penilaian : Praktik / Unjuk Kerja, Tes	2 X 50		Materi: Assessing pronunciation Pustaka: (1) Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.)</i> . Cambridge: Cambridge University Press.	12%
9	To use correct pronunciation of stop consonants	To demonstrate the correct pronunciation of stop consonants	Kriteria: Praktik Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Demonstration, Drilling, Discussion, Question-Answer 2 X 50		Materi: Stop consonants: /p, b, t, d, k, g, ʃ, tʃ/ Pustaka: (1) Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.)</i> . Cambridge: Cambridge University Press.	5%

10	To use correct pronunciation of stop consonants	To demonstrate the correct pronunciation of stop consonants	Kriteria: Praktik Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	Demonstration, Drilling, Discussion, Question-Answer 2 X 50		Materi: Stop consonants: /p, b, t, d, k, g, f, ds/ Pustaka: (1) Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.)</i> . Cambridge: Cambridge University Press.	3%
11	To use correct pronunciation of friction consonants	To demonstrate the correct pronunciation of friction consonants	Kriteria: Praktik Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	Demonstration, Drilling, Discussion, Question-Answer 2 X 50		Materi: Friction consonants: /f, v, θ, ð, s, z, ʃ, ʒ, h/ Pustaka: (1) Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.)</i> . Cambridge: Cambridge University Press.	3%
12	To use correct pronunciation of friction consonants	To demonstrate the correct pronunciation of friction consonants	Kriteria: Praktik Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	Demonstration, Drilling, Discussion, Question-Answer 2 X 50		Materi: Friction consonants: /f, v, θ, ð, s, z, ʃ, ʒ, h/ Pustaka: (1) Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.)</i> . Cambridge: Cambridge University Press.	3%
13	To show understanding of stressed and unstressed syllables	1.To explain stressed and unstressed syllables 2.To give examples of stressed and unstressed syllables 3.To demonstrate the correct pronunciation of stressed and unstressed syllables 4.To explain weak and strong forms of words 5.To give examples of weak and strong forms of words 6.To demonstrate the correct pronunciation of weak and strong forms of words	Kriteria: Rubric Bentuk Penilaian : Aktifitas Partisipatif	Lecturing, Demonstration, Drilling, Discussion, Question-Answer 2 X 50		Materi: understanding of stressed and unstressed syllables Pustaka: (1) Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.)</i> . Cambridge: Cambridge University Press.	5%
14	To show understanding of rhythm units To use correct pronunciation of rhythm units	To explain rhythm units • To give examples of rhythm units To demonstrate the correct pronunciation of rhythm units	Kriteria: Praktik Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio, Praktik / Unjuk Kerja	2 X 50		Materi: understanding of rhythm units Pustaka: (2) Dauer, Rebecca M. (1992). <i>Accurate English: A Complete Course in Pronunciation. USA: Prentice Hall Regents.</i>	6%
15	To show understanding of tune shapes To use correct pronunciation of tune shapes	1.To explain tune shapes 2.To give examples of tune shapes 3.To demonstrate the correct pronunciation of tune shapes	Kriteria: Praktik Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	Lecturing, Demonstration, Drilling, Discussion, Question-Answer 2 X 50		Materi: correct pronunciation of tune shapes Pustaka: (2) Dauer, Rebecca M. (1992). <i>Accurate English: A Complete Course in Pronunciation. USA: Prentice Hall Regents.</i>	6%
16	To show understanding of tune shapes To use correct pronunciation of tune shapes	To pronounce vowels and diphthongs	Kriteria: Praktik Bentuk Penilaian : Tes	Question-Answer 2 X 50		Materi: Assessing students' pronunciation Pustaka: (2) Dauer, Rebecca M. (1992). <i>Accurate English: A Complete Course in Pronunciation. USA: Prentice Hall Regents.</i>	40%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	24.5%
2.	Penilaian Hasil Project / Penilaian Produk	2%
3.	Penilaian Portofolio	5%
4.	Praktik / Unjuk Kerja	22.5%
5.	Tes	46%
		100%

Catatan

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodi yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.

5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan
English Morpho-Syntax		8820302070			T=2	P=0	ECTS=3.18	2 21 Agustus 2026
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi		
						HIMMAWAN ADI NUGROHO		
Model Pembelajaran	Case Study							
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK							
	1. Sikap							
	Capaian Pembelajaran Mata Kuliah (CPMK)							
	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)							
	Sub-CPMK1	1. Identifying the morphosyntactic terms of constituent, sentence, clause, phrase, word.						
	Sub-CPMK2	1. Identifying the morphosyntactic terms of constituent, sentence, clause, phrase, word.						
	Sub-CPMK3	1. Explaining and giving examples of content words vs. function words and count vs. non-count nouns						
	Sub-CPMK4	1. Explaining and giving examples of content words vs. function words and count vs. non-count nouns						
	Sub-CPMK5	1. Explaining and giving examples Grammatical categories: N, V, Adj., Adv and preposition, conjunction, etc formal relation category: subject, object, complement						
	Sub-CPMK6	1. Explaining and giving examples Grammatical categories: N, V, Adj., Adv and preposition, conjunction, etc formal relation category: subject, object, complement						
	Sub-CPMK7	1. Explaining and giving examples of compounds: meaning of compounds, universality of compounding acronyms, back-formation, abbreviations, words from names, blends						
	Sub-CPMK8	1. Explaining and giving examples of compounds: meaning of compounds, universality of compounding acronyms, back-formation, abbreviations, words from names, blends						
	Sub-CPMK9	Mid-sem						
	Sub-CPMK10	Explaining and giving examples of grammatical morphemes: derivational vs. inflectional morphemes, exceptions, suppletion, etc						
	Sub-CPMK11	Explaining and giving examples of grammatical morphemes: derivational vs. inflectional morphemes, exceptions, suppletion, etc						
	Sub-CPMK12	Explaining and giving examples of simple, compound, complex sentences						
	Sub-CPMK13	Explaining and giving examples of simple, compound, complex sentences						
	Sub-CPMK14	Explaining the basic concepts of tenses and finding examples of tenses						
	Sub-CPMK15	Explaining the basic concept of active vs. passive voice, mood and modality						
	Sub-CPMK16	Final Test						
Deskripsi Singkat MK	The study of English grammatical (morphosyntactic) categories or properties which apply both to English syntax and English morphology within a sentence, an utterance , a clause, a phrase or a word. Examples of such categories include singular/plural. tense, mood, perfect, passive, etc.							
Pustaka	Utama :							
	1. Francis, N.W. 1968. The Structure of American English. New York: The Ronald Press Company. 2. Fromkin, V., Rodman, R. and Hyams, N. 2011. An Introduction to Language. 9th ed. USA: Heinle. 3. O&rsquoGrady, W., Dobrovolsky, M., Katamba, F. (Eds.). 1997. Contemporary Linguistics: An Introduction. China: Addison Wesley Longman Limited 4. Quirk, R., Greenbaum, S., Leech, G., and Svartvik, J. 1985. A Comprehensive Grammar of the English Language. USA: Longman Group Limited. 5. Sapir, E. 1921. Language: An Introduction to the Study of Speech. USA: Harcourt, Brace & World, Inc 6. Saussure, F.De. 1974. Course in General Linguistics. Great Britain: William Collins 7. Yule, G. 2010. The Study of Language. 4th. Ed. UK: Cambridge University Press.							
	Pendukung :							
Dosen Pengampu	FAURIS ZUHRI Fauris Zuhri, S.Pd., M.Hum. Fauris Zuhri, S.Pd., M.Hum.							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1	1. Identifying the morphosyntactic terms of constituent, sentence, clause, phrase, word.	1. Identifying the morphosyntactic terms of constituent, sentence, clause, phrase, word.		Presentation, discussion 2 X 50			0%	
2	1. Identifying the morphosyntactic terms of constituent, sentence, clause, phrase, word.	1. Identifying the morphosyntactic terms of constituent, sentence, clause, phrase, word.		Presentation, discussion 2 X 50			0%	
3	1. Explaining and giving examples of content words vs. function words and count vs. non-count nouns	1. Explaining and giving examples of content words vs. function words and count vs. non-count nouns		Presentation, discussion 2 X 50			0%	
4	1. Explaining and giving examples of content words vs. function words and count vs. non-count nouns	1. Explaining and giving examples of content words vs. function words and count vs. non-count nouns		Presentation, discussion 2 X 50			0%	
5	1. Explaining and giving examples Grammatical categories: N, V, Adj., Adv and preposition, conjunction, etc formal relation category: subject, object, complement	1. Explaining and giving examples Grammatical categories: N, V, Adj., Adv and preposition, conjunction, etc formal relation category: subject, object, complement		Presentation discussion 2 X 50			0%	
6	1. Explaining and giving examples Grammatical categories: N, V, Adj., Adv and preposition, conjunction, etc formal relation category: subject, object, complement	1. Explaining and giving examples Grammatical categories: N, V, Adj., Adv and preposition, conjunction, etc formal relation category: subject, object, complement		Presentation discussion 2 X 50			0%	
7	1. Explaining and giving examples of compounds: meaning of compounds, universality of compounding acronyms, back-formation, abbreviations, words from names, blends.	1. Explaining and giving examples of compounds: meaning of compounds, universality of compounding acronyms, back-formation, abbreviations, words from names, blends		Presentation, discussion 2 X 50			0%	

8	1. Explaining and giving examples of compounds: meaning of compounds, universality of compounding acronyms, back-formation, abbreviations, words from names, blends	1. Explaining and giving examples of compounds: meaning of compounds, universality of compounding acronyms, back-formation, abbreviations, words from names, blends		Presentation, discussion 2 X 50			0%
9	Mid-sem	Mid-sem		Mid-sem 2 X 50			0%
10	Explaining and giving examples of grammatical morphemes: derivational vs. inflectional morphemes, exceptions, suppletion, etc	Explaining and giving examples of grammatical morphemes: derivational vs. inflectional morphemes, exceptions, suppletion, etc		Presentation, discussion 2 X 50			0%
11	Explaining and giving examples of grammatical morphemes: derivational vs. inflectional morphemes, exceptions, suppletion, etc	Explaining and giving examples of grammatical morphemes: derivational vs. inflectional morphemes, exceptions, suppletion, etc		Presentation, discussion 2 X 50			0%
12	Explaining and giving examples of simple, compound, complex sentences	Explaining and giving examples of simple, compound, complex sentences		Presentation, discussion 2 X 50			0%
13	Explaining and giving examples of simple, compound, complex sentences	Explaining and giving examples of simple, compound, complex sentences		Presentation, discussion 2 X 50			0%
14	Explaining the basic concepts of tenses and finding examples of tenses	Explaining the basic concepts of tenses and finding examples of tenses		Presentation, discussion 2 X 50			0%
15	Explaining the basic concept of active vs. passive voice, mood and modality	Explaining the basic concept of active vs. passive voice, mood and modality		Presentation, discussion 2 X 50			0%
16	Final Test	Final Test		Final Test 2 X 50			0%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
		0%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE		Rumpun MK		BOBOT (sks)		SEMESTER
English Phonology		8820302071				T=2	P=0	ECTS=3.18
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi		
						HIMMAWAN ADI NUGROHO		
Model Pembelajaran		Project Based Learning						
Capaian Pembelajaran (CP)		CPL-PRODI yang dibebankan pada MK 1. Sikap Capaian Pembelajaran Mata Kuliah (CPMK) Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Sub-CPMK1 MID TERM TEST						
Deskripsi Singkat MK		This subject describes sound patterns of English. This explores the process of speech production that covers sound classification, morpheme and allomorph, phonemes, allophones and their distribution, rules of phonology, syllable structure, supra segmental phonemes. The phonological system of English is compared to other language systems to sharpen the view on the speech production processes and its phonological rules. The classroom activities are conducted through presentation, discussion, question-answer, and assignment.						
Pustaka		Utama : 1. Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning. 2. Odden, David. 2005. Introducing Phonology. Cambridge: Cambridge University Press. 3. McMahon, A. 2002. An Introduction to English Phonology. Edinburgh: Edinburg University Press. 4. Radford, Andrew, et.al. 2009. Linguistics: An Introduction (2nd edition). New York: Cambridge University Press. 5. https://www.youtube.com/watch?v=72M771va 6. https://www.youtube.com/watch?v=l4eby6ibtEI 7. https://www.youtube.com/watch?v=h4yrluCE6UM Pendukung :						
Dosen Pengampu		RAHAYU KUSWARDANI ASRORI Rahayu Kuswardani, S.Pd., M.AppL. Rahayu Kuswardani, S.Pd., M.AppL. Asrori, S.S., M.Pd. Asrori, S.S., M.Pd.						
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1							0%	
2							0%	
3							0%	
4							0%	
5							0%	
6							0%	
7							0%	
8							0%	
9	MID TERM TEST			100'			0%	
10							0%	
11							0%	
12							0%	
13							0%	
14							0%	
15							0%	
16							0%	

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
		0%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodi yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolak ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan
Functional Grammar		8820302299	Mata Kuliah Wajib Program Studi		T=2	P=0	ECTS=3.18	2 29 April 2023
OTORISASI		Pengembang RPS			Koordinator RMK		Koordinator Program Studi	
		Henny Dwi Iswati					HIMMAWAN ADI NUGROHO	
Model Pembelajaran	Case Study							
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK							
1. Sikap								
2. Keterampilan Umum								
CPL 2.A	Berpatisipasi dalam pembelajaran seumur hidup, kegiatan pengembangan karir dan mengikuti perkembangan teknologi							
CPL 2.B	Menunjukkan keterampilan memimpin, berkolaborasi dan beradaptasi.							
3. Keterampilan Khusus								
CPL 3.A	Melakukan penelitian dan pengkajian pembelajaran Bahasa Inggris.							
4. Pengetahuan								
CPL 4.A	Mendemonstrasikan kompetensi lisan dan tulis yang setara dengan level B2 CEFR.							
Capaian Pembelajaran Mata Kuliah (CPMK)								
1. CPMK 1: Mahasiswa mampu mengidentifikasi, menganalisis, dan menggunakan struktur klausa lanjutan (adjective clause, noun clause, adverb clause) secara tepat dalam konteks lisan dan tulisan.								
2. CPMK 2: Mahasiswa mampu menerapkan konsep tata bahasa untuk menganalisis dan merevisi struktur tata bahasa pada tulisan mereka sendiri dan tulisan orang lain untuk menemukan dan memperbaiki kesalahan.								
3. CPMK 3: Mahasiswa mampu mendemonstrasikan penggunaan tata bahasa tingkat lanjut, seperti pengurangan klausa (reduced clauses) dan pembeda antara klausa restriktif dan non-restriktif, dalam komunikasi tertulis sesuai dengan level B2 CEFR.								
4. CPMK 4: Mahasiswa mampu memanfaatkan prinsip-prinsip tata bahasa untuk mengembangkan keterampilan berbicara dan menulis yang efektif dalam bahasa Inggris dengan memperhatikan keakuratan tata bahasa.								
5. CPMK 5: Mahasiswa mampu mengintegrasikan pemahaman teori tata bahasa ke dalam pembelajaran aktif melalui diskusi, presentasi, dan evaluasi penulisan berdasarkan kriteria yang sesuai dengan standar CEFR.								
Kemampuan akhir tiap tahapan belajar (Sub-CPMK)								
Sub-CPMK1	To understand the definition of Adjective clause							
Sub-CPMK2	- complete sentences using the correct relative pronouns - combine two sentences using correct relative pronouns - Identify adjective clause in sentences.							
Sub-CPMK3	To know how to use Adjective Clause.							
Sub-CPMK4	- complete sentences using the correct relative pronouns - combine two sentences using correct relative pronouns							
Sub-CPMK5	To analyse adjective clause in sentences							
Sub-CPMK6	- Identify adjective clauses found in English text. - Identify errors in adjective clauses in a text. -- Correct errors in adjective clauses - Identify incorrect form of adjective clauses in students' writing. - Correct errors in their own writing							
Sub-CPMK7	To understand the definition and know how to use restrictive Vs. non-restrictive clauses; reduced Adjective Clause							
Sub-CPMK8	Identify restrictive and non-restrictive clauses. Use restrictive and non-restrictive clauses [when to use a comma or not] in the correct form.							
Sub-CPMK9	To understand the definition and know how to use reduced Adjective Clause							
Sub-CPMK10	Identify the form of reduced adjective clause. Reduce adjective clause into adjective phrase. Use the correct form of adjective phrase combine two clauses using adjective phrase. - Correct errors in reduced adjective clauses							
Sub-CPMK11	To understand the definition and know how to use Noun Clause.							
Sub-CPMK12	- identify noun clause that begin with a question word; if/whether; that - classify the function of noun clause in sentences							
Sub-CPMK13	To analyse Noun clause in sentences							
Sub-CPMK14	To analyse Noun clause in sentences Indikator : - Correct errors in Noun clauses - Identify incorrect form of noun clauses in students' writing. Correct errors in their own writing.							
Sub-CPMK15	To analyse Noun clause in sentences							
Sub-CPMK16	- Correct errors in Noun clauses - Identify incorrect form of noun clauses in students' writing. Correct errors in their own writing							
Sub-CPMK17	MID TERM							
Sub-CPMK18	To understand and to know how to use Direct Speech and Indirect Speech							
Sub-CPMK19	- Use the proper punctuation, capitalization and quotation marks in direct speech and indirect speech - Change direct speech into indirect speech using the correct tenses, pronouns and adverbs							
Sub-CPMK20	To understand the definition and know how to use Adverb Clause							
Sub-CPMK21	To list words used to introduce adverb clause To classify the function of adverb clause To cunstruct sentences using adverb clause							
Sub-CPMK22	To analyse reduced Adverb clause							
Sub-CPMK23	to identify reduced adverb clause to change adverb clause into reduced adverb clause							
Sub-CPMK24	To analyse students' writing							
Sub-CPMK25	find errors in their writing - revise their writing							
Sub-CPMK26	To analyse students' writing							
Sub-CPMK27	To analyse students' own writing							
Sub-CPMK28	find errors in their writing - revise their writing							
Sub-CPMK29	FINAL TEST							
Deskripsi Singkat MK	This course focuses on further practices on the concepts of grammatical form and function. It will specifically allow students to examine how grammar works in context. By the end of the semester, students will be able to apply easily and correctly more advanced clause structures covering adjective clause, noun clause, and adverb clauses in their speaking and writing. In addition, students will apply these concepts in their writing by analysing grammatical structure and usage as well as the ability to analyse their own writing and the writing of others for errors. All teaching and learning activities are conducted through lecturing, discussing and exercising.							
Pustaka	Utama :	1. 1. Azar & Hagen, Betty Schramfer & Stacy A. 2016. Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education. 2. Elbaum, Sandra N. 2016. Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning.						
	Pendukung :	1. 1. Lester & Beason, Mark & Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill. 2. Murphy, Raymond. 2011. English Grammar in Use. Cambridge: Cambridge University Press. 3. Page, Mary Ellen Munoz. 2011. ESL Grammar: Intermediate and Advanced. New Jersey: Research & Education Association, Inc. 4. Hewings, Martin. 2013. Advanced English Grammar in Use:third edition.Cambridge: Cambridge University Press.						
Dosen Pengampu	MUHAIMIN ABDULLAH RIZKI RAMADHAN Rizki Ramadhan, M.Pd. Rizki Ramadhan, M.Pd. Dr. Muhaimin Abdullah, S.Pd., M.Pd. Dr. Muhaimin Abdullah, S.Pd., M.Pd.							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	

1	1.To understand the definition of Adjective clause 2.- complete sentences using the correct relative pronouns - combine two sentences using correct relative pronouns - Identify adjective clause in sentences.	To be able to: - 4 X 50 Pengalaman Belajar : - Explaining the use of Adjective Clause - Creating their own sentence using Adjective Clause - Deciding what Relative Pronoun will be used based on their function.	Kriteria: - Bentuk Penilaian : Aktivitas Partisipatif	Lecturing, discussion 2 X 50		Materi: : - Adjective Clause - Relative Pronouns who, whom, which, that, whose, when, and where Prepositions in adjective clauses. Pustaka: 1. Azar & Hagen, Betty Schramler & Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education.</i> 2. Elbaum, Sandra N. 2016. <i>Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning.</i>	2%
2	1.To know how to use Adjective Clause. 2.- complete sentences using the correct relative pronouns - combine two sentences using correct relative pronouns	To be able to: - Explaining the use of Adjective Clause - Creating their own sentence using Adjective Clause - Deciding what Relative Pronoun will be used based on their function	Kriteria: - Bentuk Penilaian : Aktivitas Partisipatif	Lecturing, discussion 2 X 50		Materi: - Adjective Clause - Relative Pronouns who, whom, which, that, whose, when, and where Prepositions in adjective clauses Pustaka: 1. Azar & Hagen, Betty Schramler & Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education.</i> 2. Elbaum, Sandra N. 2016. <i>Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning.</i>	5%
3	1.To analyse adjective clause in sentences 2.- Identify adjective clauses found in English text. - Identify errors in adjective clauses in a text. -- Correct errors in adjective clauses - Identify incorrect form of adjective clauses in students' writing. - Correct errors in their own writing	To be able to: - Identify the tenses used in sentences - Explain the verb tense for past, present, and future tenses - Choose the correct verb tenses based on the context	Kriteria: - Bentuk Penilaian : Aktivitas Partisipatif, Praktik / Unjuk Kerja	Presentation, discussion 2 X 50		Materi: adjective clause in sentences Pustaka: 1. Azar & Hagen, Betty Schramler & Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education.</i> 2. Elbaum, Sandra N. 2016. <i>Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning.</i>	2%
4	1.To understand the definition and know how to use restrictive Vs. non-restrictive clauses; reduced Adjective Clause 2. Identify restrictive and non-restrictive clauses. Use restrictive and non-restrictive clauses [when to use a comma or not] in the correct form.	To be able to: - identifying restrictive clauses - identifying non - restrictive clauses - distinguishing restrictive Vs non - restrictive in Adjective Clause.	Kriteria: - Bentuk Penilaian : Aktivitas Partisipatif	lecturing, discussion 2 X 50		Materi: restrictive Vs. non-restrictive clauses; reduced Adjective Clause Pustaka: 1. Azar & Hagen, Betty Schramler & Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education.</i> 2. Elbaum, Sandra N. 2016. <i>Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning.</i>	2%
5	1.To understand the definition and know how to use reduced Adjective Clause 2. identify the form of reduced adjective clause. Reduce adjective clause into adjective phrase. Use the correct form of adjective phrase combine two clauses using adjective phrase. - Correct errors in reduced adjective clauses	To be able to: - Explaining the use of reduced Adjective Clause - using reduced adjective clause correctly in sentences - identifying the error use of reduced adjective clause in sentences - correcting the error use of reduced adjective clause in sentences - changing adjective clause into adjective phrase	Kriteria: - Bentuk Penilaian : Aktivitas Partisipatif	Lecturing, discussion 2 X 50		Materi: reduced Adjective Clause Pustaka: 1. Azar & Hagen, Betty Schramler & Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education.</i> 2. Elbaum, Sandra N. 2016. <i>Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning.</i>	5%

6	1.To understand the definition and know how to use Noun Clause. 2.- identify noun clause that begin with a question word; if/whether; that - classify the function of noun clause in sentences	To be able to: - identifying the sentence patterns of Noun Clauses completing the sentence using the clause given in Noun Clauses - Writing their own noun clause	Kriteria: - Bentuk Penilaian : Aktifitas Partisipatif	Lecturing, discussion 2 X 50		Materi: Noun Clause Pustaka: 1. Azar & Hagen, Betty Schramfer & Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education. 2. Elbaum, Sandra N. 2016. Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning.</i>	10%
7	1. To analyse Noun clause in sentences 2.To analyse Noun clause in sentences Indikator : - Correct errors in Noun clauses - Identify incorrect form of noun clauses in students' writing. Correct errors in their own writing.	To be able to: completing sentences using Noun Clause - create noun clause in sentences using the correct coordinating conjunction .	Kriteria: - Bentuk Penilaian : Aktifitas Partisipatif	Lecturing, discussion 2 X 50		Materi: Noun clause in sentences Pustaka: 1. Azar & Hagen, Betty Schramfer & Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education. 2. Elbaum, Sandra N. 2016. Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning.</i>	5%
8	1.To analyse Noun clause in sentences 2.- Correct errors in Noun clauses - Identify incorrect form of noun clauses in students' writing. Correct errors in their own writing	- correcting the errors in noun clauses - doing self-editing in their own writing as well as others writing for errors	Kriteria: - Bentuk Penilaian : Praktik / Unjuk Kerja	Lecturing, discussion 2 X 50		Materi: Noun clauses Pustaka: 1. Azar & Hagen, Betty Schramfer & Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education. 2. Elbaum, Sandra N. 2016. Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning.</i>	2%
9	MID TERM	MID TERM	Kriteria: - Bentuk Penilaian : Tes	- 2 X 50		Materi: mid term test Pustaka: 1. Azar & Hagen, Betty Schramfer & Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education. 2. Elbaum, Sandra N. 2016. Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning.</i>	20%
10	1.To understand and to know how to use Direct Speech and Indirect Speech 2.- Use the proper punctuation, capitalization and quotation marks in direct speech and indirect speech - Change direct speech into indirect speech using the correct tenses, pronouns and adverbs	To be able to - identify phrases and clauses - distinguish between phrase and clause - identify kinds of phrases - identify independent and dependent clauses	Kriteria: - Bentuk Penilaian : Aktifitas Partisipatif	Lecturing, discussion 2 X 50		Materi: Direct Speech and Indirect Speech Pustaka: 1. Azar & Hagen, Betty Schramfer & Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education. 2. Elbaum, Sandra N. 2016. Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning.</i>	10%

11	1.To understand the definition and know how to use Adverb Clause 2.To list words used to introduce adverb clause To classify the function of adverb clause To construct sentences using adverb clause	Explaining the use of Adverb Clause Identifying types of adverb clause Exploring some examples Adverb Making sentences containing Adverb Clause using their own words	Kriteria: - Bentuk Penilaian : Aktifitas Partisipatif	Lecturing, discussion 2 X 50		Materi: Adverb Clause Pustaka: 1. Azar & Hagen, Betty Schramfer & Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education. 2. Elbaum, Sandra N. 2016. Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning.</i>	4%
12	1.To analyse reduced Adverb clause 2.to identify reduced adverb clause to change adverb clause into reduced adverb clause	using reduced adverb clause correctly in sentences identifying the error use of reduced adverb clause in sentences correcting the error use of reduced adverb clause in sentences	Kriteria: - Bentuk Penilaian : Aktifitas Partisipatif	Lecturing, discussion 2 X 50		Materi: reduced Adverb clause Pustaka: 1. Azar & Hagen, Betty Schramfer & Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education. 2. Elbaum, Sandra N. 2016. Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning.</i>	2%
13	1.To analyse students' writing 2.find errors in their writing - revise their writing	Finding the errors from their own writing - Revising their writing based on the grammar rubric given	Kriteria: - Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	Lecturing, discussion 2 X 50		Materi: Finding the errors from their own writing Pustaka: 1. Azar & Hagen, Betty Schramfer & Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education. 2. Elbaum, Sandra N. 2016. Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning.</i>	4%
14	To analyse students' writing	Finding the errors from their own writing - Revising their writing based on the grammar rubric given	Kriteria: - Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	lecturing, discussion 2 X 50	lecturing, discussion	Materi: analyse students' writing Pustaka: 1. Lester & Beason, Mark & Larry. 2013. <i>English Grammar usage (second edition). New York: MacGraw Hill. 2. Murphy, Raymond. 2011. English Grammar in Use. Cambridge: Cambridge University Press. 3. Page, Mary Ellen Munoz. 2011. ESL Grammar: Intermediate and Advanced. New Jersey: Research & Education Association, Inc. 4. Hewings, Martin. 2013. <i>Advanced English Grammar in Use.third edition.Cambridge: Cambridge University Press.</i></i>	3%

15	1.To analyse students' own writing 2.find errors in their writing - revise their writing	To be able to: - Identify the voice of sentences - Identify the agent in passive voice - Rewrite active sentence into passive voice - apply the correct verbs for passive voice - Construct passive voice based on the context given - Identify and edit errors in passive voice - justify the voice of sentences based on the context Answer questions in standardized English test related to passive forms	Kriteria: - Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	lecturing, discussion 2 X 50	lecturing, discussion	Materi: analyse students' own writing Pustaka: 1. <i>Lester & Beason, Mark & Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill.</i> 2. <i>Murphy, Raymond. 2011. English Grammar in Use. Cambridge: Cambridge University Press.</i> 3. <i>Page, Mary Ellen Munoz. 2011. ESL Grammar: Intermediate and Advanced. New Jersey: Research & Education Association, Inc.</i> 4. <i>Hewings, Martin. 2013. Advanced English Grammar in Use. third edition. Cambridge: Cambridge University Press.</i>	4%
16	FINAL TEST	Mengidentifikasi dan mengklasifikasi penggunaan adjective, noun, dan adverb clauses dalam berbagai jenis teks. Mengoreksi kesalahan tata bahasa lanjutan (advanced clauses) dalam konteks tulisan akademik dan non-akademik. Menerapkan konsep tata bahasa untuk menghasilkan tulisan yang sesuai dengan standar CEFR level B2. Menganalisis dan merevisi teks berdasarkan prinsip grammar tingkat lanjut, dengan fokus pada ketepatan dan koheisi.	Kriteria: Kuantitatif: Jawaban benar pada soal pilihan ganda dan esai dinilai berdasarkan tingkat keakuratan dan kesesuaian dengan teori tata bahasa. Setiap soal diberi bobot sesuai tingkat kesulitannya (misalnya, pilihan ganda 40%, esai 60%). Kualitatif: Accuracy: Keakuratan dalam analisis dan revisi grammar. Clarity: Kejelasan argumen dalam menjawab soal esai. Application: Penerapan tata bahasa tingkat lanjut dalam konteks penulisan. Rubrik Penilaian Esai: 4: Sangat Baik (jawaban sepenuhnya akurat dan relevan dengan konteks pertanyaan). 3: Baik (jawaban sebagian besar akurat, namun ada kesalahan minor). 2: Cukup (beberapa kesalahan signifikan, tetapi masih relevan dengan pertanyaan). 1: Kurang (jawaban tidak sesuai konteks atau banyak kesalahan tata bahasa). Bentuk Penilaian : Tes	Evaluasi individu melalui tes tertulis (pilihan ganda, isian singkat, dan esai) untuk mengukur kemampuan analisis, revisi, dan penerapan tata bahasa lanjutan (adjective, noun, dan adverb clauses). 2 x 50 menit		Materi: evaluasi akhir Pustaka: 1. <i>Azar & Hagen, Betty Schramfer & Stacy A. 2016. Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education.</i> 2. <i>Elbaum, Sandra N. 2016. Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning.</i>	20%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	50.83%
2.	Penilaian Hasil Project / Penilaian Produk	2.83%
3.	Penilaian Portofolio	2%
4.	Praktik / Unjuk Kerja	4.33%
5.	Tes	40%
		99.99%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodi yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE		Rumpun MK		BOBOT (sks)		SEMESTER
Intermediate Communication Skills		8820304364				T=4 P=0 ECTS=6.36		2
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi		
						HIMMAWAN ADI NUGROHO		
Model Pembelajaran		Project Based Learning						
Capaian Pembelajaran (CP)		CPL-PRODI yang dibebankan pada MK						
		1. Sikap						
		Capaian Pembelajaran Mata Kuliah (CPMK)						
Deskripsi Singkat MK								
Pustaka		Utama :						
		Pendukung :						
Dosen Pengampu								
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1							0%	
2							0%	
3							0%	
4							0%	
5							0%	
6							0%	
7							0%	
8							0%	
9							0%	
10							0%	
11							0%	
12							0%	
13							0%	
14							0%	
15							0%	
16							0%	

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
		0%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan
Intermediate Reading and Writing Skills		8820304363			T=4	P=0	ECTS=6.36	2 21 Agustus 2026
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi		
						HIMMAWAN ADI NUGROHO		
Model Pembelajaran		Project Based Learning						
Capaian Pembelajaran (CP)		CPL-PRODI yang dibebankan pada MK						
		1. Sikap						
		Capaian Pembelajaran Mata Kuliah (CPMK)						
Deskripsi Singkat MK								
Pustaka		Utama :						
		Pendukung :						
Dosen Pengampu								
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1							0%	
2							0%	
3							0%	
4							0%	
5							0%	
6							0%	
7							0%	
8							0%	
9							0%	
10							0%	
11							0%	
12							0%	
13							0%	
14							0%	
15							0%	
16							0%	

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
		0%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
Methods and Approaches in ELT		8820302342	Mata Kuliah Wajib Program Studi	T=2	P=0	ECTS=3.18	3	19 Agustus 2025
OTORISASI		Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
							HIMMAWAN ADI NUGROHO	
Model Pembelajaran	Case Study							
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK							
	1. Sikap							
	Capaian Pembelajaran Mata Kuliah (CPMK)							
	1. Make use of IT to communicate the concept of ELT methods and the generating possible techniques as well as to develop it based on the latest theory.							
	2. Master the concept of various kinds of ELT methods and techniques so as to be able to recognize, compare and analyze them.							
	3. Creating which method should be appropriately referred to be implemented for teaching a certain language skill or component.							
	4. Be responsible for making a written summary on the concept just discussed as a reflection of the understanding a concept.							
	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)							
	Sub-CPMK1	Students are able to explain and compare about The Concept of Approach, Method and Techniques in ELT.						
	Sub-CPMK2	The students are able understand and explain Grammar Translation Methods, Direct Methods, Audiolingual Methods						
	Sub-CPMK3	Students are able to explain and analysis the Concept of The designer Methods (Community Language Learning, Suggestopedia, The Silent Way, Total Physical Response and The Nature Approach)						
	Sub-CPMK4	The students are able to explain and implement Communicative Language Teaching and Notional Functional Syllabus						
	Sub-CPMK5	Students are able to explain the concepts of Post Methods covering Learner Centre Instruction, Task Based Language Teaching, Theme Based Instruction) The students are able to compare the concepts of Learner Centre Instruction, Task Based Language Teaching, Theme Based Instruction						
	Sub-CPMK6	Students are able to explain the concepts of Post methods (Contextualizing Communicative Approach covering of General Approach (Multiple Intelligences, Strategies Based Instruction, Collaborative Approach) The students are able to compare the concepts of Contextualizing Communicative Approach covering of General Approach (Multiple Intelligences, Strategies Based Instruction, Collaborative Approach						
	Sub-CPMK7	The students are able to explain and implement the concept of post Methods (Contextualizing Communicative Approach); a. Specific Approach (Content Based Language Teaching, Immersion, Bilingual Education, Workplace and Vocational L2 Instruction)						
	Sub-CPMK8	The students are able to analyse all the concepts of early years, designer, dawning and contextualising						
	Sub-CPMK9	The students are able to understand and explain genre based approach						
	Sub-CPMK10	The students are able to understand and implement the Problem Based Learning and Project Based Learning						
	Sub-CPMK11	The students are able to understand and implement Discovery Learning and Scientific Approach						
	Sub-CPMK12	the students are able to understand and create teaching scenario how to teach vocabulary and pronunciation						
Sub-CPMK13	The students are able to create teaching scenario how to teach reading and listening							
Sub-CPMK14	The students are able to understand and implement how to teach grammar							
Sub-CPMK15	The student are able to create teaching scenario							
Sub-CPMK16	The students are able to write summary and present about innovative teaching methods in ELT in current situation							
Deskripsi Singkat MK	The course is designed to examine the nature of each of English Language Teaching Methods including Presenting A Century of Language Teaching (The Early Years (Grammar Translation Methods, Direct Methods, and Audiolingual Methods), The designer Methods (Community Language Learning, Suggestopedia, The Silent Way, Total Physical Response and The Nature Approach), and The dawning (Communicative Language Teaching and Notional Functional Syllabus), Presenting Contextualizing Communicative Approach covering of General Approach (Learner Centre Instruction, Task Based Language Teaching, Theme Based Instruction, Strategies Based Instruction, Collaborative Approach) and Specific Approach (Content Based Language Teaching, Immersion, Bilingual Education, Workplace and Vocational L2 Instruction) from a discourse perspective (review of ELT methods and approaches in language teaching); to introduce students to the current teaching methods and approaches (genre based, task based, and content based, project based learning, discovery learning, problem based learning);to develop links between what teachers and learners do in class and what applied linguistic research tells us about how second language acquisition takes place; to develop an understanding of interactional competence and the means to develop it among L2 learners; to develop a reflective approach to teaching through classroom observations.							
Pustaka	Utama :							
	1. ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Ririn Pusparini, Arik Susanti. Tasikmalaya: Perkumpulan Rumah Cemerlang Indonesia Press							
	2. Larsen-Freeman, Diane. (2013). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.							
	3. Brown, Douglas H and Lee, Heekyeong. 2015. Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc							
	Pendukung :							
	1. E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished							
	2. (5) Richards, Jack C and Theodore S. Rogers. (2014). Approaches and Methods in Language Teaching: A Description and Analysis. Cambridge: Cambridge University Press.							
	3. (6) Harmer, Jeremy. (2007). The Practice of Language Teaching. England: Pearson Education Ltd.							
	4. (7) Keputusan Kepala Badan Standar Kurikulum dan Asesmen Pendidikan Kementerian Pendidikan dan Kebudayaan, Riset dan Teknologi BASKP no 033/H/KR/ 2022 tentang Perubahan atas Kepala Badan Standar Kurikulum dan Asesmen Pendidikan Kementerian Pendidikan dan Kebudayaan, Riset dan Teknologi nomor 008/H/KR/2022 tentang Capaian Pembelajaran Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah Pada kurikulum Merdeka							
	5. PERATURAN MENTERI PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI REPUBLIK INDONESIA NOMOR 12 TAHUN 2024 TENTANG KURIKULUM PADA PENDIDIKAN ANAK USIA DINI, JENJANG PENDIDIKAN DASAR, DAN JENJANG PENDIDIKAN MENENGAH							
	Dosen Pengampu	RIRIN PUSPARINI Dr. Ririn Pusparini, S.Pd., M.Pd. Dr. Ririn Pusparini, S.Pd., M.Pd.						
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penguasaan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	

1	Students are able to explain and compare about The Concept of Approach, Method and Techniques in ELT.	Holistic Rubric	Kriteria: Content, Grammar, Mechanic and Fluency Bentuk Penilaian : Penilaian Portofolio	- Presenting their group work results in offline classroom - Asking and question about their presentation 3 X 50 menit	- Reading materials in LMS SIDIA - Summarizing materials about the concept of techniques, methods and approach - Submitting your works in LMS SIDIA - Discussing the differences about the concept of techniques, methods and approach in group using - Writing reflective learning about the strength dan weakness about that topic 3 X 50 menit	Materi: 2. ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Ririn Pusparini, Arik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press Pustaka: Materi: The Concept of Approach, Method and Techniques in ELT Pustaka: Larsen-Freeman, Diane. (2013). <i>Techniques and Principles in Language Teaching</i> . Oxford: Oxford University Press. Materi: The Concept of Approach, Method and Techniques in ELT Pustaka: E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished	1%
2	The students are able understand and explain Grammar Translation Methods, Direct Methods, Audiolingual Methods	Language used and creativity	Kriteria: Content, Grammar, Mechanic and Fluency Bentuk Penilaian : Penilaian Portofolio	- Presenting their group work results in offline classroom - Discussing and asking and question about their presentation - Doing the quiz 3 x 50 menit	- Reading materials in LMS SIDIA - Summarizing materials about about the concept of Grammar Translation Methods, Direct Methods, Audiolingual Methods - Submitting your works in LMS SIDIA - Discussing the differences about the concept of Grammar Translation Methods, Direct Methods, Audiolingual Methods in group using LMS SIDIA - Writing reflective learning about the strength dan weakness about that topic in LMS SIDIA 3 x 50 menit	Materi: Grammar Translation Methods, Direct Methods and Audiolingual Methods Pustaka: ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Ririn Pusparini, Arik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press Materi: Grammar Translation Methods, Direct Methods and Audiolingual Methods Pustaka: Larsen-Freeman, Diane. (2013). <i>Techniques and Principles in Language Teaching</i> . Oxford: Oxford University Press. Materi: Grammar Translation Methods, Direct Methods and Audiolingual Methods Pustaka: Brown, Douglas H and Lee, Heekyeong. 2015. <i>Teaching and Principles. An Interactive Approach to Language Pedagogy</i> . United States of America: Pearson Education Inc Materi: Grammar Translation Methods, Direct Methods and Audiolingual Methods Pustaka: E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished	1%

3	Students are able to explain and analysis the Concept of The designer Methods (Community Language Learning, Suggestopedia, The Silent Way, Total Physical Response and The Nature Approach)	Holistic Rubric	Kriteria: Content, grammar, organisation, mechanics Bentuk Penilaian : Penilaian Portofolio	• Presenting their group work results in offline classroom • Discussing and Asking question about their presentation • Doing case study in group 3 x 50 menit	• Reading materials in LMS SIDIA • Summarizing materials about about the concept of Community Language Learning, Suggestopedia, The Silent Way, Total Physical Response and The Nature Approach • Submitting your works in LMS SIDIA • Discussing the differences about the concept of Community Language Learning, Suggestopedia, The Silent Way, Total Physical Response and The Nature Approach in group using LMS SIDIA • Writing reflective learning about the strength dan weakness about that topic in LMS SIDIA 3 x 50	Materi: Community Language Learning, Suggestopedia, The Silent Way, Total Physical Response and The Nature Approach Pustaka: <i>ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Rinin Pusparini, Anik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press</i> Materi: Community Language Learning, Suggestopedia, The Silent Way, Total Physical Response and The Nature Approach Pustaka: <i>Larsen-Freeman, Diane. (2013). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.</i> Materi: Community Language Learning, Suggestopedia, The Silent Way, Total Physical Response and The Nature Approach Pustaka: <i>Brown, Douglas H and Lee, Heekyeong. 2015. Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</i> Materi: Community Language Learning, Suggestopedia, The Silent Way, Total Physical Response and The Nature Approach Pustaka: <i>E-Module English Language Teaching Method. 2023. Anik Susanti. Unpublished</i>	1%
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4	The students are able to explain and implement Communicative Language Teaching and Notional Functional Syllabus	Holistic rubric	Kriteria: Content, grammar, organisation, mechanics Bentuk Penilaian : Aktifitas Partisipasi	- Presenting their group work results in offline classroom - Asking and question about their presentation - Doing the quiz 3 x 50 menit	- Reading materials in LMS SIDIA - Summarizing materials about the concept of Communicative Language Teaching and Notional Functional Syllabus - Submitting your works in LMS SIDIA - Discussing the differences about the concept of Communicative Language Teaching and Notional Functional Syllabus in group using LMS SIDIA - Writing reflective learning about the strength dan weakness about that topic in LMS SIDIA 3 x 50 menit	Materi: Communicative Language Teaching and Notional Functional Syllabus Pustaka: <i>ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Rinin Pusparini, Anik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press</i> Materi: Communicative Language Teaching and Notional Functional Syllabus Pustaka: <i>Larsen-Freeman, Diane. (2013). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.</i> Materi: Communicative Language Teaching and Notional Functional Syllabus Pustaka: <i>Brown, Douglas H and Lee, Heekyeong. 2015. Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</i> Materi: Communicative Language Teaching and Notional Functional Syllabus Pustaka: <i>E-Module English Language Teaching Method. 2023. Anik Susanti. Unpublished</i>	14%
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5	Students are able to explain the concepts of Post Methods covering Learner Centre Instruction, Task Based Language Teaching, Theme Based Instruction) The students are able to compare the concepts of Learner Centre Instruction, Task Based Language Teaching, Theme Based Instruction	1.Students participation 2.Students present their work	Kriteria: Actively asking questions and responding to questions Bentuk Penilaian : Penilaian Portofolio	- Presenting their results in offline classroom - Asking and question about their presentation - Doing the quiz 3 x 50 menit	- Reading materials in LMS SIDIA - Summarizing materials about about the concept of Learner Centre Instruction, Task Based Language Teaching, Theme Based Instruction - Submitting your works in LMS SIDIA - Discussing the differences about the concept of Learner Centre Instruction, Task Based Language Teaching, Theme Based Instruction in group using LMS SIDIA - Writing reflective learning about the strength dan weakness about that topic in LMS SIDIA 3 x 50 menit	Materi: Learner Centre Instruction, Task Based Language Teaching, Theme Based Instruction Pustaka: <i>ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Rinin Pusparini, Anik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press</i> Materi: Learner Centre Instruction, Task Based Language Teaching, Theme Based Instruction Pustaka: <i>Larsen-Freeman, Diane. (2013). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.</i> Materi: Learner Centre Instruction, Task Based Language Teaching, Theme Based Instruction Pustaka: <i>Brown, Douglas H and Lee, Heekyeong. 2015. Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</i> Materi: Learner Centre Instruction, Task Based Language Teaching, Theme Based Instruction Pustaka: <i>E-Module English Language Teaching Method. 2023. Anik Susanti. Unpublished</i>	1%
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6	Students are able to explain the concepts of Post methods (Contextualizing Communicative Approach covering of General Approach (Multiple Intelligences, Strategies Based Instruction, Collaborative Approach The students are able to compare the concepts of Contextualizing Communicative Approach covering of General Approach (Multiple Intelligences, Strategies Based Instruction, Collaborative Approach	1.Students participation 2.Students participation	Kriteria: Holistic Rubric Bentuk Penilaian : Penilaian Portofolio	- Presenting their results in offline classroom - Asking and question about their presentation - Doing quiz 3 x 50 menit	- Reading materials in LMS SIDIA - Summarizing materials about about the concept of Multiple Intelligences, Strategies Based Instruction, Collaborative Approach - Submitting your works in LMS SIDIA - Discussing the differences about the concept of Multiple Intelligences, Strategies Based Instruction, Collaborative Approach in group using LMS SIDIA - Writing reflective learning about the strength dan weakness about that topic in LMS SIDIA 3 x 50 menit	Materi: Multiple Intelligences, Strategies Based Instruction, Collaborative Approach Pustaka: <i>ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Rinin Pusparini, Anik Susanti.</i> <i>Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press</i> Materi: Multiple Intelligences, Strategies Based Instruction, Collaborative Approach Pustaka: <i>Larsen-Freeman, Diane. (2013). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.</i> Materi: Multiple Intelligences, Strategies Based Instruction, Collaborative Approach Pustaka: <i>Brown, Douglas H and Lee, Heekyeong. 2015. Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</i> Materi: Multiple Intelligences, Strategies Based Instruction, Collaborative Approach Pustaka: <i>E-Module English Language Teaching Method. 2023. Anik Susanti. Unpublished</i>	1%
7	The students are able to explain and implement the concept of post Methods (Contextualizing Communicative Approach); a. Specific Approach (Content Based Language Teaching, Immersion, Bilingual Education, Workplace and Vocational L2 Instruction)	1.Student participation 2.Presentation Delivery	Kriteria: 1. Actively asking questions and responding to questions 2. Presenting topics/learning materials well Bentuk Penilaian : Penilaian Portofolio	- Presenting their results in offline classroom - Asking and question about their presentation - Doing quiz 150 menit	- Reading materials in LMS SIDIA - Summarizing materials about about the concept of - Submitting your works in LMS SIDIA - Discussing the differences about the concept of Specific Approach (Content Based Language Teaching, Immersion, Bilingual Education, Workplace and Vocational L2 I in group using LMS SIDIA - Writing reflective learning about the strength dan weakness	Materi: Post Methods Pustaka: <i>ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Rinin Pusparini, Anik Susanti.</i> <i>Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press</i>	1%
8	The students are able to analyse all the concepts of early years, designer, dawning and contextualising	1. Doing the test 2. Presentation Delivery	Kriteria: 1. Actively asking questions and responding to questions 2. Presenting topics/learning materials well Bentuk Penilaian : Aktifitas Partisipatif	Mid term test 150 menit	-	Materi: Post Methods Pustaka: <i>ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Rinin Pusparini, Anik Susanti.</i> <i>Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press</i> Materi: Contextualising Methods Pustaka: <i>Larsen-Freeman, Diane. (2013). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.</i>	30%

9	The students are able to understand and explain genre based approach	Presenting	Kriteria: Content, Grammar, Mechanic and Fluency Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	- Presenting their results in offline classroom - Asking and question about their presentation - Doing quiz	- Reading materials in LMS SIDIA - Summarizing materials about the concept of Genre Based Approach - Submitting your works in LMS SIDIA - Creating and discussing how to implement GBA in teaching English - Writing reflective learning about the strength dan weakness a	Materi: Genre Based Approach Pustaka: <i>ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Ririn Pusparini, Arik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press</i> Materi: Genre Based Approach Pustaka: <i>E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished</i>	1%
10	The students are able to understand and implement the Problem Based Learning and Project Based Learning	1.Students participation 2.Presentation Delivery	Kriteria: 1.Actively asking questions and responding to questions 2.Presenting topics learning materials well Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	- Presenting their results in offline classroom - Asking and question about their presentation - Doing quiz	- Reading materials in LMS SIDIA - Summarizing materials about the concept of Problem Based Learning and Project Based Learning - Submitting your works in LMS SIDIA - Discussing and creating to implement Problem Based Learning and Project Based Learning in teaching English in group using LMS SIDIA - Writing reflective learning about the strength dan weakness about that topic in LMS SIDIA	Materi: Problem Based Learning and Project Based Learning Pustaka: <i>ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Ririn Pusparini, Arik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press</i> Materi: Problem Based Learning and Project Based Learning Pustaka: <i>E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished</i>	1%
11	The students are able to understand and implement Discovery Learning and Scientific Approach	1.Students participation 2.Actively asking questions and responding to questions	Kriteria: Presentation Delivery Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	- Presenting their results in offline classroom - Asking and question about their presentation - Doing quiz	- Reading materials in LMS SIDIA - Summarizing materials about the concept of Discovery Learning and Scientific Approach - Submitting your works in LMS SIDIA - Discussing and creating to implement Problem Based Learning and Project Based Learning in teaching English in group using LMS SIDIA - Writing reflective learning about the strength dan weakness about that topic in LMS SIDIA	Materi: Scientific Approach and Discovery Learning Pustaka: <i>ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Ririn Pusparini, Arik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press</i> Materi: Scientific Approach and Discovery Learning Pustaka: <i>E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished</i>	1%

12	the students are able to understand and create teaching scenario how to teach vocabulary and pronunciation	1.Students participation 2.Presentation Delivery	Kriteria: 1.Actively asking questions and responding to questions 2.Presenting topic learning materials well Bentuk Penilaian : Aktifitas Partisipasif	- Presenting their results in offline classroom - Asking and question about their presentation - Doing quiz	- Reading materials in LMS SIDIA - Summarizing materials about the concept of how to teach vocabulary and pronunciation - Submitting your works in LMS SIDIA - Discussing and creating to implement how to teach vocabulary and pronunciation in teaching English in group using LMS SIDIA - Writing reflective learning about the strength dan weakness about that topic in LMS SIDIA	Materi: Teaching vocabulary and pronunciation Pustaka: <i>E-Module English Language Teaching Method. 2023. Arif Susanti. Unpublished</i> Materi: Teaching vocabulary and pronunciation Pustaka: <i>Brown, Douglas H and Lee, Heekyeong. 2015. Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</i> Materi: Teaching vocabulary and pronunciation Pustaka: <i>E-Module English Language Teaching Method. 2023. Arif Susanti. Unpublished</i> Materi: Teaching vocabulary and pronunciation Pustaka: <i>Brown, Douglas H and Lee, Heekyeong. 2015. Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</i>	14%
13	The students are able to create teaching scenario how to teach reading and listening	1.Students participation 2.Presentation Delivery	Kriteria: 1.Actively asking questions and responding to questions 2.Presenting topic learning materials well Bentuk Penilaian : Penilaian Portofolio	Presenting their results in offline classroom - Asking and question about their presentation - Doing quiz	- Reading materials in LMS SIDIA - Summarizing materials about the concept of teaching reading and listening - Submitting your works in LMS SIDIA - Discussing and creating to teaching scenario how to teach reading and listening in group using LMS SIDIA - Writing reflective learning about the strength dan weakness about that topic in LMS SIDIA	Materi: Teaching reading and listening Pustaka: <i>Brown, Douglas H and Lee, Heekyeong. 2015. Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</i> Materi: Teaching reading and listening Pustaka: <i>E-Module English Language Teaching Method. 2023. Arif Susanti. Unpublished</i>	1%

14	The students are able to understand and implement how to teach grammar	1.Students participation 2.Presentation Delivery	Kriteria: 1.Actively asking questions and responding to questions 2.Presenting topic learning materials well 3.Actively asking questions and responding to questions and Presenting topic learning materials well Bentuk Penilaian : Penilaian Portofolio	Presenting their results in offline classroom • Asking and question about their presentation • Doing quiz	• Reading materials in LMS SIDIA • Summarizing materials about the concept of Teaching Grammar • Submitting your works in LMS SIDIA • Discussing and creating to implement Teaching grammar in group using LMS SIDIA • Writing reflective learning about the strength dan weakness about that topic in LMS SIDIA	Materi: Teaching grammar Pustaka: Brown, Douglas H and Lee, Heekyeong. 2015. <i>Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</i> Materi: Teaching grammar Pustaka: E-Module English Language Teaching Method. 2023. Anik Susanti. Unpublished Materi: Teaching grammar Pustaka: Brown, Douglas H and Lee, Heekyeong. 2015. <i>Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</i> Materi: Teaching grammar Pustaka: E-Module English Language Teaching Method. 2023. Anik Susanti. Unpublished	1%
15	The student are able to create teaching scenario	1.Students participation 2.Students present their work	Kriteria: 1.Actively asking questions and responding to questions 2.Presenting topic of learning materials well 3.Actively asking questions and responding to questions and Presenting topic of learning materials well Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	• Presenting their results in offline classroom • Asking and question about their presentation • Doing quiz	• Reading materials in LMS SIDIA • Summarizing materials about the concept of teaching writing and speaking • Submitting your works in LMS SIDIA • Discussing and creating to implement Problem Based Learning and Project Based Learning in teaching English in group using LMS SIDIA • Writing reflective learning about the strength dan weakness about that topic in LMS SIDIA	Materi: Teaching writing and speaking Pustaka: Brown, Douglas H and Lee, Heekyeong. 2015. <i>Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</i> Materi: Teaching writing and speaking Pustaka: E-Module English Language Teaching Method. 2023. Anik Susanti. Unpublished	1%
16	The students are able to write summary and present about innovative teaching methods in ELT in current situation	Students can present the material well	Kriteria: 1.Actively asking questions and responding to questions 2.Students can present confidently with accurate pronunciation and grammar Bentuk Penilaian : Aktifitas Partisipatif	The students do the test in classroom	-	Materi: review all materials Pustaka: ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Firin Puspawati, Anik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press Materi: review all materials Pustaka: Brown, Douglas H and Lee, Heekyeong. 2015. <i>Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc</i> Materi: review all materials Pustaka: E-Module English Language Teaching Method. 2023. Anik Susanti. Unpublished	30%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	90%
2.	Penilaian Portofolio	10%
		100%

Catatan

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK	BOBOT (sks)		SEMESTER	Tgl Penyusunan	
Advanced Communication Skills		8820302366		T=2	P=0	ECTS=3.18	3	21 Agustus 2026
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi		
		.....		.....		HIMMAWAN ADI NUGROHO		
Model Pembelajaran		Project Based Learning						
Capaian Pembelajaran (CP)		CPL-PRODI yang dibebankan pada MK						
		1. Sikap						
		Capaian Pembelajaran Mata Kuliah (CPMK)						
Deskripsi Singkat MK								
Pustaka		Utama :						
		Pendukung :						
Dosen Pengampu		SUEB Sueb, S.Pd., M.Pd. Sueb, S.Pd., M.Pd.						
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1							0%	
2							0%	
3							0%	
4							0%	
5							0%	
6							0%	
7							0%	
8							0%	
9							0%	
10							0%	
11							0%	
12							0%	
13							0%	
14							0%	
15							0%	
16							0%	

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
		0%

Catatan

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodi yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolak ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk Pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM= Tatap Muka, PT= Penugasan terstruktur, BM= Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan
Advanced Reading and Writing Skills		8820303365	Mata Kuliah Wajib Program Studi		T=3	P=0	ECTS=4.77	3 21 Agustus 2026
OTORISASI		Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
		Eva Rahmawati, S.Pd., M.Pd.		Dr. Fauris Zuhri, S.Pd., M.Pd.			HIMMAWAN ADI NUGROHO	
Model Pembelajaran	Project Based Learning							
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK							
	1. Sikap							
	Capaian Pembelajaran Mata Kuliah (CPMK)							
Deskripsi Singkat MK	This course develops students' advanced critical reading and academic writing skills at the CEFR B2 level. Students apply a range of critical reading strategies to analyze academic texts, identify arguments, authorial positions, assumptions, and evidence, and synthesize and respond to ideas using appropriate academic vocabulary. Building on these reading skills, students develop logical, coherent, and persuasive arguments through the writing process, from generating and organizing ideas to composing and revising full argumentative essays. Through case-based learning, analytical reading, discussions, writing workshops, and peer review, students are encouraged to critically evaluate information, appreciate diverse perspectives, and produce well-supported academic texts for academic and professional purposes. The course promotes inclusive and equitable learning by strengthening students' academic literacy, critical thinking, and communication skills, thereby supporting quality education and contributing to reduced inequalities in access to and participation in academic and professional contexts.							
Pustaka	Utama :							
	1. Wulandari, Retno & Rahmawati, Eva. (2024). Critical Reading. Unpublished manuscript, Universitas Negeri Surabaya. 2. Cottrell, S. (2023). Critical thinking skills: Effective analysis, argument and reflection (4th ed.). Bloomsbury Academic. 3. SAGE Publications. (2025). Reading Critically at University. SAGE. 4. Henderson, E. (2023). The Active Reader: Strategies for Academic Reading and Writing. 5. Jordan, R. R. (1999). Academic Writing Course - Study Skills in English (Third Edit), Pearson Education Limited 6. Oshima, A., & Hogue, A. (2007). Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc 7. Kirszner, L. G., & Mandell, S. R. (2015). Patterns for College Writing - a Rhetorical Reader and Guide (Brief Edit). Bedford/St. Martin's.							
	Pendukung :							
	1. Online Newspaper articles: in The Guardian, The New York Times.							
Dosen Pengampu	ESTI KURNIASIH EVA RAHMAWATI Eva Rahmawati, S.Pd., M.Pd. Eva Rahmawati, S.Pd., M.Pd. Esti Kurniasih, S.Pd., M.Pd. Esti Kurniasih, S.Pd., M.Pd.							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1							0%	
2							0%	
3							0%	
4							0%	
5							0%	
6							0%	
7							0%	
8							0%	
9							0%	
10							0%	
11							0%	
12							0%	
13							0%	
14							0%	
15							0%	
16							0%	

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
		0%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolak ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE		Rumpun MK		BOBOT (sks)		SEMESTER
Digital Media in ELT		8820302367				T=2 P=0 ECTS=3.18		3
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi		
		.....		.....		HIMMAWAN ADI NUGROHO		
Model Pembelajaran		Project Based Learning						
Capaian Pembelajaran (CP)		CPL-PRODI yang dibebankan pada MK						
		1. Sikap						
		Capaian Pembelajaran Mata Kuliah (CPMK)						
Deskripsi Singkat MK								
Pustaka		Utama :						
		Pendukung :						
Dosen Pengampu								
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1							0%	
2							0%	
3							0%	
4							0%	
5							0%	
6							0%	
7							0%	
8							0%	
9							0%	
10							0%	
11							0%	
12							0%	
13							0%	
14							0%	
15							0%	
16							0%	

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
		0%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolak ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE		Rumpun MK		BOBOT (sks)		SEMESTER
Diversity and Inclusion in ELT		8820302350				T=2 P=0 ECTS=3.18		3
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi		
		.....		.....		HIMMAWAN ADI NUGROHO		
Model Pembelajaran		Project Based Learning						
Capaian Pembelajaran (CP)		CPL-PRODI yang dibebankan pada MK						
		1. Sikap						
		Capaian Pembelajaran Mata Kuliah (CPMK)						
Deskripsi Singkat MK								
Pustaka		Utama :						
		Pendukung :						
Dosen Pengampu								
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1							0%	
2							0%	
3							0%	
4							0%	
5							0%	
6							0%	
7							0%	
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9							0%	
10							0%	
11							0%	
12							0%	
13							0%	
14							0%	
15							0%	
16							0%	

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
		0%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE		Rumpun MK		BOBOT (sks)		SEMESTER
Instructional Design		8820302090				T=2 P=0 ECTS=3.18		3
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi		
		.....		.....		HIMMAWAN ADI NUGROHO		
Model Pembelajaran		Case Study						
Capaian Pembelajaran (CP)		CPL-PRODI yang dibebankan pada MK						
		1. Sikap						
		Capaian Pembelajaran Mata Kuliah (CPMK)						
Deskripsi Singkat MK								
Pustaka		Utama :						
		Pendukung :						
Dosen Pengampu		ESTI KURNIASIH Esti Kurniasih, S.Pd., M.Pd. Esti Kurniasih, S.Pd., M.Pd.						
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1							0%	
2							0%	
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5							0%	
6							0%	
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12							0%	
13							0%	
14							0%	
15							0%	
16							0%	

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
		0%

Catatan

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodi yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolak ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk Pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM= Tatap Muka, PT= Penugasan terstruktur, BM= Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan
Introduction To Literature		8820302110	Mata Kuliah Wajib Program Studi		T=2	P=0	ECTS=3.18	3 21 Agustus 2026
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi		
		Henny Dwi Iswati, M.Pd.				HIMMAWAN ADI NUGROHO		
Model Pembelajaran	Case Study							
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK							
1. Sikap								
2. Keterampilan Umum								
3. Keterampilan Khusus								
4. Pengetahuan								
Capaian Pembelajaran Mata Kuliah (CPMK)								
1. Students are able to explain key concepts, genres, and functions of literature in English studies.								
2. Students are able to analyze literary texts using basic literary concepts and approaches.								
3. Students are able to apply basic literary concepts to interpret literary texts in written and oral responses.								
Kemampuan akhir tiap tahapan belajar (Sub-CPMK)								
Sub-CPMK1	explain the scope, functions, and relevance of literature in English studies							
Sub-CPMK2	distinguish literature from other types of texts and explain its cultural and educational significance							
Sub-CPMK3	identify major literary genres: poetry, prose fiction, and drama							
Sub-CPMK4	escribe the general characteristics of poetry, prose, and drama							
Sub-CPMK5	identify intrinsic elements of poetry (sound, diction, imagery, figurative language)							
Sub-CPMK6	analyze poetic elements in selected poems							
Sub-CPMK7	identify intrinsic elements of prose fiction (plot, character, setting, point of view, theme)							
Sub-CPMK8	analyze intrinsic elements of short prose fiction							
Sub-CPMK9	identify intrinsic and technical elements of drama (dialogue, characterization, performance aspects)							
Sub-CPMK10	analyze dramatic elements in selected dramatic texts							
Sub-CPMK11	explain basic literary approaches (e.g. formalist, sociocultural, reader-response)							
Sub-CPMK12	apply basic literary approaches to interpret literary texts							
Sub-CPMK13	iterpret literary texts using selected literary concepts in written responses							
Sub-CPMK14	Construct a coherent literary analysis in an essay or project-based task							
Sub-CPMK15	Reflect on the relevance of literary texts to English language learning contexts							
Sub-CPMK16	synthesize understanding of literature and literary analysis in a final reflective task or project							
Deskripsi Singkat MK	Introduction to Literature is a foundational course that introduces students to literary genres—prose, poetry, and drama—and their intrinsic elements. The course aims to develop students’ ability to read, interpret, and analyze literary texts as meaningful resources for understanding language use, meaning, and context. Through case-based learning and guided textual analysis, students explore selected literary works using basic literary approaches and introductory applied linguistic perspectives. The course also encourages students to reflect on the educational values of literature and its relevance to English language learning from national and global perspectives. By the end of the course, students are expected to demonstrate conceptual understanding, analytical reading skills, and reflective awareness, which serve as a foundation for more advanced courses such as ELT in Literature.							
Pustaka	Utama : 1. Ferdinal, F., Seswita, S., & Sandika, E. (2020). Introduction to literary studies. CV Panawa Jemboan. 2. Kennedy, X. J., & Gioia, D. (2019). Literature: An introduction to fiction, poetry, drama, and writing (13th ed.). Pearson. Pendukung : 1. Barnet, S., Cain, W. E., & Burto, W. (2015). Literature for composition: An introduction to literature (10th ed.). Pearson. 2. Barnet, S., & Cain, W. E. (2015). A short guide to writing about literature (12th ed.). Pearson. 3. DiYanni, R. (2000). Literature: Reading fiction, poetry, and drama (5th ed.). McGraw-Hill 4. Klarer, M. (2004). An introduction to literary studies (2nd ed.). Routledge. 5. Greenblatt, S., et al. (Eds.). (2018). The Norton anthology of English literature (10th ed.). W. W. Norton & Company. 6. Meyer, M. (2018). The Bedford introduction to literature: Reading, thinking, and writing (12th ed.). Macmillan Learning.							
Dosen Pengampu	FAHRI Drs. Fahri, M.A. Drs. Fahri, M.A.							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
(1)	(2)	Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)	(7)	(8)	
1	explain the scope, functions, and relevance of literature in English studies	Students are able to define literature, explain its scope, and discuss its significance in human life.	Kriteria: Clarity of explanation, ability to connect literature with human values, active participation in discussion. Bentuk Penilaian : Aktifitas Partisipasif	Offline (Luring): Lecture, class discussion, Q&A, small group sharing. Learning Method Expository: Lecturer introduces the definition and scope of literature. Interactive Discussion: Students share their views on why literature is important. Reflective: Students write a short reflection on the relevance of literature in their personal or cultural context. Student Assignment Read the introduction chapter from the main reference (Kennedy & Gioia, 2019) before class. Write a short reflection (½–1 page) on “What is literature, and why does it matter for me as a future English teacher?” Actively participate in class discussion by providing examples of literary works they have read. 2 X 50		Materi: Definition of literature; functions of literature; literature and language learning Pustaka: Kennedy, X. J., & Gioia, D. (2019). Literature: An introduction to fiction, poetry, drama, and writing (13th ed.). Pearson. Materi: Definition of literature; functions of literature; literature and language learning Pustaka: Ferdinal, F., Seswita, S., & Sandika, E. (2020). Introduction to literary studies. CV Panawa Jemboan.	4%	

2	distinguish literature from other types of texts and explain its cultural and educational significance	1. Students are able to describe the functions of literature in personal, cultural, and educational settings. 2. Students participate actively in discussions by providing relevant examples from global and Indonesian contexts. 3. Students demonstrate the ability to connect literary works with human values and education.	Kriteria: 1. Clarity and accuracy in explaining the importance of literature. 2. Relevance and depth of examples used to support arguments. 3. Active engagement in group discussions and collaborative sharing. Bentuk Penilaian : Aktifitas Partisipatif	preseOffline (Luring): Group discussion, short presentations, lecturer feedback. Learning Method Collaborative Learning: Students work in groups to discuss the functions of literature. Case Discussion: Each group links literature to personal growth, cultural values, or educational benefits with real examples. Guided Reflection: Lecturer facilitates reflection on how literature shapes human values and education. 2 X 50		Materi: Overview of prose, poetry, and drama Pustaka: Kennedy, X. J., & Gioia, D. (2019). <i>Literature: An introduction to fiction, poetry, drama, and writing</i> (13th ed.). Pearson. Materi: Overview of prose, poetry, and drama Pustaka: Ferdinal, F., Seswita, S., & Sandika, E. (2020). <i>Introduction to literary studies</i>. CV Panawa Jemboan.	4%
3	identify major literary genres: poetry, prose fiction, and drama	1. Students are able to distinguish prose, poetry, and drama based on their defining characteristics. 2. Students provide accurate explanations of each genre's general features. 3. Students participate actively in class discussion or group activities related to genre classification.	Kriteria: 1. Accuracy in identifying and classifying the three major genres. 2. Completeness of explanation regarding key characteristics of prose, poetry, and drama. 3. Activeness and clarity in group presentation/discussion. Bentuk Penilaian : Aktifitas Partisipatif	presentation dan discussion 2 X 50		Materi: Plot, character, setting, point of view, theme Pustaka: Kennedy, X. J., & Gioia, D. (2019). <i>Literature: An introduction to fiction, poetry, drama, and writing</i> (13th ed.). Pearson. Materi: Plot, character, setting, point of view, theme Pustaka: DiYanni, R. (2000). <i>Literature: Reading fiction, poetry, and drama</i> (5th ed.). McGraw-Hill	5%
4	describe the general characteristics of poetry, prose, and drama	1. Students are able to select appropriate examples of global and Indonesian literary works. 2. Students explain briefly the cultural or thematic significance of each chosen work. 3. Students collaborate effectively in preparing and delivering a group presentation.	Kriteria: 1. Relevance and variety of selected works (prose, poetry, drama). 2. Clarity of explanation in linking works to cultural context. 3. Teamwork and presentation quality. Bentuk Penilaian : Aktifitas Partisipatif	presentation dan discussion 2 X 50		Materi: Imagery, diction, figurative language, sound, tone Pustaka: Kennedy, X. J., & Gioia, D. (2019). <i>Literature: An introduction to fiction, poetry, drama, and writing</i> (13th ed.). Pearson. Materi: Imagery, diction, figurative language, sound, tone Pustaka: Meyer, M. (2018). <i>The Bedford introduction to literature: Reading, thinking, and writing</i> (12th ed.). Macmillan Learning. Materi: Imagery, diction, figurative language, sound, tone Pustaka: Kennedy, X. J., & Gioia, D. (2019). <i>Literature: An introduction to fiction, poetry, drama, and writing</i> (13th ed.). Pearson. Materi: Imagery, diction, figurative language, sound, tone Pustaka: Meyer, M. (2018). <i>The Bedford introduction to literature: Reading, thinking, and writing</i> (12th ed.). Macmillan Learning.	5%

5	identify intrinsic elements of poetry (sound, diction, imagery, figurative language)	1.Students can identify intrinsic elements of prose in a selected short story. 2.Students explain the function of each element in shaping the story. 3.Students participate actively in class analysis and discussion.	Kriteria: 1.Accuracy in identifying intrinsic elements. 2.Depth and clarity of explanation. 3.Students participate actively in class analysis and discussion. Bentuk Penilaian : Aktifitas Partisipatif	presentation dan discussion 2 X 50		Materi: Intrinsic Elements of Prose Pustaka: Kennedy, X. J., & Gioia, D. (2019). <i>Literature: An introduction to fiction, poetry, drama, and writing</i> (13th ed.). Pearson. Materi: Dialogue, conflict, stage directions, dramatic structure Pustaka: Kennedy, X. J., & Gioia, D. (2019). <i>Literature: An introduction to fiction, poetry, drama, and writing</i> (13th ed.). Pearson. Materi: Dialogue, conflict, stage directions, dramatic structure Pustaka: Greenblatt, S., et al. (Eds.). (2018). <i>The Norton anthology of English literature</i> (10th ed.). W. W. Norton & Company.	6%
6	analyze poetic elements in selected poems	1.Students are able to identify imagery, diction, and sound devices in a poem. 2.Students explain the effect of rhythm, tone, and mood on meaning. 3.Students participate in individual and group close reading of poems.	Kriteria: 1.Accuracy in identifying poetic elements. 2.Clarity of analysis in connecting form and meaning. 3.Creativity and depth in interpretation. Bentuk Penilaian : Aktifitas Partisipatif	presentation dan discussion 2 X 50		Materi: Prose text analysis; interpretation of meaning and values Pustaka: Kennedy, X. J., & Gioia, D. (2019). <i>Literature: An introduction to fiction, poetry, drama, and writing</i> (13th ed.). Pearson. Materi: Prose text analysis; interpretation of meaning and values Pustaka: Barnet, S., & Cain, W. E. (2015). <i>A short guide to writing about literature</i> (12th ed.). Pearson.	6%
7	identify intrinsic elements of prose fiction (plot, character, setting, point of view, theme)	1.Students are able to identify characterization, dialogue, conflict, setting, and stage direction in a selected drama. 2.Students explain how these elements build dramatic tension and meaning. 3.Students participate actively in script reading and group discussion.	Kriteria: 1.Accuracy in identifying dramatic elements. 2.Ability to connect intrinsic elements to thematic meaning. 3.Engagement in collaborative analysis and performance reading. Bentuk Penilaian : Aktifitas Partisipatif	presentation dan discussion 2 X 50		Materi: Close reading of poetry; thematic interpretation Pustaka: Kennedy, X. J., & Gioia, D. (2019). <i>Literature: An introduction to fiction, poetry, drama, and writing</i> (13th ed.). Pearson. Materi: Close reading of poetry; thematic interpretation Pustaka: Barnet, S., Cain, W. E., & Burto, W. (2015). <i>Literature for composition: An introduction to literature</i> (10th ed.). Pearson.	6%
8	analyze intrinsic elements of short prose fiction	1.Students correctly identify intrinsic elements in different genres. 2.Students apply appropriate concepts and theories to analyze texts 3.Students present analysis in a logical, systematic, and coherent manner.	Kriteria: 1.Accuracy of analysis (correct identification of intrinsic elements). 2.Depth and clarity of explanation using literary terms. 3.Organization and coherence in essay writing. Bentuk Penilaian : Praktik / Unjuk Kerja	presentation dan discussion 2 X 50		Materi: Written test (essay-based case analysis). Students analyze short excerpts from prose, poetry, and drama. Pustaka: Kennedy, X. J., & Gioia, D. (2019). <i>Literature: An introduction to fiction, poetry, drama, and writing</i> (13th ed.). Pearson. Materi: Drama analysis; character and conflict interpretation Pustaka: Kennedy, X. J., & Gioia, D. (2019). <i>Literature: An introduction to fiction, poetry, drama, and writing</i> (13th ed.). Pearson. Materi: Drama analysis; character and conflict interpretation Pustaka: Greenblatt, S., et al. (Eds.). (2018). <i>The Norton anthology of English literature</i> (10th ed.). W. W. Norton & Company.	6%

9	identify intrinsic and technical elements of drama (dialogue, characterization, performance aspects)	1.Students are able to identify and analyze intrinsic elements in both global and Indonesian prose. 2.Students collaborate effectively in discussing similarities and differences. 3.Students present group findings clearly in oral or written form.	Kriteria: 1.Depth and relevance of analysis (intrinsic elements applied correctly). 2.Quality of comparison between global and Indonesian prose. 3.Collaboration and equal contribution in group work. Bentuk Penilaian : Aktifitas Partisipatif	presentation dan discussion 2 X 50		Materi: Cross-genre comparison (prose, poetry, drama) Pustaka: Kennedy, X. J., & Gioia, D. (2019). <i>Literature: An introduction to fiction, poetry, drama, and writing</i> (13th ed.). Pearson. Materi: Cross-genre comparison (prose, poetry, drama) Pustaka: Ferdinal, F., Seswita, S., & Sandika, E. (2020). <i>Introduction to literary studies</i> . CV Panawa Jemboan.	6%
10	analyze dramatic elements in selected dramatic texts	1.Students are able to identify and analyze intrinsic elements in both global and Indonesian poetry. 2.Students compare cultural and thematic values in different contexts. 3.Students collaborate effectively in preparing and presenting group analysis.	Kriteria: 1.Accuracy in applying intrinsic elements of poetry. 2.Depth of interpretation and relevance of cultural reflection. 3.Teamwork, clarity, and creativity in presentation. Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	presentation dan discussion 2 X 50		Materi: Literature and social context; values and society Pustaka: Ferdinal, F., Seswita, S., & Sandika, E. (2020). <i>Introduction to literary studies</i> . CV Panawa Jemboan. Materi: Literature and social context; values and society Pustaka: Meyer, M. (2018). <i>The Bedford introduction to literature: Reading, thinking, and writing</i> (12th ed.). Macmillan Learning.	7%
11	explain basic literary approaches (e.g. formalist, sociocultural, reader-response)	1.Students are able to identify intrinsic elements of both global and Indonesian drama. 2.Students analyze similarities and differences in dramatic structure and cultural themes. 3.Students collaborate effectively in preparing and delivering group analysis.	Kriteria: 1.Accuracy of analysis (identification and explanation of intrinsic elements). 2.Depth of comparative interpretation (linking drama to cultural context). 3.Teamwork, clarity, and engagement in presentation. Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	presentation dan discussion 2 X 50		Materi: Group Analysis of Drama Pustaka: Meyer, M. (2018). <i>The Bedford introduction to literature</i> (12th ed.). Macmillan. Materi: Character psychology; moral values in literature Pustaka: Ferdinal, F., Seswita, S., & Sandika, E. (2020). <i>Introduction to literary studies</i> . CV Panawa Jemboan. Materi: Character psychology; moral values in literature Pustaka: Meyer, M. (2018). <i>The Bedford introduction to literature: Reading, thinking, and writing</i> (12th ed.). Macmillan Learning.	7%
12	apply basic literary approaches to interpret literary texts	1.Students are able to synthesize analysis across genres (prose, poetry, drama). 2.Students produce a coherent and well-structured comparative report. 3.Students use appropriate literary terms and references.	Kriteria: 1.Completeness and depth of comparative analysis. 2.Organization, academic writing style, and clarity of argument. 3.Evidence of collaboration in producing the group report. Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	presentation dan discussion 2 X 50		Materi: Language, meaning, and context in literary texts Pustaka: Kennedy, X. J., & Gioia, D. (2019). <i>Literature: An introduction to fiction, poetry, drama, and writing</i> (13th ed.). Pearson. Materi: Language, meaning, and context in literary texts Pustaka: Meyer, M. (2018). <i>The Bedford introduction to literature: Reading, thinking, and writing</i> (12th ed.). Macmillan Learning.	7%
13	interpret literary texts using selected literary concepts in written responses	1.Students present their analysis clearly, logically, and engagingly. 2.Students respond appropriately to questions and feedback.	Kriteria: 1.Being able to identify the elements of fiction. 2.Relevance and depth of response to feedback. 3.Quality of reflection (critical self-awareness, connection to learning goals). Bentuk Penilaian : Aktifitas Partisipatif	presentation dan discussion 2 X 50		Materi: Narrative voice; discourse and interaction in texts Pustaka: Kennedy, X. J., & Gioia, D. (2019). <i>Literature: An introduction to fiction, poetry, drama, and writing</i> (13th ed.). Pearson. Materi: Narrative voice; discourse and interaction in texts Pustaka: Meyer, M. (2018). <i>The Bedford introduction to literature: Reading, thinking, and writing</i> (12th ed.). Macmillan Learning.	7%

14	Construct a coherent literary analysis in an essay or project-based task	1.Students identify and explain at least one literary approach. 2.Students apply the chosen approach to interpret a prose text. 3.Students evaluate the impact of the approach on meaning-making.	Kriteria: 1.Accuracy in describing the chosen approach. 2.Depth and clarity of textual interpretation. 3.Logical and coherent evaluation supported by textual evidence. Bentuk Penilaian : Praktik / Unjuk Kerja	presentation dan discussion 2 X 50		Materi: Language use, discourse, and interpretation Pustaka: Kennedy, X. J., & Gioia, D. (2019). <i>Literature: An introduction to fiction, poetry, drama, and writing</i> (13th ed.). Pearson. Materi: Language use, discourse, and interpretation Pustaka: Meyer, M. (2018). <i>The Bedford introduction to literature: Reading, thinking, and writing</i> (12th ed.). Macmillan Learning.	6%
15	Reflect on the relevance of literary texts to English language learning contexts	1.Students apply at least one literary approach to interpret a poem or drama excerpt 2.Students reflect on cultural and thematic significance of the work. 3.Students evaluate how literary form and context contribute to meaning.	Kriteria: 1.Accuracy in applying the chosen approach. 2.Depth of interpretation with cultural awareness. 3.Clarity, coherence, and relevance in written or oral presentation. Bentuk Penilaian : Praktik / Unjuk Kerja	presentation dan discussion 2 X 50		Materi: Educational values of literature; reflection on learning relevance Pustaka: Ferdinal, F., Seswita, S., & Sandika, E. (2020). <i>Introduction to literary studies</i> . CV Panawa Jemboan. Materi: Educational values of literature; reflection on learning relevance Pustaka: Barnet, S., Cain, W. E., & Burto, W. (2015). <i>Literature for composition: An introduction to literature</i> (10th ed.). Pearson.	8%
16	synthesize understanding of literature and literary analysis in a final reflective task or project	1.Students demonstrate the ability to integrate intrinsic elements and literary approaches in one analysis. 2.Students present a comprehensive evaluation with coherence and depth.	Kriteria: 1.Completeness of analysis (intrinsic approach). 2.Depth, clarity, and originality of interpretation. 3.Academic writing quality (organization, citation, coherence). Bentuk Penilaian : Praktik / Unjuk Kerja	presentation dan discussion 2 X 50		Materi: Final Examination (UAS) Pustaka: Kennedy, X. J., & Gioia, D. (2019). <i>Literature: An introduction to fiction, poetry, drama, and writing</i> (13th ed.). Pearson. Materi: Synthesis of genre, meaning, language, and values Pustaka: Kennedy, X. J., & Gioia, D. (2019). <i>Literature: An introduction to fiction, poetry, drama, and writing</i> (13th ed.). Pearson. Materi: Synthesis of genre, meaning, language, and values Pustaka: Ferdinal, F., Seswita, S., & Sandika, E. (2020). <i>Introduction to literary studies</i> . CV Panawa Jemboan.	10%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	59.5%
2.	Praktik / Unjuk Kerja	40.5%
		100%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
Pengembangan Karir		8820302362	Mata Kuliah Wajib Kurikulum - Institusional	T=2	P=0	ECTS=3.18	5	9 Agustus 2026
OTORISASI		Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
							HIMMAWAN ADI NUGROHO	
Model Pembelajaran	Case Study							
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK							
	1. Sikap							
	Capaian Pembelajaran Mata Kuliah (CPMK)							
	1. Mampu mengevaluasi potensi diri dan memetakan identitas profesional sebagai lulusan Pendidikan Bahasa Inggris yang kompetitif.							
	2. Mampu menganalisis berbagai peluang karier dan dinamika pasar kerja global maupun lokal bagi sarjana Pendidikan Bahasa Inggris.							
	3. Mampu merancang strategi pengembangan profesional berkelanjutan berdasarkan prinsip etika profesi.							
Deskripsi Singkat MK	4. Mahasiswa mampu merancang dan memproduksi dokumen aplikasi kerja profesional serta membangun personal branding yang efektif di platform digital.							
	5. Mahasiswa mampu mendemonstrasikan keterampilan komunikasi interpersonal dan teknik seleksi kerja dalam konteks profesional.							
	Mata kuliah Pengembangan Karir bertujuan untuk membekali mahasiswa dengan keterampilan persiapan karier melalui serangkaian topik yang mencakup orientasi diri, personal branding, penyusunan resume dan cover letter, strategi pencarian kerja, etika profesional, keterampilan wawancara, problem solving, negosiasi gaji, hingga transisi ke dunia kerja. Mahasiswa juga dilatih menyusun portofolio karier, menghadapi simulasi seleksi, serta mempresentasikan strategi karier, sehingga diharapkan mampu membangun kesiapan, profesionalisme, dan daya saing dalam memasuki dunia kerja. Mata kuliah ini sesuai dengan Tujuan Pembangunan Berkelanjutan (SDG) ke-delapan yang bertokus pada Pekerjaan Layak dan Pertumbuhan Ekonomi dalam mendorong pertumbuhan ekonomi yang inklusif dan berkelanjutan, kesempatan kerja yang produktif, serta pekerjaan yang layak untuk semua orang.							
Pustaka	Utama :							
	1. Brown, D. (2019). Career Counseling, and Career Development (11th ed.). Pearson 2. Mulyana, dkk. (2025). Undergraduate Employability: Transisi Kuliah ke Kerja							
	Pendukung :							
	1. Holland, J. L. (1997). Making vocational choices: A theory of vocational personalities and work environments (3rd ed.). Psychological Assessment Resources.							
	2. Savickas, M. L. (2013). Career construction theory and practice. In R. W. Lent & S. D. Brown (Eds.), Career development and counseling: Putting theory and research to work (2nd ed.). Wiley.							
	3. Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown & L. Brooks (Eds.), Career choice and development (2nd ed.). Jossey-Bass.							
Dosen Pengampu	PRIANKA RATU MASITHO Prianka Ratu Masitho, S.Pd., M.TESOL. Prianka Ratu Masitho, S.Pd., M.TESOL.							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1		Pemahaman konsep terkait	Kriteria: Akurasi dalam menjawab pertanyaan konsep kerkait. Skor penilaian A=85, A- =80, B =75, B- =65, C =60, C=55, D=50 Bentuk Penilaian : Aktifitas Partisipasif	Mahasiswa mampu memahami Orientasi Karier dan Self Discovery 2x50 menit	Mahasiswa mampu memahami Orientasi Karier dan Self Discovery 2x50 menit	Materi: Orientasi Karier dan Self Discovery Pustaka: Brown, D. (2019). Career Counseling, and Career Development (11th ed.). Pearson	5%	
2		Pemahaman konsep terkait	Kriteria: Skor penilaian A=85, A- =80, B =75, B=70, B-=65, C =60, C=55, D=50 Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	menganalisa dan membuat LinkedIn profile 2x50 menit	menganalisa dan membuat LinkedIn profile 2x50 menit	Materi: Personal Branding dan Identitas Digital Pustaka: Mulyana, dkk. (2025). Undergraduate Employability: Transisi Kuliah ke Kerja	10%	
3		Pemahaman konsep terkait	Kriteria: Skor penilaian A=85, A- =80, B =75, B=70, B-=65, C =60, C=55, D=50 Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Mahasiswa mampu memahami dan membuat Resume dan CV Writing ATS 2x50	Mahasiswa mampu memahami dan membuat Resume dan CV Writing ATS 2x50	Materi: Resume dan CV Writing ATS Pustaka: Brown, D. (2019). Career Counseling, and Career Development (11th ed.). Pearson	10%	
4			Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Mahasiswa mampu memahami Cover Letter Writing dan Job Search Strategy 2x50	Mahasiswa mampu memahami Cover Letter Writing dan Job Search Strategy 2x50	Materi: Cover Letter Writing dan job search strategy Pustaka: Mulyana, dkk. (2025). Undergraduate Employability: Transisi Kuliah ke Kerja	10%	
5			Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Mahasiswa mampu memahami persyaratan dan mengaplikasikan strategi dalam Internship preparation 2x50	Mahasiswa mampu memahami persyaratan dan mengaplikasikan strategi dalam Internship preparation 2x50	Materi: Internship preparation Pustaka: Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown & L. Brooks (Eds.), Career choice and development (2nd ed.). Jossey-Bass. Materi: Internship preparation Pustaka: Brown, D. (2019). Career Counseling, and Career Development (11th ed.). Pearson	5%	

6		Pemahaman konsep terkait	Kriteria: Skor penilaian A=85, A- =80, B =75, B=70, B-=65, C =60, C=55, D=50 Bentuk Penilaian : Aktifitas Partisipatif	Mahasiswa mampu mendemonstrasikan dan mendiskusikan networking & Professional Etiquette 2x50 menit	Mahasiswa mampu mendemonstrasikan dan mendiskusikan networking & Professional Etiquette 2x50 menit	Materi: Networking & Professional Etiquette Pustaka: Mulyana, dkk. (2025). <i>Undergraduate Employability: Transisi Kuliah ke Kerja</i> ----- Materi: Networking & Professional Etiquette Pustaka: Savickas, M. L. (2013). <i>Career construction theory and practice</i> . In R. W. Lent & S. D. Brown (Eds.), <i>Career development and counseling: Putting theory and research to work</i> (2nd ed.). Wiley.	5%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	12.5%
2.	Penilaian Hasil Project / Penilaian Produk	32.5%
		45%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen		
RENCANA PEMBELAJARAN SEMESTER									
MATA KULIAH (MK)		KODE		Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan
Research Methods for ELT		8820303339		Mata Kuliah Wajib Kurikulum - Institusional		T=3 P=0 ECTS=4.77		3	19 Agustus 2026
OTORISASI		Pengembang RPS			Koordinator RMK		Koordinator Program Studi		
		Dr. Nur Chakim			Dr. Nur Chakim		HIMMAWAN ADI NUGROHO		
Model Pembelajaran	Project Based Learning								
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK 1. Sikap Capaian Pembelajaran Mata Kuliah (CPMK) 1. Demonstrate a thorough understanding of concepts in educational research methodology 2. Perform critical thinking and use analytical skills to solve problems in the teaching and learning of English as a foreign language 3. Demonstrate the awareness of the values, ethical issues and norms in conducting research Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Sub-CPMK1 Understanding The nature of educational research Qualitative vs Quantitative research Sub-CPMK2 Research Ethics Sub-CPMK3 Understanding Scientific approach in educational research, Mixed-Method Research Sub-CPMK4 Understanding Research problems and Objectives in educational research Sub-CPMK5 Understanding Research Assumptions and Hypotheses in Educational Research Sub-CPMK6 Project 1: Understanding research instruments Sub-CPMK7 Understanding Literature Review in Educational Research Sub-CPMK8 Understanding Experimental as research methodologies Sub-CPMK9 Project 2: Membuat poster penelitian Sub-CPMK10 Understanding Ex post facto as research methodologies Sub-CPMK11 Understanding Correlational studies as a research methodology Sub-CPMK12 Understanding Surveys as a research methodology Sub-CPMK13 Understanding Basic Interpretive Research as a research methodology Sub-CPMK14 Understanding Case Studies as a research methodology Sub-CPMK15 Understanding Research and Development (R&D) as a research methodology Sub-CPMK16 Understanding Action research as a research methodology Sub-CPMK17 Developing Research Proposal (Final Examination/ project)								
Deskripsi Singkat MK									
Pustaka	Utama : 1. Ary, D., Jacobs, L. C., Sorensen, C. K. & Walker, D. A. 2019. Introduction to Research in Education (10th Edition). Belmont: Wadsworth 2. Cohen, L., Manion, L., & Morrison, K. 2018. Research Methods in Education. London: Routledge/Falmer 3. Creswell, J.W. 2014. Research Design: Qualitative, quantitative, and mixed-methods approaches. London: SAGE Publications Ltd. 4. Denzin, N.K. & Lincoln, Y.S. (2017). The SAGE Handbook of Qualitative Research. Thousand Oaks. Pendukung : 1. (3) Best, J.W. and Kahn, J.V. (2016). Research in Education. New York: Pearson Education. (4) Denzin, N.K. and Lincoln, Y.S. (2017). The SAGE Handbook of Qualitative Research. Thousand								
Dosen Pengampu	WIWIET EVA SAVITRI Dr. Wiwiet Eva Savitri, S.Pd., M.Pd. Dr. Wiwiet Eva Savitri, S.Pd., M.Pd.								
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)		
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)		

1	1.Understanding The nature of educational research Qualitative vs Quantitative research 2.Research Ethics	1.Menjelaskan prinsip-prinsip etika akademik dalam penelitian ELT. 2.Mengidentifikasi pelanggaran etika dalam penelitian ELT.	Kriteria: 90-100= Excellent, 80 -89= Good, 70-79= Fairly Good, 60-60 = Fair, 0-59= Poor Bentuk Penilaian : Aktifitas Partisipatif	Discussion	-	Materi: Pengertian etika akademik dalam penelitian, Prinsip-prinsip etika akademik (kejujuran, integritas, keadilan, tanggung jawab), Contoh pelanggaran etika dalam penelitian ELT, Langkah-langkah merancang penelitian yang etis Pustaka: <i>Handbook Perkuliahan</i> Materi: Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education</i>. Boston: Cengage Pustaka: Materi: The nature of educational research Qualitative vs Quantitative research Pustaka: (1) Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education.. Boston: Cengage.</i> (2) Cohen, L., Manion, L., & Morrison, K. (2007). <i>Research Methods in Education</i>. London: Routledge/Falmer (3) Creswell, J.W. (2014). <i>Research Design: Qualitative, quantitative, and mixed-methods approaches</i>. London: SAGE Publications Ltd., D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education</i>. Boston: Cengage. Materi: The nature of educational research Qualitative vs Quantitative research Pustaka:	1%
2	Understanding Scientific approach in educational research, Mixed-Method Research	1.To explain sources of knowledge 2.To distinguish deductive and inductive reasoning	Kriteria: 90-100= Excellent, 80 -89= Good, 70-79= Fairly Good, 60-60 = Fair, 0-59= Poor Bentuk Penilaian : Aktifitas Partisipatif	Discussion and Presentation	-	Materi: Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education</i>. Boston: Cengage Pustaka: Materi: Scientific approach in educational research, Mixed-Method Research Pustaka: (1) Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education.. Boston: Cengage.</i> (2) Cohen, L., Manion, L., & Morrison, K. (2007). <i>Research Methods in Education</i>. London: Routledge/Falmer (3) Creswell, J.W. (2014). <i>Research Design: Qualitative, quantitative, and mixed-methods approaches</i>. London: SAGE Publications Ltd., D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education</i>. Boston: Cengage.	1%

3	Understanding Research problems and Objectives in educational research	1.To define research problems 2.To define research objectives	Kriteria: 90 -100 = Excellent, 80 -89 = Good, 70 -79= Fairly Good, 60 -69= Fair, 0-59 = Poor Bentuk Penilaian : Aktifitas Partisipatif	Discussion and Presentation	-	Materi: Learning Mode: Offline, Methods: Lecturing, Discussion, Case-based Pustaka: (1) Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education.. Boston: Cengage.</i> (2) Cohen, L., Manion, L., & Morrison, K. (2007). <i>Research Methods in Education. London: Routledge/Falmer</i> (3) Creswell, J.W. (2014). <i>Research Design: Qualitative, quantitative, and mixed-methods approaches. London: SAGE Publications Ltd., D., Jacobs, L. C., & Sorensen, C. K. (2010). Introduction to Research in Education. Boston: Cengage.</i> Materi: Learning Mode: Offline, Methods: Lecturing, Discussion, Case-based Pustaka: (3) Best, J.W. and Kahn, J.V. (2016). <i>Research in Education. New York: Pearson Education.</i> (4) Denzin, N.K. and Lincoln, Y.S. (2017). <i>The SAGE Handbook of Qualitative Research. Thousand</i> Materi: Research problems and hypotheses in educational research Pustaka: (1) Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education.. Boston: Cengage.</i> (2) Cohen, L., Manion, L., & Morrison, K. (2007). <i>Research Methods in Education. London: Routledge/Falmer</i> (3) Creswell, J.W. (2014). <i>Research Design: Qualitative, quantitative, and mixed-methods approaches. London: SAGE Publications Ltd., D., Jacobs, L. C., & Sorensen, C. K. (2010). Introduction to Research in Education. Boston: Cengage.</i>	1%
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4	Understanding Research Assumptions and Hypotheses in Educational Research	1.To define a hypothesis 2.To explain the function of a hypothesis 3.To distinguish alternative hypothesis from null ones	Kriteria: 90 -100 = Excellent, 80 -89 = Good, 70 -79= Fairly Good, 60 -69= Fair, 0-59 = Poor Bentuk Penilaian : Aktifitas Partisipatif	Discussion and Presentation	-	Materi: Learning Mode: Offline, Methods: Lecturing, Discussion, Case-based Pustaka: (1) Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education.. Boston: Cengage.</i> (2) Cohen, L., Manion, L., & Morrison, K. (2007). <i>Research Methods in Education. London: Routledge/Falmer</i> (3) Creswell, J.W. (2014). <i>Research Design: Qualitative, quantitative, and mixed-methods approaches.</i> London: SAGE Publications Ltd., D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education. Boston: Cengage.</i> Materi: Learning Mode: Offline, Methods: Lecturing, Discussion, Case-based Pustaka: (3) Best, J.W. and Kahn, J.V. (2016). <i>Research in Education. New York: Pearson Education.</i> (4) Denzin, N.K. and Lincoln, Y.S. (2017). <i>The SAGE Handbook of Qualitative Research. Thousand</i> Materi: Research Assumptions and Hypotheses in Educational Research Pustaka: (3) Bielska, J. 2011. <i>The Experimental Method in Action Research.</i> Katowice: Wydawnictwo Uniwersytetu Aliskiego.	1%
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5	Project 1: Understanding research instruments	1.Explaining questionnaire as research instrument 2.Explaining Semi Structured interview as research instrument	Kriteria: 90 -100 = Excellent, 80 -89 = Good, 70 -79= Fairly Good, 60 -69= Fair, 0-59 = Poor Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Project and presentation	-	Materi: mencoba Pustaka: (1) Ary, <i>D., Jacobs, L. C., & Sorensen, C. K. (2010). Introduction to Research in Education.. Boston: Cengage. (2) Cohen, L., Manion, L., & Morrison, K. (2007). Research Methods in Education. London: Routledge/Falmer (3) Creswell, J.W. (2014). Research Design: Qualitative, quantitative, and mixed-methods approaches. London: SAGE Publications Ltd., D., Jacobs, L. C., & Sorensen, C. K. (2010). Introduction to Research in Education. Boston: Cengage.</i> Materi: Project 1: Understanding research instruments Pustaka: (1) Ary, <i>D., Jacobs, L. C., & Sorensen, C. K. (2010). Introduction to Research in Education.. Boston: Cengage. (2) Cohen, L., Manion, L., & Morrison, K. (2007). Research Methods in Education. London: Routledge/Falmer (3) Creswell, J.W. (2014). Research Design: Qualitative, quantitative, and mixed-methods approaches. London: SAGE Publications Ltd., D., Jacobs, L. C., & Sorensen, C. K. (2010). Introduction to Research in Education. Boston: Cengage.</i>	27%
6	Understanding Literature Review in Educational Research	Explaining Literature Review in Educational Research	Kriteria: 90 -100 = Excellent, 80 -89 = Good, 70 -79= Fairly Good, 60 -69= Fair, 0-59 = Poor Bentuk Penilaian : Aktifitas Partisipasif	Discussion and Presentation	-	Materi: Prinsip- prinsip dasar penelitian ELT, Komponen proposal penelitian ELT, Teknik merumuskan masalah penelitian, Metodologi penelitian dalam ELT, Etika penelitian Pustaka: <i>Handbook Perkuliahan</i> Materi: 1. Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). Introduction to Research in Education. Boston: Cengage. 2. Cohen, L., Manion, L., & Morrison, K. (2007). Research Methods in Education. London: Routledge/Falmer 3. Creswell, J.W. (2014). Research Design: Qualitative, quantitative, and mixed-methods approaches. London: SAGE Publications Ltd. 4. Brown, J.D. (2014). Mixed Methods Research for TESOL. Edinburgh: Edinburgh University Press Ltd Pustaka:	1%
7	Understanding Experimental as research methodologies	90 -100 = Excellent, 80 -89 = Good, 70 -79= Fairly Good, 60 -69= Fair, 0-59 = Poor	Kriteria: Explaining Experimental as research methodologies Bentuk Penilaian : Aktifitas Partisipasif	Discussion and Presentation	-	Materi: Komponen proposal penelitian ELT, Teknik merumuskan masalah penelitian, Metodologi penelitian kualitatif/kuantitatif untuk ELT, Sistematisa penulisan proposal Pustaka: <i>Handbook Perkuliahan</i>	1%

8	Project 2: Membuat poster penelitian	Membuat poster dari hasil review artikel ilmiah dan menentukan bagian-bagian penting penelitian yaitu Judul, previous studies, research gap, research questions, significance, methods, instruments, data collection technique, data analysis.	Kriteria: 1.90 -100 = Excellent, 80 -89 = Good, 70 -79= Fairly Good, 60 -69= Fair, 0-59 = Poor 2. Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Take Home Exam		Materi: contoh proposal penelitian Pustaka: Materi: contoh proposal penelitian Pustaka: Materi: contoh proposal penelitian Pustaka: Materi: Semua materi yang telah di bahas Pustaka: (1) Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education</i> . Boston: Cengage. (2) Cohen, L., Manion, L., & Morrison, K. (2007). <i>Research Methods in Education</i> . London: Routledge/Falmer (3) Creswell, J.W. (2014). <i>Research Design: Qualitative, quantitative, and mixed-methods approaches</i> . London: SAGE Publications Ltd., D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education</i> . Boston: Cengage.	30%
9	Understanding Ex post facto as research methodologies	Explaining Ex post facto as research methodologies	Kriteria: Explaining Ex post facto as research methodologies Bentuk Penilaian : Aktifitas Partisipatif	Discussion and Presentation	-	Materi: Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education</i> . Boston: Cengage Pustaka:	1%
10	Understanding Correlational studies as a research methodology	1. To explain the purpose of correlational studies 2. To distinguish the strength and the direction of correlation 3. To explain how to draw the sample	Kriteria: 1.90 -100 = Excellent, 80 -89 = Good, 70 -79= Fairly Good, 60 -69= Fair, 0-59 = Poor 2. Bentuk Penilaian : Aktifitas Partisipatif	Discussion and Presentation	-	Materi: mencoba mengisi materi di daftar pustaka dan bisa tersimpan Pustaka: (3) Best, J.W. and Kahn, J.V. (2016). <i>Research in Education</i> . New York: Pearson Education. (4) Denzin, N.K. and Lincoln, Y.S. (2017). <i>The SAGE Handbook of Qualitative Research</i> . Thousand	1%
11	Understanding Surveys as a research methodology	90 -100 = Excellent, 80 -89 = Good, 70 -79= Fairly Good, 60 -69= Fair, 0-59 = Poor	Kriteria: To explain Surveys as a research methodology Bentuk Penilaian : Aktifitas Partisipatif	Discussion and Presentation	-	Materi: Surveys as a research methodology Pustaka: (1) Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education</i> . Boston: Cengage. (2) Cohen, L., Manion, L., & Morrison, K. (2007). <i>Research Methods in Education</i> . London: Routledge/Falmer (3) Creswell, J.W. (2014). <i>Research Design: Qualitative, quantitative, and mixed-methods approaches</i> . London: SAGE Publications Ltd., D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education</i> . Boston: Cengage.	1%

12	Understanding Basic Interpretive Research as a research methodology	1. 2.Explaining Basic Interpretive Research as a research methodology	Kriteria: 90 -100 = Excellent, 80 -89 = Good, 70 -79= Fairly Good, 60 -69= Fair, 0-59 = Poor Bentuk Penilaian : Aktifitas Partisipatif	Discussion and Presentation	-	Materi: Interpretative research Pustaka: (1) Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education.. Boston: Cengage.</i> (2) Cohen, L., Manion, L., & Morrison, K. (2007). <i>Research Methods in Education. London: Routledge/Falmer</i> (3) Creswell, J.W. (2014). <i>Research Design: Qualitative, quantitative, and mixed-methods approaches. London: SAGE Publications Ltd., D., Jacobs, L. C., & Sorensen, C. K. (2010). Introduction to Research in Education. Boston: Cengage.</i>	1%
13	Understanding Case Studies as a research methodology	1. To explain the purposes of case studies 2. To explain the characteristics of case studies 3. To distinguish different types of case studies	Kriteria: 90 -100 = Excellent, 80 -89 = Good, 70 -79= Fairly Good, 60 -69= Fair, 0-59 = Poor Bentuk Penilaian : Aktifitas Partisipatif	Discussion and Presentation		Materi: Case studies Pustaka: (1) Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education.. Boston: Cengage.</i> (2) Cohen, L., Manion, L., & Morrison, K. (2007). <i>Research Methods in Education. London: Routledge/Falmer</i> (3) Creswell, J.W. (2014). <i>Research Design: Qualitative, quantitative, and mixed-methods approaches. London: SAGE Publications Ltd., D., Jacobs, L. C., & Sorensen, C. K. (2010). Introduction to Research in Education. Boston: Cengage.</i> Materi: contoh proposal penelitian Pustaka:	1%

14	Understanding Research and Development (R&D) as a research methodology	1. To explain the purposes of Research and Development (R&D) 2. To explain the characteristics of Research and Development (R&D) 3. To distinguish different types of Research and Development (R&D)	Kriteria: 90 -100 = Excellent, 80 -89 = Good, 70 -79= Fairly Good, 60 -69= Fair, 0-59 = Poor Bentuk Penilaian : Aktifitas Partisipatif	Discussion and Presentation	-	Materi: Surveys as a research methodology Pustaka: (1) Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education..</i> Boston: Cengage. (2) Cohen, L., Manion, L., & Morrison, K. (2007). <i>Research Methods in Education.</i> London: Routledge/Falmer (3) Creswell, J.W. (2014). <i>Research Design: Qualitative, quantitative, and mixed-methods approaches.</i> London: SAGE Publications Ltd., D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education.</i> Boston: Cengage. Materi: Surveys as a research methodology Pustaka: (1) Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education..</i> Boston: Cengage. (2) Cohen, L., Manion, L., & Morrison, K. (2007). <i>Research Methods in Education.</i> London: Routledge/Falmer (3) Creswell, J.W. (2014). <i>Research Design: Qualitative, quantitative, and mixed-methods approaches.</i> London: SAGE Publications Ltd., D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education.</i> Boston: Cengage. Materi: Research and Development (R&D) as a research methodology Pustaka: (1) Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education..</i> Boston: Cengage. (2) Cohen, L., Manion, L., & Morrison, K. (2007). <i>Research Methods in Education.</i> London: Routledge/Falmer (3) Creswell, J.W. (2014). <i>Research Design: Qualitative, quantitative, and mixed-methods approaches.</i> London: SAGE Publications Ltd., D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education.</i> Boston: Cengage.	1%
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15	Understanding Action research as a research methodology	Explaining Action research as a research methodology	Kriteria: 90 -100 = Excellent, 80 -89 = Good, 70 -79= Fairly Good, 60 -69= Fair, 0-59 = Poor Bentuk Penilaian : Aktifitas Partisipatif	Discussion and Presentation	-	Materi: Action research as a research methodology Pustaka: (3) Best, J.W. and Kahn, J.V. (2016). <i>Research in Education</i> . New York: Pearson Education. (4) Denzin, N.K. and Lincoln, Y.S. (2017). <i>The SAGE Handbook of Qualitative Research</i> . Thousand Materi: Action research as a research methodology Pustaka: (1) Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education</i> . Boston: Cengage. (2) Cohen, L., Manion, L., & Morrison, K. (2007). <i>Research Methods in Education</i> . London: Routledge/Falmer (3) Creswell, J.W. (2014). <i>Research Design: Qualitative, quantitative, and mixed-methods approaches</i> . London: SAGE Publications Ltd., D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education</i> . Boston: Cengage. Materi: Action research as a research methodology Pustaka: (1) Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education</i> . Boston: Cengage. (2) Cohen, L., Manion, L., & Morrison, K. (2007). <i>Research Methods in Education</i> . London: Routledge/Falmer (3) Creswell, J.W. (2014). <i>Research Design: Qualitative, quantitative, and mixed-methods approaches</i> . London: SAGE Publications Ltd., D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education</i> . Boston: Cengage. Materi: Action research as a research methodology Pustaka: (1) Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education</i> . Boston: Cengage. (2) Cohen, L., Manion, L., & Morrison, K. (2007). <i>Research Methods in Education</i> . London: Routledge/Falmer (3) Creswell, J.W. (2014). <i>Research Design: Qualitative, quantitative, and mixed-methods approaches</i> . London: SAGE Publications Ltd., D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education</i> . Boston: Cengage.	1%
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16	Developing Research Proposal (Final Examination/ project)	To Develop research proposal containing introduction, Research Questions, Research Design, Research Subject, Instruments, Data Collection Technique, Data Analysis.	Kriteria: 90 -100 = Excellent, 80 -89 = Good, 70 -79= Fairly Good, 60 -69= Fair, 0-59 = Poor Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Project 3: Take Home Exam	-	Materi: developing research proposal Pustaka: (1) Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education</i> . Boston: Cengage. (2) Cohen, L., Manion, L., & Morrison, K. (2007). <i>Research Methods in Education</i> . London: Routledge/Falmer (3) Creswell, J.W. (2014). <i>Research Design: Qualitative, quantitative, and mixed-methods approaches</i> . London: SAGE Publications Ltd., D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education</i> . Boston: Cengage. Materi: Semua materi Pustaka: (1) Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education</i> . Boston: Cengage. (2) Cohen, L., Manion, L., & Morrison, K. (2007). <i>Research Methods in Education</i> . London: Routledge/Falmer (3) Creswell, J.W. (2014). <i>Research Design: Qualitative, quantitative, and mixed-methods approaches</i> . London: SAGE Publications Ltd., D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education</i> . Boston: Cengage.	30%
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Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	13%
2.	Penilaian Hasil Project / Penilaian Produk	87%
		100%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris						Kode Dokumen
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan
School Curriculum for 21st Century		8820302334	Mata Kuliah Wajib Program Studi		T=2	P=0	ECTS=3.18	2 28 Januari 2026
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi		
		Dr. Ririn pusparini, M.Pd		Esti Kurniasih, S.Pd., M.Pd		HIMMAWAN ADI NUGROHO		
Model Pembelajaran	Case Study							
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK							
	1. Sikap							
	Capaian Pembelajaran Mata Kuliah (CPMK)							
	1. Understand the concepts of the principle of curriculum, as well as the history and development of the English curriculum from national and global perspectives.							
	2. Arrange, carry out and analyze needs, situations, goals and course design appropriately.							
	3. Apply critical thinking and analytical skills in solving problems related to the implementation of the English curriculum in Indonesia.							
	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)							
	Sub-CPMK1	Explain the goal and purpose of curriculum development						
	Sub-CPMK2	Explain the Origins of Language Curriculum Development						
	Sub-CPMK3	Explain from Syllabus Design to Curriculum Development						
	Sub-CPMK4	Apply need analysis for a particular case						
	Sub-CPMK5	Apply situation analysis for a particular case						
	Sub-CPMK6	Analyze learning goals and learning outcomes						
	Sub-CPMK7	Analyze learning goals and learning outcomes						
	Sub-CPMK8	Solve a problem dealing with the notion of curriculum development						
	Sub-CPMK9	Analyze the basic competences of 2013 curriculum						
	Sub-CPMK10	Analyze the indicators of receptive and productive skills						
	Sub-CPMK11	Analyze the kinds of texts						
	Sub-CPMK12	Analyze the development of the recent curriculum in Indonesia (Kurmer)						
	Sub-CPMK13	Analyze the curriculum structure and Pancasila student profile						
	Sub-CPMK14	Analyze the learning outcomes (capaian pembelajaran/CP)						
	Sub-CPMK15	Analyze the Cambridge curriculum						
	Sub-CPMK16	Solve a problem related to the Kurmer application						
Deskripsi Singkat MK	This subject introduces the definition, the notion, the concepts and aspects of a curriculum. This course also explains and analyses the kinds of curriculum, the historical background of curriculum development, the principles of curriculum development, and the government policy of recent curriculum (emancipated curriculum). Then, the curriculum is analyzed based on kinds of syllabuses, the indicators of receptive and productive skills, kinds of texts, learning outcomes, and deep learning approach. The teaching and learning activity is conducted through discussion, case study, and presentation in group.							
Pustaka	Utama :							
	1. 1. Depdiknas. (2013). Kurikulum 2013: Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas 2. 2. Keputusan Menteri Pendidikan Dan Kebudayaanrepublik Indonesia Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus 3. 3. Panduan Pembelajaran Asesmen. Pendidikan Anak Usia Dini , Pendidikan Dasar dan Pendidikan Menengah. 2022. Badan Standar, Kurikulum, dan Asesmen pendidikan. Kementerian Pendidikan, kebudayaan, Riset, dan Teknologi RI 4. 4. Jack C. Richard. (2001). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press. 5. 5. Capaian Pembelajaran Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka. 2024 6. 6. Kementerian Dasar dan Menengah republik Indonesia. (2025) . Pembelajaran Mendalam							
	Pendukung :							
		1. 7. https://www.literacyideas.com/different-text-types . Accessed on September 2020.						
Dosen Pengampu	ARIK SUSANTI Dr. Arik Susanti, S.Pd., M.Pd. Dr. Arik Susanti, S.Pd., M.Pd.							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1	Explain the goal and purpose of curriculum development	1.1. Being able to explain the goal of curriculum development 2.2. Being able to explain the purpose of curriculum development	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif	Discussing about the importance of curriculum 2x50	Reading the material	Materi: The goal of curriculum development Pustaka: 4. Jack C. Richard. (2001). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press.	2%	
2	Explain the Origins of Language Curriculum Development	Being able to explain the Origins of Language Curriculum Development	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif	1. Presenting the result of summarizing 2. Asking and questioning about their presentation 3. Giving reinforcement about the materials 2x50	1. Reading the materials 2. Summarizing the Origins of Language Curriculum Development	Materi: the Origins of Language Curriculum Development Pustaka: 4. Jack C. Richard. (2001). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press.	2%	
3	Explain from Syllabus Design to Curriculum Development	Being able to explain from Syllabus Design to Curriculum Development	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif	1. Presenting the result of summarizing 2. Asking and questioning about their presentation 3. Giving reinforcement about the materials. 2x50	1. Reading the materials 2. Summarizing the materials	Materi: from Syllabus Design to Curriculum Development Pustaka: 4. Jack C. Richard. (2001). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press.	2%	
4	Apply need analysis for a particular case	1.1. Being able to explain the importance of need analysis 2.2. Being able to analyze the case 3.3. Being able to arrange need analysis for a particular case	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif	1. Presenting the result of summarizing 2. Asking and questioning about their presentation 3. Giving reinforcement about the materials. 2x50	1. Reading the materials 2. Summarizing the materials	Materi: Apply need analysis for a particular case Pustaka: 4. Jack C. Richard. (2001). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press. Materi: need analysis Pustaka: 4. Jack C. Richard. (2001). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press.	2%	

5	Apply situation analysis for a particular case	1.1. Being able to explain the importance of situation analysis. 2.2. Being able to analyze the case 3.3. Being able to arrange situation analysis for a particular case	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif	1. Presenting the result of summarizing 2. Asking and questioning about their presentation 3. Giving reinforcement about the materials. 2x50	1. Reading the materials 2. Summarizing the materials	Materi: situation analysis Pustaka: 4. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press.	2%
6	Analyze learning goals and learning outcomes	1.1. Being able to explain the importance of learning goals and outcomes, 2.2. Being able to analyze the case 3.3. Being able to arrange learning goals and learning outcomes for a particular case	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif	1. Presenting the result of summarizing 2. Asking and questioning about their presentation 3. Giving reinforcement about the materials. 2x50	1. Reading the materials 2. Summarizing the materials	Materi: situation analysis Pustaka: 4. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press. Materi: learning goals and learning outcomes Pustaka: 4. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press.	2%
7	Analyze learning goals and learning outcomes	1.1. Being able to explain the importance of Course Planning and Syllabus Design, 2.2. Being able to analyze the case 3.3. Being able to arrange Course Planning and Syllabus Design for a particular case	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif	1. Presenting the result of summarizing 2. Asking and questioning about their presentation 3. Giving reinforcement about the materials. 2x50	1. Reading the materials 2. Summarizing the materials	Materi: Course Planning and Syllabus Design Pustaka: 4. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press.	13%
8	Solve a problem dealing with the notion of curriculum development	Being able to solve a problem dealing with the notion of curriculum development	Kriteria: The highest score is for the appropriate answers to solve a problem: Content, Organization, Vocabulary, language Use Bentuk Penilaian : Tes	Case Study 2x50	-	Materi: Case analysis Pustaka: 4. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press.	25%
9	Analyze the basic competences of 2013 curriculum	1.1. Being able to explain the basic competences of 2013 curriculum 2.2. Being able to classify the basic competences of 2013 curriculum	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif	1. Presenting the result of summarizing 2. Asking and questioning 2x50	1. Reading the materials 2. Summarizing the materials	Materi: the basic competences of 2013 curriculum Pustaka: 1. Depdiknas. (2013). <i>Kurikulum 2013: Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS</i> . Jakarta: Depdiknas	2%
10	Analyze the indicators of receptive and productive skills	1.1. Being able to identify the indicators of receptive and productive skills 2.2. Being able to classify indicators of receptive and productive skills	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif	1. Presenting the result of summarizing 2. Asking and questioning about their presentation 3. Giving reinforcement about the materials. 2x50	1. Reading the materials 2. Summarizing the materials	Materi: the indicators of receptive and productive skills Pustaka: 1. Depdiknas. (2013). <i>Kurikulum 2013: Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS</i> . Jakarta: Depdiknas	2%
11	Analyze the kinds of texts	1.1. Being able to identify the kinds of texts 2.2. Being able to classify the kinds of texts	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif	1. Presenting the result of summarizing 2. Asking and questioning about their presentation 3. Giving reinforcement about the materials. 2x50	1. Reading the materials 2. Summarizing the materials	Materi: Kinds of texts Pustaka: 7. https://www.literacyideas.com/... Accessed on September 2020.	2%
12	Analyze the development of the recent curriculum in Indonesia (Kurmer)	1.1. Being able to identify the curriculum development 2.2. Being able to compare the recent curriculum with the previous ones	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif	Discussing the materials. 2x50	1. Reading the materials 2. Summarizing the materials	Materi: Kurikulum dalam kondisi khusus Pustaka: 2. Keputusan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus Materi: Overview Kurmer Pustaka: 3. Panduan Pembelajaran Asesmen. Pendidikan Anak Usia Dini, Pendidikan Dasar dan Pendidikan Menengah. 2022. Badan Standar, Kurikulum, dan Asesmen pendidikan. Kementerian Pendidikan, kebudayaan, Riset, dan Teknologi RI	2%
13	Analyze the curriculum structure and Pancasila student profile	1.1. Being able to identify the curriculum structure and Pancasila student profile 2.2. Being able to analyze the curriculum structure and Pancasila student profile	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif	Discussing the materials. 2x50	1. Reading the materials 2. Summarizing the materials	Materi: Kurikulum dalam kondisi khusus Pustaka: 2. Keputusan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus Materi: Overview Kurmer Pustaka: 3. Panduan Pembelajaran Asesmen. Pendidikan Anak Usia Dini, Pendidikan Dasar dan Pendidikan Menengah. 2022. Badan Standar, Kurikulum, dan Asesmen pendidikan. Kementerian Pendidikan, kebudayaan, Riset, dan Teknologi RI	2%

14	Analyze the learning outcomes (capaian pembelajaran/CP)	1.1. Being able to identify the learning outcomes (capaian pembelajaran/CP) 2.2. Being able to classify the learning outcomes (capaian pembelajaran/CP)	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif	Discussing the materials. 2x50	1. Reading the materials 2. Summarizing the materials	Materi: Kurikulum dalam kondisi khusus Pustaka: 2. Keputusan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus Materi: Overview Kurmer Pustaka: 3. Panduan Pembelajaran Asesmen. Pendidikan Anak Usia Dini, Pendidikan Dasar dan Pendidikan Menengah. 2022. Badan Standar, Kurikulum, dan Asesmen pendidikan. Kementerian Pendidikan, kebudayaan, Riset, dan Teknologi RI Materi: Capaian Pembelajaran (CP) Pustaka: 5. Capaian Pembelajaran Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka. 2024	2%
15	Analyze the Cambridge curriculum	1.1. Being able to identify the structure of the Cambridge curriculum 2.2. Being able to classify the Cambridge curriculum	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	1. Being able to explain the approach of deep learning 2. Being able to apply the deep learning approach on teaching and learning process 3. Being able to analyze the deep learning approach on teaching and learning process 2x50	1. Reading the materials 2. Summarizing the materials	Materi: Pembelajaran Mendalam Pustaka: 6. Kementerian Dasar dan Menengah Republik Indonesia. (2025). Pembelajaran Mendalam	13%
16	Solve a problem related to the Kurmer application	Being able to solve a problem dealing with the application of Kurmer	Kriteria: The highest score is for the appropriate response to provided cases. Bentuk Penilaian : Aktifitas Partisipatif, Tes	Case study 2x50	-	Materi: Kurikulum dalam kondisi khusus Pustaka: 2. Keputusan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus Materi: Kurmer Pustaka: 3. Panduan Pembelajaran Asesmen. Pendidikan Anak Usia Dini, Pendidikan Dasar dan Pendidikan Menengah. 2022. Badan Standar, Kurikulum, dan Asesmen pendidikan. Kementerian Pendidikan, kebudayaan, Riset, dan Teknologi RI Materi: Capaian Pembelajaran Pustaka: 5. Capaian Pembelajaran Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka. 2024 Materi: Kinds of Texts Pustaka: 7. https://www.literacyideas.com/ Accessed on September 2020.	25%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	56%
2.	Penilaian Portofolio	6.5%
3.	Tes	37.5%
		100%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
Second language Acquisition		8820302261	Mata Kuliah Wajib Program Studi	T=2	P=0	ECTS=3.18	3	21 Agustus 2026
OTORISASI		Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
				Lies Amin Lestari			HIMMAWAN ADI NUGROHO	
Model Pembelajaran	Case Study							
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK							
	1. Sikap							
	2. Keterampilan Umum							
	3. Keterampilan Khusus							
	4. Pengetahuan							
	Capaian Pembelajaran Mata Kuliah (CPMK)							
	1. Develop reflective and collaborative practices to enhance understanding of second language acquisition theories and their application in real-world contexts							
	2. Demonstrate the ability to communicate effectively, both orally and in writing, using appropriate terminology and concepts of second language acquisition, meeting CEFR B2 standards							
	3. Critically analyze second language acquisition processes and their relevance to national and global perspectives on English language education							
	4. Apply foundational and contemporary concepts of applied linguistics to evaluate and design effective English language teaching strategies based on second language acquisition principles							
	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)							
	Sub-CPMK1	To describe and explain the concepts and theoretical models of L2 acquisition						
	Sub-CPMK2	To differentiate error and mistakes and comprehend variability in learners' language and developmental pattern						
	Sub-CPMK3	To differentiate error and mistakes and comprehend variability in learners' language and developmental pattern						
	Sub-CPMK4	To explain how an L2 is acquired from the point of view of mentalist and behaviourist						
	Sub-CPMK5	To explain how social identity influences L2 acquisition						
	Sub-CPMK6	To explain how social identity influences L2 acquisition						
	Sub-CPMK7	L2 learning conciousness						
	Sub-CPMK8	L2 learning conciousness						
	Sub-CPMK9	SLA in National and Global Contexts						
Sub-CPMK10	SLA in National and Global Contexts							
Sub-CPMK11	To explain how L1 linguistic aspects affect SLA and interlanguage.							
Sub-CPMK12	To discuss how individual differences affects SLA and interlanguage							
Sub-CPMK13	To discuss the role of instruction in SLA							
Sub-CPMK14	To analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching.							
Sub-CPMK15	To analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching.							
Sub-CPMK16	Final-term test							
Deskripsi Singkat MK	This course introduces the students to the concepts and principles of how learners learn a second language. It covers the concepts in SLA, language environments, theoretical models of SLA, role of input, factors affecting SLA, interlanguage, and implications of SLA theories to L2 learning and teaching. Classroom activities will be dominated by classroom discussion, presentation, question and answer, and case studies.							
Pustaka	Utama :							
	1. SAVILLE-TROIKE, M. 2006. Introducing Second Language Acquisition. New York: Cambridge University Press. Ellis, R. Second Language Acquisition. 2003. Second Language acquisition. Oxford: Oxford Univesity Press.							
	Pendukung :							
Dosen Pengampu	LIES AMIN LESTARI Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd. Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd.							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1	To describe and explain the concepts and theoretical models of L2 acquisition	To describe the concepts of L2 acquisition To explain the theoretical model of L2 acquisition	Kriteria: L2Language used and creativity Bentuk Penilaian : Aktifitas Partisipatif	Discussion, lecture, question-answer 2 X 50		Materi: the concepts and theoretical models of L2 acquisition Pustaka: SAVILLE-TROIKE, M. 2006. Introducing Second Language Acquisition. New York: Cambridge University Press. Ellis, R. Second Language Acquisition. 2003. Second Language acquisition. Oxford: Oxford Univesity Press.	5%	
2	To differentiate error and mistakes and comprehend variability in learners' language and developmental pattern	To define error and mistake To explain Variability in L2 acquisition To exemplify developmental pattern of L2 acquisition To identify order and sequence of L2 acquisition	Kriteria: L2Language used and creativity Bentuk Penilaian : Aktifitas Partisipatif	Discussion, lecture, question-answer, assignment 2 X 50		Materi: error and mistakes Pustaka: SAVILLE-TROIKE, M. 2006. Introducing Second Language Acquisition. New York: Cambridge University Press. Ellis, R. Second Language Acquisition. 2003. Second Language acquisition. Oxford: Oxford Univesity Press.	0%	

3	To differentiate error and mistakes and comprehend variability in learners' language and developmental pattern	To define error and mistake To explain Variability in L2 acquisition To exemplify developmental pattern of L2 acquisition To identify order and sequence of L2 acquisition	Kriteria: Language used and creativity Bentuk Penilaian : Aktifitas Partisipasi	Discussion, lecture, question-answer, assignment 2 X 50		Materi: error and mistakes Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford University Press.	5%
4	To explain how an L2 is acquired from the point of view of mentalist and behaviourist	To define the meaning of interlanguage To contrast the different concept of L2 acquisition from the point of view of mentalist and behaviourist To differentiate input from intake	Kriteria: Participation, Selection and Relevance Bentuk Penilaian : Tes	Discussion, lecture, question-answer, assignment 2 X 50		Materi: the meaning of interlanguage Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford University Press.	10%
5	To explain how social identity influences L2 acquisition	To identify various style of interlanguage To analyse interlanguage students produce to identify the influence of social factors on L2 acquisition To explain the role of input and interaction in L2 acquisition To describe how output influence L2 acquisition	Kriteria: Language used and creativity Bentuk Penilaian : Aktifitas Partisipasi, Penilaian Portofolio	Discussion, lecture, question-answer, assignment 2 X 50		Materi: social identity influences L2 acquisition Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford University Press.	0%
6	To explain how social identity influences L2 acquisition	To identify various style of interlanguage To analyse interlanguage students produce to identify the influence of social factors on L2 acquisition To explain the role of input and interaction in L2 acquisition To describe how output influence L2 acquisition	Kriteria: Language used and creativity Bentuk Penilaian : Aktifitas Partisipasi	Discussion, lecture, question-answer, assignment 2 X 50		Materi: social identity influences L2 acquisition Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford University Press.	0%
7	L2 learning consciousness	To explain learner transfer rules of L1 to L2, the role of consciousness in L2 learning, and various communication strategies	Kriteria: Language used and creativity Bentuk Penilaian : Aktifitas Partisipasi	Discussion, lecture, question-answer, assignment 2 X 50		Materi: the role of consciousness in L2 learning Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford University Press.	0%
8	L2 learning consciousness	To explain learner transfer rules of L1 to L2, the role of consciousness in L2 learning, and various communication strategies	Kriteria: Creativity, innovation and language use Bentuk Penilaian : Tes	Discussion, lecture, question-answer, assignment 2 X 50		Materi: the role of consciousness in L2 learning Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford University Press.	10%

9	SLA in National and Global Contexts	Comparative analysis of language policies, group discussions	Kriteria: Creativity, innovation and language use Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio	discussion and Q&A 2 X 50		Materi: analysis of language policies Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford Univesity Press.	0%
10	SLA in National and Global Contexts	Comparative analysis of language policies, group discussions	Kriteria: Creativity, innovation and language use Bentuk Penilaian : Penilaian Portofolio	discussion and Q&A 2 X 50		Materi: Comparative analysis of language acquisition between L1 and L2 Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford Univesity Press.	10%
11	To explain how L1 linguistic aspects affect SLA and interlanguage.	To identify the differences and similarities between Indonesian and English grammatical rules To identify the differences and similarities between Indonesian and English pronunciation of some words To explaining the concept of Universal Grammar To present the concept of Critical Period hypothesis	Kriteria: LAnuage used and creativity Bentuk Penilaian : Penilaian Portofolio	Discussion, lecture, question-answer, assignment 2 X 50		Materi: L1 linguistic aspects affect SLA and interlanguage. Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford Univesity Press.	10%
12	To discuss how individual differences affects SLA and interlanguage	To observe a variety of learners's language and discuss why each of them has different achievement To explain factors which influence (1) aptitude , (2) motivation , and (3) learning strategy To justify how such factors affect language acquisition.	Kriteria: Creativity, innovation and language use Bentuk Penilaian : Aktifitas Partisipasif	Discussion, lecture, question-answer, assignment 2 X 50		Materi: individual differences affects SLA and interlanguage Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford Univesity Press.	10%
13	To discuss the role of instruction in SLA	To identify any possibilities which make learners produce interlanguage To decide the most suitable treatment in order that learners can acquire L2 efficiently To present the proposed treatmet to their peers	Kriteria: Participation, Selection and Relevance Bentuk Penilaian : Aktifitas Partisipasif	Discussion, lecture, question-answer, assignment 2 X 50		Materi: the role of instruction in SLA Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford Univesity Press.	10%
14	To analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching.	To identify any possibilities which make learners produce interlanguage To decide the most suitable treatment in order that learners can acquire L2 efficiently To present the proposed treatmet to their peers	Kriteria: LAnuage used and creativity Bentuk Penilaian : Aktifitas Partisipasif	case study 2 X 50		Materi: principles of SLA theories to L2 learning and teaching. Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford Univesity Press.	0%

15	To analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching.	To identify any possibilities which make learners produce interlanguage To decide the most suitable treatment in order that learners can acquire L2 efficiently To present the proposed treatment to their peers	Kriteria: Participation, Selection and Relevance Bentuk Penilaian : Aktifitas Partisipasi	case study 2 X 50		Materi: evaluate critically how L2 is acquired Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford University Press.	10%
16	Final-term test	Able to answer question on SLA and ELT	Kriteria: Language used and creativity Bentuk Penilaian : Praktik / Unjuk Kerja	presenting solution on the problem faced by a certain group of students	luring	Materi: Assessing Students' SLA understanding Pustaka: SAVILLE-TROIKE, M. 2006. <i>Introducing Second Language Acquisition</i> . New York: Cambridge University Press. Ellis, R. <i>Second Language Acquisition</i> . 2003. <i>Second Language acquisition</i> . Oxford: Oxford University Press.	20%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasi	40%
2.	Penilaian Portofolio	20%
3.	Praktik / Unjuk Kerja	20%
4.	Tes	20%
		100%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan
Syllabus Design		8820303262	Mata Kuliah Wajib Program Studi		T=2	P=0	ECTS=3.18	3 28 Agustus 2023
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi		
		Dr. Ririn Pusparini, M.Pd		Esti Kurniasih, M.Pd		HIMMAWAN ADI NUGROHO		
Model Pembelajaran	Project Based Learning							
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK							
	1. Sikap							
	CPL 1.A	Mewujudkan karakter "Beriman, Cerdas, Mandiri, Jujur, Peduli dan Tangguh" serta disiplin.						
	2. Keterampilan Umum							
	CPL 2.A	Menerapkan pemikiran kritis dan keterampilan analitis untuk memecahkan masalah pembelajaran bahasa Inggris						
	3. Keterampilan Khusus							
	CPL 3.A	Merencanakan, melaksanakan dan mengevaluasi pembelajaran Bahasa Inggris secara efektif dan kreatif.						
	4. Pengetahuan							
	CPL 4.A	Mendemonstrasikan kompetensi lisan dan tulis yang setara dengan level B2 CEFR.						
	CPL 4.B	Menunjukkan pemahaman yang baik tentang konsep pembelajaran bahasa Inggris dari perspektif nasional dan global.						
	Capaian Pembelajaran Mata Kuliah (CPMK)							
	1. Understand the principles of designing a lesson plan based on "Kurmer"							
	2. Analyze a lesson plan based on "Kurmer"							
	3. Formulate learning objectives based on the students' level and characteristics							
	4. Develop a lesson plan with appropriate learning methods and models, materials, media, assessment, the student's level and characteristics							
	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)							
	Sub-CPMK1	Explain the principles of designing a lesson plan based on the "Kurmer"						
	Sub-CPMK2	Explain the components of a lesson plan						
	Sub-CPMK3	Analyze the lesson plan						
	Sub-CPMK4	Analyze the learning outcomes (Capaian Pembelajaran/CP)						
	Sub-CPMK5	Formulate learning objectives from the learning outcomes (Capaian Pembelajaran/CP)						
	Sub-CPMK6	Formulate learning objectives based on ATP (Alur Tujuan Pembelajaran)						
	Sub-CPMK7	Develop a lesson plan for junior high school students with appropriate learning methods and models, materials, media, and assessment						
	Sub-CPMK8	TDevelop a lesson plan for junior high school students with appropriate learning methods and models, materials, media, and assessment						
	Sub-CPMK9	Develop a lesson plan for junior high school students with appropriate learning methods and models, materials, media, and assessment						
	Sub-CPMK10	Develop a lesson plan for junior high school students with appropriate learning methods and models, materials, media, and assessment						
	Sub-CPMK11	Develop a lesson plan for junior high school students with appropriate learning methods and models, materials, media, and assessment						
Sub-CPMK12	Develop a lesson plan for junior high school students with appropriate learning methods and models, materials, media, and assessment							
Sub-CPMK13	Develop a lesson plan for senior high school students with appropriate learning methods and models, materials, media, and assessment							
Sub-CPMK14	Develop a lesson plan for senior high school students with appropriate learning methods and models, materials, media, and assessment							
Sub-CPMK15	Develop a lesson plan for senior high school students with appropriate learning methods and models, materials, media, and assessment							
Sub-CPMK16	Develop a lesson plan for senior high school students with appropriate learning methods and models, materials, media, and assessment							
Deskripsi Singkat MK	This subject aims to be able to design a lesson plan, starting from analyzing learning outcomes (capaian pembelajaran), formulating learning objectives, applying the appropriate method/technique and media, developing teaching and learning process, to administering the assessment/evaluation. The lesson plan is designed based on the recent curriculum (Freedom Curriculum) for an English education study program for various purposes. All teaching-learning activities are conducted through lecturing, discussion, project, and individual consultation.							
Pustaka	Utama :							
	1. Capaian Pembelajaran Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka. 2024 2. Bloom taxonomy 3. Panduan Pengembangan kurikulum operasional di satuan sekolah, 2021 4. Kebijakan Kurikulum Merdeka. 2021 5. Capaian Pembelajaran Revisi 2022							
	Pendukung :							
	1. Nation, I.S.P and Macalister, John. 2010. Language Curriculum Design. N.Y: Routledge 2. Contoh-contoh MA							
Dosen Pengampu	ESTI KURNIASIH ARIK SUSANTI Dr. Arik Susanti, S.Pd., M.Pd. Dr. Arik Susanti, S.Pd., M.Pd. Esti Kurniasih, S.Pd., M.Pd. Esti Kurniasih, S.Pd., M.Pd.							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1	Explain the principles of designing a lesson plan based on the "Kurmer"	Being able to explain the principles of designing a lesson plan based on the "Kurmer"	Kriteria: The highest score is for the appropriate response to a question Bentuk Penilaian : Aktifitas Partisipatif	Lecturing, discussion, question and answer 2 X 50	- -	Materi: Designing a lesson plan Pustaka: Nation, I.S.P and Macalister, John. 2010. Language Curriculum Design. N.Y: Routledge Materi: The notion of Kurmer Pustaka: Panduan Pengembangan kurikulum operasional di satuan sekolah, 2021 Materi: The notion of Kurmer Pustaka: Kebijakan Kurikulum Merdeka. 2021	1%	

2	Explain the components of a lesson plan	1. Being able to identify the cognitive levels 2. Being able to apply the cognitive levels for language components and skills 3. Being able to identify the components of a lesson plan 4. Being able to apply the principles of designing a lesson plan based on Kurmer	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif	Lecturing, discussion, question and answer 2 X 50	- -	Materi: The notion of Kurmer Pustaka: <i>Panduan Pengembangan kurikulum operasional di satuan sekolah, 2021</i> Materi: The components of a lesson plan Pustaka: <i>Kebijakan Kurikulum Merdeka, 2021</i> Materi: cognitive levels Pustaka: <i>Bloom taxonomy</i>	1%
3	Analyze the lesson plan	Being able to provide feedback to particular lesson plan.	Kriteria: The highest score is for the appropriate feedback to particular lesson plan. Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio, Praktik / Unjuk Kerja	Lecturing, discussion, question and answer 2 X 50	- -	Materi: The notion of Kurmer Pustaka: <i>Panduan Pengembangan kurikulum operasional di satuan sekolah, 2021</i> Materi: Contoh MA Pustaka: <i>Contoh-contoh MA</i>	1%
4	Analyze the learning outcomes (Capaian Pembelajaran/CP)	1. Being able to identify the learning outcomes (Capaian Pembelajaran/CP) 2.. Being able to classify the learning outcomes (Capaian Pembelajaran/CP)	Kriteria: The highest score is for the appropriate classification of the learning outcomes (Capaian Pembelajaran/CP) Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	Lecturing, discussion, question and answer, presentation 2 X 50	-	Materi: Cognitive levels Pustaka: <i>Bloom taxonomy</i> Materi: Penyusunan pembelajaran berdasarkan CP setiap level sekolah Pustaka: <i>Capaian Pembelajaran Revisi 2022</i> Materi: CP revisi Pustaka: <i>Capaian Pembelajaran Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka, 2024</i>	22%
5	Formulate learning objectives from the learning outcomes (Capaian Pembelajaran/CP)	Being able to formulate learning objectives from the learning outcomes (Capaian Pembelajaran/CP)	Kriteria: The highest score is for the appropriate learning objectives from the learning outcomes (Capaian Pembelajaran/CP) Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Lecturing, discussion, question and answer, presentation 2 X 50	-	Materi: Kurmer Pustaka: <i>SK Kemendikbud tentang "Freedom curriculum"</i> Materi: Cognitive levels Pustaka: <i>Bloom taxonomy</i> Materi: Pengorganisasian dan perencanaan pembelajaran satuan pendidikan Pustaka: <i>Panduan Pengembangan kurikulum operasional di satuan sekolah, 2021</i> Materi: Implementasi Kurmer di sekolah Pustaka: <i>Kebijakan Kurikulum Merdeka, 2021</i> Materi: Penyusunan pembelajaran berdasarkan CP setiap level sekolah Pustaka: <i>Capaian Pembelajaran Revisi 2022</i> Materi: Analisis komponen-komponen pada MA Pustaka: <i>Contoh-contoh MA</i>	1%

6	Formulate learning objectives based on ATP (Alur Tujuan Pembelajaran)	Being able to formulate learning objectives based on ATP (Alur Tujuan Pembelajaran)	Kriteria: The highest score is for the appropriate learning objectives based on ATP (Alur Tujuan Pembelajaran) Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Lecturing, discussion, question and answer, presentation 2 X 50	-	Materi: Kurmer Pustaka: SK <i>Kemennristekdikti about "Freedom curriculum"</i> Materi: Cognitive levels Pustaka: Bloom <i>taxonomy</i> Materi: Pengorganisasian dan perencanaan pembelajaran satuan pendidikan Pustaka: Panduan Pengembangan kurikulum operasional di satuan sekolah, 2021 Materi: Implementasi Kurmer di sekolah Pustaka: Kebijakan Kurikulum Merdeka, 2021 Materi: Penyusunan pembelajaran berdasarkan CP setiap level sekolah Pustaka: Capaian Pembelajaran Revisi 2022 Materi: Analisis komponen-komponen pada MA Pustaka: Contoh-contoh MA	1%
7	Develop a lesson plan for junior high school students with appropriate learning methods and models, materials, media, and assessment	Being able to develop a lesson plan for junior high school students with appropriate learning methods, methods, and techniques	Kriteria: 1. Determine the appropriate Pancasila student profiles 2. Construct the learning objectives based on CP. 3. Develop the materials related to the topic based on the learning objectives. 4. Apply the method/technique/learning model that can be implemented in the teaching and learning process related to the text being taught 5. Develop the teaching media used in the teaching and learning process 6. Construct the teaching and learning process based on the learning objectives, time allotment, learning technique, and media 7. Construct the assessment based on the learning objectives. Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Lecturing, discussion, question and answer, presentation 2 X 50	-	Materi: Kurmer Pustaka: SK <i>Kemennristekdikti about "Freedom curriculum"</i> Materi: Cognitive levels Pustaka: Bloom <i>taxonomy</i> Materi: Pengorganisasian dan perencanaan pembelajaran satuan pendidikan Pustaka: Panduan Pengembangan kurikulum operasional di satuan sekolah, 2021 Materi: Implementasi Kurmer di sekolah Pustaka: Kebijakan Kurikulum Merdeka, 2021 Materi: Penyusunan pembelajaran berdasarkan CP setiap level sekolah Pustaka: Capaian Pembelajaran Revisi 2022 Materi: Analisis komponen-komponen pada MA Pustaka: Contoh-contoh MA	1%

8	Develop a lesson plan for junior high school students with appropriate learning methods and models, materials, media, and assessment	Being able to develop a lesson plan for junior high school students with appropriate learning methods, methods, and techniques	Kriteria: 1.Determine the appropriate Pancasila student profiles 2.Construct the learning objectives based on CP. 3.Develop the materials related to the topic based on the learning objectives. 4.Apply the method/technique/learning model that can be implemented in the teaching and learning process related to the text being taught 5.Develop the teaching media used in the teaching and learning process 6.Construct the teaching and learning process based on the learning objectives, time allotment, learning technique, and media 7.Construct the assessment based on the learning objectives. Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Lecturing, discussion, question and answer, presentation 2 X 50	-	Materi: Kurmer Pustaka: SK <i>Kemendikbud tentang "Freedom curriculum"</i> Materi: Cognitive levels Pustaka: Bloom <i>taxonomy</i> Materi: Pengorganisasian dan perencanaan pembelajaran satuan pendidikan Pustaka: Panduan Pengembangan kurikulum operasional di satuan sekolah, 2021 Materi: Implementasi Kurmer di sekolah Pustaka: Kebijakan Kurikulum Merdeka, 2021 Materi: Penyusunan pembelajaran berdasarkan CP setiap level sekolah Pustaka: Capaian Pembelajaran Revisi 2022 Materi: Analisis komponen-komponen pada MA Pustaka: Contoh-contoh MA	1%
9	Develop a lesson plan for junior high school students with appropriate learning methods and models, materials, media, and assessment	Being able to develop a lesson plan for junior high school students with appropriate learning media	Kriteria: 1.Determine the appropriate Pancasila student profiles 2.Construct the learning objectives based on CP. 3.Develop the materials related to the topic based on the learning objectives. 4.Apply the method/technique/learning model that can be implemented in the teaching and learning process related to the text being taught 5.Develop the teaching media used in the teaching and learning process 6.Construct the teaching and learning process based on the learning objectives, time allotment, learning technique, and media 7.Construct the assessment based on the learning objectives. Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio	Lecturing, discussion, question and answer, presentation 2 X 50	-	Materi: Kurmer Pustaka: SK <i>Kemendikbud tentang "Freedom curriculum"</i> Materi: Cognitive levels Pustaka: Bloom <i>taxonomy</i> Materi: Pengorganisasian dan perencanaan pembelajaran satuan pendidikan Pustaka: Panduan Pengembangan kurikulum operasional di satuan sekolah, 2021 Materi: Implementasi Kurmer di sekolah Pustaka: Kebijakan Kurikulum Merdeka, 2021 Materi: Penyusunan pembelajaran berdasarkan CP setiap level sekolah Pustaka: Capaian Pembelajaran Revisi 2022 Materi: Analisis komponen-komponen pada MA Pustaka: Contoh-contoh MA	30%

10	Develop a lesson plan for junior high school students with appropriate learning methods and models, materials, media, and assessment	Being able to develop a lesson plan for junior high school students with appropriate learning materials	Kriteria: 1.Determine the appropriate Pancasila student profiles 2.Construct the learning objectives based on CP. 3.Develop the materials related to the topic based on the learning objectives. 4.Apply the method/technique/learning model that can be implemented in the teaching and learning process related to the text being taught 5.Develop the teaching media used in the teaching and learning process 6.Construct the teaching and learning process based on the learning objectives, time allotment, learning technique, and media 7.Construct the assessment based on the learning objectives. Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Lecturing, discussion, question and answer, presentation 2 X 50	-	Materi: Kurmer Pustaka: SK <i>Kemendikbud tentang "Freedom curriculum"</i> Materi: Cognitive levels Pustaka: Bloom <i>taxonomy</i> Materi: Pengorganisasian dan perencanaan pembelajaran satuan pendidikan Pustaka: Panduan Pengembangan kurikulum operasional di satuan sekolah, 2021 Materi: Implementasi Kurmer di sekolah Pustaka: Kebijakan Kurikulum Merdeka, 2021 Materi: Penyusunan pembelajaran berdasarkan CP setiap level sekolah Pustaka: Capaian Pembelajaran Revisi 2022 Materi: Analisis komponen-komponen pada MA Pustaka: Contoh-contoh MA	1%
11	Develop a lesson plan for junior high school students with appropriate learning methods and models, materials, media, and assessment	Being able to develop a lesson plan for junior high school students with appropriate learning materials	Kriteria: 1.Determine the appropriate Pancasila student profiles 2.Construct the learning objectives based on CP. 3.Develop the materials related to the topic based on the learning objectives. 4.Apply the method/technique/learning model that can be implemented in the teaching and learning process related to the text being taught 5.Develop the teaching media used in the teaching and learning process 6.Construct the teaching and learning process based on the learning objectives, time allotment, learning technique, and media 7.Construct the assessment based on the learning objectives. Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Lecturing, discussion, question and answer, presentation 2 X 50	-	Materi: Kurmer Pustaka: SK <i>Kemendikbud tentang "Freedom curriculum"</i> Materi: Cognitive levels Pustaka: Bloom <i>taxonomy</i> Materi: Pengorganisasian dan perencanaan pembelajaran satuan pendidikan Pustaka: Panduan Pengembangan kurikulum operasional di satuan sekolah, 2021 Materi: Implementasi Kurmer di sekolah Pustaka: Kebijakan Kurikulum Merdeka, 2021 Materi: Penyusunan pembelajaran berdasarkan CP setiap level sekolah Pustaka: Capaian Pembelajaran Revisi 2022 Materi: Analisis komponen-komponen pada MA Pustaka: Contoh-contoh MA	1%

12	Develop a lesson plan for junior high school students with appropriate learning methods and models, materials, media, and assessment	Being able to develop a lesson plan for junior high school students with appropriate learning assessment	Kriteria: 1.Determine the appropriate Pancasila student profiles 2.Construct the learning objectives based on CP. 3.Develop the materials related to the topic based on the learning objectives. 4.Apply the method/technique/learning model that can be implemented in the teaching and learning process related to the text being taught 5.Develop the teaching media used in the teaching and learning process 6.Construct the teaching and learning process based on the learning objectives, time allotment, learning technique, and media 7.Construct the assessment based on the learning objectives. Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Lecturing, discussion, question and answer, presentation 2 X 50	-	Materi: Kurmer Pustaka: SK <i>Kemendikbud tentang "Freedom curriculum"</i> Materi: Cognitive levels Pustaka: Bloom taxonomy Materi: Pengorganisasian dan perencanaan pembelajaran satuan pendidikan Pustaka: Panduan Pengembangan kurikulum operasional di satuan sekolah, 2021 Materi: Implementasi Kurmer di sekolah Pustaka: Kebijakan Kurikulum Merdeka. 2021 Materi: Penyusunan pembelajaran berdasarkan CP setiap level sekolah Pustaka: Capaian Pembelajaran Revisi 2022 Materi: Analisis komponen-komponen pada MA Pustaka: Contoh-contoh MA	1%
13	Develop a lesson plan for senior high school students with appropriate learning methods and models, materials, media, and assessment	Being able to develop a lesson plan for senior high school students with appropriate learning methods, methods, and techniques	Kriteria: 1.Determine the appropriate Pancasila student profiles 2.Construct the learning objectives based on CP. 3.Develop the materials related to the topic based on the learning objectives. 4.Apply the method/technique/learning model that can be implemented in the teaching and learning process related to the text being taught 5.Develop the teaching media used in the teaching and learning process 6.Construct the teaching and learning process based on the learning objectives, time allotment, learning technique, and media 7.Construct the assessment based on the learning objectives. Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Lecturing, discussion, question and answer, presentation 2 X 50	-	Materi: Kurmer Pustaka: SK <i>Kemendikbud tentang "Freedom curriculum"</i> Materi: Cognitive levels Pustaka: Bloom taxonomy Materi: Pengorganisasian dan perencanaan pembelajaran satuan pendidikan Pustaka: Panduan Pengembangan kurikulum operasional di satuan sekolah, 2021 Materi: Implementasi Kurmer di sekolah Pustaka: Kebijakan Kurikulum Merdeka. 2021 Materi: Penyusunan pembelajaran berdasarkan CP setiap level sekolah Pustaka: Capaian Pembelajaran Revisi 2022 Materi: Analisis komponen-komponen pada MA Pustaka: Contoh-contoh MA	1%

14	Develop a lesson plan for senior high school students with appropriate learning methods and models, materials, media, and assessment	Being able to develop a lesson plan for senior high school students with appropriate learning media	Kriteria: 1.Determine the appropriate Pancasila student profiles 2.Construct the learning objectives based on CP. 3.Develop the materials related to the topic based on the learning objectives. 4.Apply the method/technique/learning model that can be implemented in the teaching and learning process related to the text being taught 5.Develop the teaching media used in the teaching and learning process 6.Construct the teaching and learning process based on the learning objectives, time allotment, learning technique, and media 7.Construct the assessment based on the learning objectives. Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Lecturing, discussion, question and answer, presentation 2 X 50	-	Materi: Kurmer Pustaka: SK <i>Kemendikbud tentang "Freedom curriculum"</i> Materi: Cognitive levels Pustaka: Bloom <i>taxonomy</i> Materi: Pengorganisasian dan perencanaan pembelajaran satuan pendidikan Pustaka: <i>Panduan Pengembangan kurikulum operasional di satuan sekolah, 2021</i> Materi: Implementasi Kurmer di sekolah Pustaka: <i>Kebijakan Kurikulum Merdeka, 2021</i> Materi: Penyusunan pembelajaran berdasarkan CP setiap level sekolah Pustaka: <i>Capaian Pembelajaran Revisi 2022</i> Materi: Analisis komponen-komponen pada MA Pustaka: <i>Contoh-contoh MA</i>	1%
15	Develop a lesson plan for senior high school students with appropriate learning methods and models, materials, media, and assessment	Being able to develop a lesson plan for senior high school students with appropriate learning materials	Kriteria: 1.Determine the appropriate Pancasila student profiles 2.Construct the learning objectives based on CP. 3.Develop the materials related to the topic based on the learning objectives. 4.Apply the method/technique/learning model that can be implemented in the teaching and learning process related to the text being taught 5.Develop the teaching media used in the teaching and learning process 6.Construct the teaching and learning process based on the learning objectives, time allotment, learning technique, and media 7.Construct the assessment based on the learning objectives. Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Lecturing, discussion, question and answer, presentation 2 X 50	-	Materi: Kurmer Pustaka: SK <i>Kemendikbud tentang "Freedom curriculum"</i> Materi: Cognitive levels Pustaka: Bloom <i>taxonomy</i> Materi: Pengorganisasian dan perencanaan pembelajaran satuan pendidikan Pustaka: <i>Panduan Pengembangan kurikulum operasional di satuan sekolah, 2021</i> Materi: Implementasi Kurmer di sekolah Pustaka: <i>Kebijakan Kurikulum Merdeka, 2021</i> Materi: Penyusunan pembelajaran berdasarkan CP setiap level sekolah Pustaka: <i>Capaian Pembelajaran Revisi 2022</i> Materi: Analisis komponen-komponen pada MA Pustaka: <i>Contoh-contoh MA</i>	1%

16	Develop a lesson plan for senior high school students with appropriate learning methods and models, materials, media, and assessment	Being able to develop a lesson plan for senior high school students with appropriate learning assessment	Kriteria: 1. Determine the appropriate Pancasila student profiles 2. Construct the learning objectives based on CP. 3. Develop the materials related to the topic based on the learning objectives. 4. Apply the method/technique/learning model that can be implemented in the teaching and learning process related to the text being taught 5. Develop the teaching media used in the teaching and learning process 6. Construct the teaching and learning process based on the learning objectives, time allotment, learning technique, and media 7. Construct the assessment based on the learning objectives. Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Lecturing, discussion, question and answer, presentation 2 X 50	-	Materi: Kurmer Pustaka: SK <i>Kemendikbud tentang "Freedom curriculum"</i> ----- Materi: Cognitive levels Pustaka: Bloom <i>taxonomy</i> ----- Materi: Pengorganisasian dan perencanaan pembelajaran satuan pendidikan Pustaka: Panduan Pengembangan kurikulum operasional di satuan sekolah, 2021 ----- Materi: Implementasi Kurmer di sekolah Pustaka: Kebijakan Kurikulum Merdeka, 2021 ----- Materi: Penyusunan pembelajaran berdasarkan CP setiap level sekolah Pustaka: Capaian Pembelajaran Revisi 2022 ----- Materi: Analisis komponen-komponen pada MA Pustaka: Contoh-contoh MA	35%
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Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktivitas Partisipatif	12.66%
2.	Penilaian Hasil Project / Penilaian Produk	64.33%
3.	Penilaian Portofolio	15.33%
4.	Praktik / Unjuk Kerja	7.66%
		99.98%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolak ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan
Developing Materials for ELT		8820302343	Mata Kuliah Wajib Program Studi		T=2	P=0	ECTS=3.18	4 28 Januari 2026
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi		
		Arik Susanti		Wiwiet Eva Savitri		HIMMAWAN ADI NUGROHO		
Model Pembelajaran	Project Based Learning							
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK							
	1. Sikap							
	CPL 1.A	Mewujudkan karakter "Beriman, Cerdas, Mandiri, Jujur, Peduli dan Tangguh" serta disiplin.						
	Capaian Pembelajaran Mata Kuliah (CPMK)							
	1. Considering the culture, views, and religion of students in the selection, adaptation and adoption of teaching materials and develop students' attitudes, values, and abilities with sincerity, commitment, and sincerity independently.							
	2. Having knowledge of developing teaching materials that are logical, critical, systematic, innovative, quality, authentic and acceptable regionally and internationally.							
	3. Having skills in developing teaching materials that are logical, critical, systematic, innovative, quality, authentic and acceptable regionally and internationally utilising AI							
	4. Utilizing information technology in the development of logical, critical, systematic, innovative, quality, authentic and acceptable teaching materials regionally and internationally.							
	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)							
	Sub-CPMK1	To explain the relationship between curriculum, syllabus, and teaching material						
	Sub-CPMK2	To differentiate the selection of teaching materials, adaptation of teaching materials, adoption of teaching materials, and development of teaching materials						
	Sub-CPMK3	To explain the principles of developing teaching materials						
	Sub-CPMK4	Framework for developing language skills materials (Listening and Speaking)						
	Sub-CPMK5	Framework for developing language skills materials (Reading and Writing)						
	Sub-CPMK6	framework for developing language components teaching materials (Vocabulary, grammar, pronunciation)						
	Sub-CPMK7	Using commercial textbooks as model for materials development						
	Sub-CPMK8	Presenting drafting developing EFL materials						
	Sub-CPMK9	Materials development project planning						
	Sub-CPMK10	Materials development: listening						
	Sub-CPMK11	Materials development: Speaking and pronunciation						
	Sub-CPMK12	Materials development: Reading and vocabulary						
	Sub-CPMK13	Materials development: Writing and grammar						
	Sub-CPMK14	Materials development: assembling whole sections into one unit/chapter						
	Sub-CPMK15	Materials development: Proof reading and editing, publication ready						
	Sub-CPMK16	All above						
Deskripsi Singkat MK	This course introduces the discussion of theories on the development of English teaching materials and the practice of developing English teaching materials in schools. The scope of this course is the relationship of curriculum, syllabus, and teaching materials, principles and frameworks for the development of teaching materials and the real application of the development of materials using English language resources and English textbooks from the country of origin. Lecture activities are carried out through group presentations, discussions, and workshops in the real development of teaching materials (materials development project). This course uses Project-Based Learning.							
Pustaka	Utama :							
	1. Azarnoosh, Maryam; Zeraatpishe, Mitra; Faravani, Akram; Kargozari, Hamid Reza (Eds). 2016. Issues in materials development. Rotterdam: Sense Publishers. 2. Norton, J., & Buchanan, H. (Eds.). 2022. The Routledge handbook of materials development for language teaching. Routledge. 3. Tomlinson, Brian. (Ed.). 2011. Materials development in language teaching. Cambridge: Cambridge University Press. 4. Mishan, F & Timmis, I. 2015. Materials development for TESOL. Edinburgh University Press.							
	Pendukung :							
	1. 5. Commercial English textbooks 6. Independent Curriculum for ES, JHS, SHS							
Dosen Pengampu	WIWIET EVA SAVITRI ARIK SUSANTI Dr. Arik Susanti, S.Pd., M.Pd. Dr. Arik Susanti, S.Pd., M.Pd. Dr. Wiwiet Eva Savitri, S.Pd., M.Pd. Dr. Wiwiet Eva Savitri, S.Pd., M.Pd.							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1	To explain the relationship between curriculum, syllabus, and teaching material	To explain the relationship between curriculum, syllabus, and teaching material	Kriteria: 1.Kriteria penilaian presentasi adalah penguasaan materi, penyampaian, struktut presentasi, serta media visual 2.Kriteria penilaian diskusi adalah keaktifan, kualitas pendapat, kerja sama dan sikap berdiskusi Bentuk Penilaian : Aktifitas Partisipasif	Diskusi dan presentasi 2 X 50		Materi: chapter 1 Pustaka: Tomlinson, Brian. (Ed.). 2011. Materials development in language teaching. Cambridge: Cambridge University Press.	2%	
2	To differentiate the selection of teaching materials, adaptation of teaching materials, adoption of teaching materials, and development of teaching materials	Selection, adaoption vs adaptation vs development	Kriteria: 1.Kriteria penilaian diskusi adalah keaktifan, kualitas pendapat, kerja sama dan sikap berdiskusi 2.Kriteria penilaian presentasi adalah penguasaan materi, penyampaian, struktut presentasi, serta media visual Bentuk Penilaian : Aktifitas Partisipasif	Diskusi dan presentasi 2 X 50		Materi: chapter 1 Pustaka: Azarnoosh, Maryam; Zeraatpishe, Mitra; Faravani, Akram; Kargozari, Hamid Reza (Eds). 2016. Issues in materials development. Rotterdam: Sense Publishers.	2%	
3	To explain the principles of developing teaching materials	8 Major principles	Kriteria: 1.Kriteria penilaian diskusi adalah keaktifan, kualitas pendapat, kerja sama dan sikap berdiskusi 2.Kriteria penilaian presentasi adalah penguasaan materi, penyampaian, struktut presentasi, serta media visual Bentuk Penilaian : Aktifitas Partisipasif	Diskusi, ceramah dan presentasi 2 X 50		Materi: principled materials development Pustaka: Tomlinson, Brian. (Ed.). 2011. Materials development in language teaching. Cambridge: Cambridge University Press.	2%	

4	Framework for developing language skills materials (Listening and Speaking)	Framework for textbook analysing	Kriteria: Kriteria penilaian presentasi adalah penguasaan materi, penyampaian, struktur presentasi, serta media visual Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Group presentation 2 X 50		Materi: Developing language component materials Pustaka: Azarnoosh, Maryam; Zeraatpishe, Mitra; Faravani, Akram; Kargozari, Hamid Reza (Eds). 2016. <i>Issues in materials development</i> . Rotterdam: Sense Publishers.	15%
5	Framework for developing language skills materials (Reading and Writing)	framework for developing language components (Reading and Writing)	Kriteria: Kebenaran isi dan kualitas penyampaian Bentuk Penilaian : Aktifitas Partisipatif	Lecture and discussion and presentation 2 X 50		Materi: framework for developing language skills materials (Reading and Writing) Pustaka: Azarnoosh, Maryam; Zeraatpishe, Mitra; Faravani, Akram; Kargozari, Hamid Reza (Eds). 2016. <i>Issues in materials development</i> . Rotterdam: Sense Publishers.	2%
6	framework for developing language components teaching materials (Vocabulary, grammar, pronunciation)	framework for developing language components teaching materials (Vocabulary, grammar, pronunciation)	Kriteria: Kebenaran isi dan kualitas penyampaian Bentuk Penilaian : Aktifitas Partisipatif	Lecture and discussion 2 X 50		Materi: framework for developing language components teaching materials (Vocabulary, grammar, pronunciation) Pustaka: Mishan, F & Timmis, I. 2015. <i>Materials development for TESOL</i> . Edinburgh University Press.	2%
7	Using commercial textbooks as model for materials development	Using commercial textbooks as model for materials development	Kriteria: Kesesuaian pilihan materi komersil dengan tujuan program pembelajaran Bentuk Penilaian : Praktik / Unjuk Kerja	Ceramah dan Diskusi 2 X 50		Materi: Textbook analysis Pustaka: Mishan, F & Timmis, I. 2015. <i>Materials development for TESOL</i> . Edinburgh University Press.	2%
8	Presenting drafting developing EFL materials	1.Indikator pertemuan 1-7 2.Indikator penilaian developing EFL Material adalah relevansi tema, Kesesuaian dengan Tujuan Pembelajaran EFL, Integrasi Keterampilan Berbahasa, Kesesuaian Tingkat Peserta Didik, kesesuaian pedagogis, Integrasi Nilai & Karakter, Asesmen Pembelajaran, media dan sumber belajar, dan keterpaduan dan kelayakan materi	Kriteria: Kebenaran isi dan kualitas jawaban Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Every group present their progress in drafting developing EFL materials 2 X 50		Materi: textbook analysis Pustaka: Azarnoosh, Maryam; Zeraatpishe, Mitra; Faravani, Akram; Kargozari, Hamid Reza (Eds). 2016. <i>Issues in materials development</i> . Rotterdam: Sense Publishers.	16%
9	Materials development project planning	Plan of the materials	Kriteria: The assessment indicators for developing EFL Material are theme relevance, suitability to EFL learning objectives, integration of language skills, suitability to student levels, pedagogical suitability, integration of values and characters, learning assessment, media and learning resources, and integration and suitability of the material. Bentuk Penilaian : Praktik / Unjuk Kerja	Project based 2 X 50		Materi: Materials development steps Pustaka: Norton, J., & Buchanan, H. (Eds.). 2022. <i>The Routledge handbook of materials development for language teaching</i> . Routledge.	2%
10	Materials development: listening	Materials development: listening	Kriteria: The assessment indicators for developing EFL Material are theme relevance, suitability to EFL learning objectives, integration of language skills, suitability to student levels, pedagogical suitability, integration of values and characters, learning assessment, media and learning resources, and integration and suitability of the material. Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Project based 2 X 50		Materi: framework for developing language skills materials (Listening) Pustaka: Azarnoosh, Maryam; Zeraatpishe, Mitra; Faravani, Akram; Kargozari, Hamid Reza (Eds). 2016. <i>Issues in materials development</i> . Rotterdam: Sense Publishers.	20%

11	Materials development: Speaking and pronunciation	Materials development: Speaking and pronunciation	Kriteria: Kesesuaian draft dengan framework Bentuk Penilaian : Aktifitas Partisipatif	Project based 2 X 50		Materi: framework for developing language skills materials (Speaking) Pustaka: Norton, J., & Buchanan, H. (Eds.). 2022. <i>The Routledge handbook of materials development for language teaching</i> . Routledge.	2%
12	Materials development: Reading and vocabulary	Materials development: Reading and vocabulary	Kriteria: Kesesuaian draft dengan framework Bentuk Penilaian : Praktik / Unjuk Kerja	Project Based 2 X 50		Materi: framework for developing language skills materials (Reading and Writing) Pustaka: Tomlinson, Brian. (Ed.). 2011. <i>Materials development in language teaching</i> . Cambridge: Cambridge University Press.	2%
13	Materials development: Writing and grammar	Materials development: Writing and grammar	Kriteria: Kesesuaian draft dengan framework Bentuk Penilaian : Praktik / Unjuk Kerja	Project based 2 X 50		Materi: framework for developing language components teaching materials (Vocabulary, grammar, pronunciation) Pustaka: Mishan, F & Timmis, I. 2015. <i>Materials development for TESOL</i> . Edinburgh University Press.	2%
14	Materials development: assembling whole sections into one unit/chapter	Materials development: assembling whole sections into one unit/chapter	Kriteria: Acceptable format and display Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	Project based 2 X 50		Materi: Materials evaluation Pustaka: Azarnoosh, Maryam; Zeraatpishe, Mitra; Faravani, Akram; Kargozari, Hamid Reza (Eds). 2016. <i>Issues in materials development</i> . Rotterdam: Sense Publishers.	2%
15	Materials development: Proof reading and editing, publication ready	Materials development: Proof reading and editing, publication ready	Kriteria: The assessment indicators for developing EFL Material are theme relevance, suitability to EFL learning objectives, integration of language skills, suitability to student levels, pedagogical suitability, integration of values and characters, learning assessment, media and learning resources, and integration and suitability of the material. Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	Project based 2 X 50		Materi: Materials evaluation Pustaka: Azarnoosh, Maryam; Zeraatpishe, Mitra; Faravani, Akram; Kargozari, Hamid Reza (Eds). 2016. <i>Issues in materials development</i> . Rotterdam: Sense Publishers.	2%
16	All above	All above	Kriteria: Content, Display, Communicativeness, Logic Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Project submission 2 X 50		Materi: textbook analysis Pustaka: Mishan, F & Timmis, I. 2015. <i>Materials development for TESOL</i> . Edinburgh University Press.	25%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	12%
2.	Penilaian Hasil Project / Penilaian Produk	78%
3.	Praktik / Unjuk Kerja	10%
		100%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Respon, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
Edupreneurship		8820302326	Mata Kuliah Wajib Kurikulum - Institusional	T=2	P=0	ECTS=3.18	4	29 Januari 2026
OTORISASI		Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
		Fauris Zuhri		Wiwiet Eva Safitri			HIMMAWAN ADI NUGROHO	
Model Pembelajaran	Project Based Learning							
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK							
	1. Sikap							
	Capaian Pembelajaran Mata Kuliah (CPMK)							
	1. Menerapkan konsep kewirausahaan dalam konteks pendidikan bahasa Inggris untuk mengidentifikasi peluang bisnis yang relevan. (C3)							
	2. Menganalisis kebutuhan pasar dan tren industri untuk produk atau layanan pendidikan bahasa Inggris yang inovatif. (C4)							
	3. Mengevaluasi kelayakan dan potensi keberlanjutan dari rencana bisnis pendidikan bahasa Inggris berdasarkan kriteria kewirausahaan. (C5)							
	4. Menciptakan model bisnis atau rencana usaha yang inovatif untuk produk atau layanan pendidikan bahasa Inggris. (C6)							
	5. Menerapkan strategi pemasaran dan branding yang efektif untuk mempromosikan produk pendidikan bahasa Inggris. (C3)							
	6. Menganalisis tantangan dan risiko dalam mengembangkan usaha di bidang pendidikan bahasa Inggris serta merancang strategi mitigasinya. (C4)							
	7. Mengevaluasi kualitas dan efektivitas produk pembelajaran bahasa Inggris dari perspektif kewirausahaan dan pedagogis. (C5)							
	8. Menciptakan prototipe atau produk minimal viable product (MVP) untuk solusi pendidikan bahasa Inggris yang memiliki nilai jual. (C6)							
	9. Menerapkan prinsip etika dan tanggung jawab sosial dalam pengembangan usaha pendidikan bahasa Inggris. (C3)							
	10. Menyusun dan mempresentasikan proposal bisnis pendidikan bahasa Inggris secara tertulis, visual, dan lisan dengan meyakinkan. (C6)							
	11. Merencanakan, melaksanakan dan mengevaluasi pembelajaran Bahasa Inggris secara efektif dan kreatif.							
	12. Menciptakan produk terkait dengan pembelajaran Bahasa Inggris.							
	13. Menunjukkan ketrampilan presentasi tertulis, visual dan lisan untuk mengkomunikasikan pengetahuan yang berhubungan dengan Bahasa Inggris.							
	14. Melakukan penelitian dan pengkajian pembelajaran Bahasa Inggris.							
	15. Menciptakan produk terkait dengan pembelajaran Bahasa Inggris.							
	16. CPMK Ke 16							
	17. Menciptakan produk terkait dengan pembelajaran Bahasa Inggris							
	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)							
	Sub-CPMK1		Memiliki pemahaman tentang teori dasar edupreneurship dan kemampuan menganalisis teori-teori edupreneurship dasar.					
	Sub-CPMK2		Memiliki pemahaman tentang teori dasar edupreneurship lanjutan dan kemampuan menganalisis teori-teori edupreneurship lanjutan.					
	Sub-CPMK3		Memiliki pemahaman tentang tantangan, kesempatan, dan peluang usaha, serta memahami strategi menangkap peluang usaha edupreneurship					
	Sub-CPMK4		Memiliki kemampuan untuk menciptakan ide kreatif dan inovatif ber-edupreneurship dasar.					
	Sub-CPMK5		Memiliki kemampuan untuk Menciptakan ide kreatif dan inovatif ber-edupreneurship lanjutan.					
	Sub-CPMK6		Memiliki pemahaman tentang produksi edupreneurship.					
Sub-CPMK7		Memiliki pemahaman tentang strategi pemasaran edupreneurship.						
Sub-CPMK8		Project base assessment 1						
Sub-CPMK9		Memiliki pemahaman tentang Perizinan dan pengelolaan keuangan edupreneurship.						
Sub-CPMK10		Mampu Menyusun rencana usaha edupreneurship dasar.						
Sub-CPMK11		Mampu Menyusun rencana usaha edupreneurship lanjutan.						
Sub-CPMK12		Menerapkan praktik rencana usaha dalam bidang praktek edupreneurship dasar.						
Sub-CPMK13		Menerapkan praktik rencana usaha dalam bidang praktek edupreneurship lanjutan.						
Sub-CPMK14		Mengkomunikasikan hasil praktek edupreneurship dasar dalam bentuk laporan dan presentasi						
Sub-CPMK15		Mengkomunikasikan hasil praktek edupreneurship lanjutan dalam bentuk laporan dan presentasi						
Sub-CPMK16		Project base assessment 2						
Deskripsi Singkat MK	Mata kuliah Edupreneurship pada Program Studi Pendidikan Bahasa Inggris jenjang S1 dirancang untuk membekali mahasiswa dengan pengetahuan, keterampilan, dan mindset kewirausahaan dalam konteks pendidikan, khususnya bidang bahasa Inggris. Mata kuliah ini mengintegrasikan prinsip-prinsip kewirausahaan dengan inovasi pedagogis, mempersiapkan mahasiswa untuk menciptakan, mengembangkan, dan mengelola usaha atau inisiatif di sektor pendidikan bahasa, seperti lembaga kursus, platform pembelajaran digital, konten edukasi kreatif, atau layanan konsultasi pendidikan. Ruang lingkup mencakup identifikasi peluang bisnis pendidikan, perencanaan usaha (business plan), pengembangan produk dan layanan pendidikan berbasis bahasa Inggris, pemasaran dan branding, manajemen keuangan dasar, serta strategi keberlanjutan dan etika dalam edupreneurship. Tujuannya adalah agar mahasiswa tidak hanya menjadi pendidik yang kompeten, tetapi juga inovator dan entrepreneur yang mampu berkontribusi pada pengembangan ekosistem pendidikan bahasa Inggris yang kreatif, relevan, dan berkelanjutan.							
Pustaka	Utama :							
			1. 1. TIM Kewirausahaan Unesa. 2016. Kewirausahaan. Unesa University Press. 2. 2. Dirjendikti. 2013, Modul Pembelajaran Kewirausahaan. Online					
	Pendukung :							
			1. [1] Blackwell, Edward.2011. How to Prepare a Business Plan. Kogan Page London. ISBN: 0-7494-41917 2. [2] Buchori Alma, 2005. Kewirausahaan. Penerbit : Alfabeta. 3. [3] Jeffry A. Timmoons, dkk. 2007. New Venture Creation: Entrepreneurship for 21st Century. . McGraww Hill Irwin. 4. [4] Kasali, RhenaId,et.al. 2010. Modul Kewirausahaan untuk Program Strata 1, 1st edition. Jakarta. 5. [5] Munandar.Utami. SC. .1999. Kreativitas dan Keterbakatan.. Gramedia Pustaka Utama. 6. [6] Paley, Norton 2004. Successful Business Planning. Thorogood Publication. ISBN: 978-1854182777. 7. [7] Suharyadi, dkk. 2008. Kewirausahaan : Membangun Usaha Sukses Sejak Usia Muda. Salemba Empat. 8. [8] Suryana. 2008. Kewirausahaan : Pedoman Praktis, Kiat dan Proses Menuju Sukses. Penerbit: . Salemba Empat.					
Dosen Pengampu	NUR FAUZIA ASRORI Dr. Nur Fauzia, S.S., M.Pd. Dr. Nur Fauzia, S.S., M.Pd. Asrori, S.S., M.Pd. Asrori, S.S., M.Pd.							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1	Memiliki pemahaman tentang teori dasar edupreneurship dan kemampuan menganalisis teori-teori edupreneurship dasar.	1. Menjelaskan proses melakukan usaha edupreneurship dasar. 2. Menjelaskan tahap-tahap melakukan usaha edupreneurship dasar. 3. Menganalisis proses melakukan usaha edupreneurship dasar. Menjelaskan tahap-tahap melakukan usaha edupreneurship dasar.	Kriteria: Non tes: Portofolio: kumpulan kisah-kisah sukses dan gagal dari pengusaha, dan dianalisis faktor-faktor penyebabnya. Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Luring: Tatap Muka: Presentasi, diskusi, Terstruktur: Mengumpulkan kisah sukses dan kisah gagal dari pengusaha dan menganalisisnya faktor penyebab sukses atau gagal edupreneurship dasar. 2X50'		Materi: Konsep Kewirausahaan Referensi [1] bab 1-2 Pustaka: 1. TIM Kewirausahaan Unesa. 2016. Kewirausahaan. Unesa University Press.	4%	

2	Memiliki pemahaman tentang teori dasar eduprenuership lanjutan dan kemampuan menganalisis teori-teori eduprenuership lanjutan.	1. Menjelaskan proses melakukan usaha eduprenuership lanjutan. 2. Menganalisis tahap-tahap melakukan usaha eduprenuership lanjutan.	Kriteria: Non tes: Portofolio: kumpulan kisah-kisah sukses dan gagal dari pengusaha, dan dianalisis faktor-faktor penyebabnya. Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Luring, Tatap Muka: Presentasi, diskusi, Terstruktur: Mengumpulkan kisah sukses dan kisah gagal dari pengusaha dan menganalisisnya faktor penyebab sukses atau gagal eduprenuership lanjutan. 2X50'		Materi: Konsep Kewirausahaan Referensi [1] bab 1-2 Pustaka: 1. <i>TIM Kewirausahaan Unesa</i> . 2016. Kewirausahaan. Unesa University Press.	5%
3	Memiliki pemahaman tentang tantangan, kesempatan, dan peluang usaha, serta memahami strategi menangkap peluang usaha eduprenuership	1. Menjelaskan tentang tantangan, kesempatan dan peluang usaha, serta menangkap peluang usaha eduprenuership. 2. Menganalisis tentang tantangan, kesempatan dan peluang usaha, serta menangkap peluang usaha eduprenuership.	Kriteria: Tatap Muka: Presentasi, diskusi, Terstruktur: Observasi lapangan dan menganalisis potensi wilayah (Analisis SWOT) kemungkinan peluang usaha eduprenuership. Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Luring 2X50'		Materi: Memiliki pemahaman tentang tantangan, kesempatan, dan peluang usaha, serta memahami strategi menangkap peluang usaha eduprenuership Pustaka: [1] Blackwell, Edward.2011. <i>How to Prepare a Business Plan</i> . Kogan Page London. ISBN: 0-7494-41917	4%
4	Memiliki kemampuan untuk menciptakan ide kreatif dan inovatif ber-eduprenuership dasar.	Mampu menuangkan ide kreatif dan inovatif dengan menyusun proposal Program Kreativitas Mahasiswa berbasis eduprenuership dasar.	Kriteria: Non-tes: Rubrik presentasi dan diskusi Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Luring Tatap muka: Presentasi-diskusi Penugasan: Mengunjungi UMKM (Usaha Mikro Kecil Menengah), melakukan observasi dan kemudian mengajukan ide-ide kreatif dan inovatif eduprenuership dasar. 2X50'		Materi: Mampu menuangkan ide kreatif dan inovatif dengan menyusun proposal Program Kreativitas Mahasiswa berbasis eduprenuership dasar. Pustaka: [3] Jeffry A. Timmons, dkk. 2007. <i>New Venture Creation: Entrepreneurship for 21st Century</i> . McGraww Hill Irwin.	2%
5	Memiliki kemampuan untuk Menciptakan ide kreatif dan inovatif ber-eduprenuership lanjutan.	1. Mampu menuangkan ide kreatif dan inovatif dengan menyusun proposal Program Kreativitas Mahasiswa berbasis eduprenuership lanjutan.	Kriteria: Non-tes: Rubrik presentasi dan diskusi Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Luring, Tatap muka: Presentasi- diskusi Penugasan: Mengunjungi UMKM (Usaha Mikro Kecil Menengah), melakukan observasi dan kemudian mengajukan ide-ide kreatif dan inovatif eduprenuership lanjutan. 2X50'		Materi: Mampu menuangkan ide kreatif dan inovatif dengan menyusun proposal Program Kreativitas Mahasiswa berbasis eduprenuership lanjutan. Pustaka: [5] Munandar. Utami. SC. . 1999. <i>Kreativitas dan Keterbakatan.. Gramedia Pustaka Utama</i> .	3%
6	Memiliki pemahaman tentang produksi eduprenuership.	1. Mampu menjelaskan faktor-faktor produksi eduprenuership. 2. Menjelaskan konsepsi dari produksi eduprenuership. 3. Menjelaskan jenis fungsi produksi eduprenuership. 4. Menjelaskan tahapan dan siklus produksi eduprenuership. 5. Menjelaskan hasil Produksi eduprenuership.	Kriteria: Non-tes: Rubrik presentasi dan diskusi Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Luring Tatap Muka: Presentasi, diskusi Penugasan: Literasi membaca, dan menganalisis kasus proses produksi eduprenuership. 2X50'		Materi: Memiliki pemahaman tentang produksi eduprenuership. Pustaka: [7] Suharyadi, dkk. 2008. <i>Kewirausahaan : Membangun Usaha Sukses Sejak Usia Muda</i> . Salemba Empat.	5%
7	Memiliki pemahaman tentang strategi pemasaran eduprenuership.	1. Mampu menjelaskan faktor-faktor produksi eduprenuership. 2. Menjelaskan konsepsi dari produksi eduprenuership. 3. Menjelaskan jenis fungsi produksi eduprenuership. 4. Menjelaskan tahapan dan siklus produksi eduprenuership. 5. Menjelaskan hasil Produksi eduprenuership.	Kriteria: Non-tes: Rubrik presentasi dan diskusi Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Luring Tatap Muka: Presentasi, diskusi Penugasan: Literasi membaca, dan menganalisis kasus proses Pemasaran eduprenuership. 2X50'		Materi: Memiliki pemahaman tentang strategi pemasaran eduprenuership. Pustaka: [4] Kasali, Rhenald, et.al. 2010. <i>Modul Kewirausahaan untuk Program Strata 1, 1st edition</i> . Jakarta.	5%
8	Project base assessment 1	Mengumpulkan portofolio eduprenuership	Kriteria: Rubrik portofolio Bentuk Penilaian : Penilaian Portofolio	Luring 2X50'		Materi: Sumber Pustaka 1 - 4 Pustaka:	20%
9	Memiliki pemahaman tentang Perizinan dan pengelolaan keuangan eduprenuership.	1. Menjelaskan jenis-jenis badan usaha 2. Menjelaskan jenis-jenis badan usaha 3. Menjelaskan konsep pengelolaan keuangan eduprenuership. 4. Menjelaskan mengelola keuangan usaha eduprenuership.	Kriteria: Non-tes: Rubrik presentasi dan diskusi Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk		Daring / Online, Tatap Maya: Presentasi, diskusi Penugasan: Literasi membaca, dan menganalisis kasus proses Perijinan dan pengelolaan keuangan eduprenuership. 2X50'	Materi: Jenis-jenis usaha dan badan usaha Konsep pengelolaan keuangan dan mengelola keuangan Referensi [1] bab 6 dan 7 Pustaka: 1. <i>TIM Kewirausahaan Unesa</i> . 2016. Kewirausahaan. Unesa University Press.	5%

10	Mampu Menyusun rencana usaha eduprenuership dasar.	1. Menjelaskan pengertian rencana bisnis eduprenuership dasar (Business plan) 2. Menjelaskan pentingnya menyusun rencana bisnis eduprenuership dasar. 3. Mengidentifikasi item-item yang ada dalam rencana bisnis eduprenuership dasar. 4. Menyusun rencana bisnis eduprenuership dasar yang akan digunakan.	Kriteria: Non-tes: Rubrik presentasi dan diskusi Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk		Daring / Online Tatap Maya: Presentasi dan diskusi Penugasan: Menyusun rencana bisnis eduprenuership dasar. 2X50'	Materi: Menjelaskan pengertian rencana bisnis (Business plan) Menjelaskan pentingnya menyusun rencana bisnis. Mengidentifikasi i item-item yang ada dalam rencana bisnis Referensi [1] bab 6 dan 8 Pustaka: 1. <i>TIM Kewirausahaan Unesa, 2016. Kewirausahaan. Unesa University Press.</i> Materi: Menjelaskan pengertian rencana bisnis (Business plan) Menjelaskan pentingnya menyusun rencana bisnis. Mengidentifikasi i item-item yang ada dalam rencana bisnis Referensi [1] bab 6 dan 8 Pustaka: 1. <i>TIM Kewirausahaan Unesa, 2016. Kewirausahaan. Unesa University Press.</i>	5%
11	Mampu Menyusun rencana usaha eduprenuership lanjutan.	1. Menjelaskan pengertian rencana bisnis eduprenuership lanjutan (Business plan) 2. Menjelaskan pentingnya menyusun rencana bisnis eduprenuership lanjutan. 3. Mengidentifikasi item-item yang ada dalam rencana bisnis eduprenuership lanjutan. 4. Menyusun rencana bisnis yang akan digunakan.	Kriteria: Non-tes: Rubrik presentasi dan diskusi Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk		Daring / Online, Tatap Maya: Presentasi dan diskusi Penugasan: Menyusun rencana bisnis eduprenuership lanjutan. 2X50'	Materi: Menjelaskan pengertian rencana bisnis (Business plan) Menjelaskan pentingnya menyusun rencana bisnis. Mengidentifikasi item-item yang ada dalam rencana bisnis Referensi [1] bab 6 dan 8 Pustaka: 1. <i>TIM Kewirausahaan Unesa, 2016. Kewirausahaan. Unesa University Press.</i>	2%
12	Menerapkan praktik rencana usaha dalam bidang praktek eduprenuership dasar.	1. Menyusun perencanaan praktek eduprenuership dasar. 2. Melakukan kegiatan produksi dan pemasaran eduprenuership dasar. 3. Melakukan praktek kegiatan pengelolaan keuangan eduprenuership dasar.	Kriteria: Non-tes: Rubrik presentasi dan diskusi Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk		Daring / Online, Unggah video Praktek Lapangan: praktek eduprenuership dasar. (Pembelajaran berbasis Proyek) 2X50'	Materi: Mahasiswa melakukan praktek Eduprenuership dasar (kewirausahaan) Pustaka: 1. <i>TIM Kewirausahaan Unesa, 2016. Kewirausahaan. Unesa University Press.</i>	5%
13	Menerapkan praktik rencana usaha dalam bidang praktek eduprenuership lanjutan.	1. Menyusun perencanaan praktek eduprenuership lanjutan. 2. Melakukan kegiatan produksi dan pemasaran eduprenuership lanjutan. 3. Melakukan praktek kegiatan pengelolaan keuangan eduprenuership lanjutan.	Kriteria: Non-tes: Rubrik presentasi dan diskusi Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk		Daring / Online, Unggah video Praktek Lapangan: praktek eduprenuership lanjutan. (Pembelajaran berbasis Proyek) 2X50'	Materi: Mahasiswa melakukan praktek eduprenuership lanjutan (kewirausahaan) Pustaka: [2] <i>Buchori Alma, 2005. Kewirausahaan. Penerbit : Alfabeta.</i>	5%
14	Mengkomunikasikan hasil praktek eduprenuership dasar dalam bentuk laporan dan presentasi	1. Menyusun laporan kegiatan praktek eduprenuership dasar. 2. Mempresentasikan laporan hasil kegiatan eduprenuership dasar.	Kriteria: Non-tes: Rubrik presentasi dan diskusi Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk		Daring / Online, Tatap Maya: Presentasi dan diskusi. Penugasan: Menyusun laporan kegiatan eduprenuership dasar. 2X50'	Materi: Laporan hasil kegiatan praktek edupreneurship dasar (kewirausahaan) Pustaka: [2] <i>Buchori Alma, 2005. Kewirausahaan. Penerbit : Alfabeta.</i>	5%
15	Mengkomunikasikan hasil praktek eduprenuership lanjutan dalam bentuk laporan dan presentasi	1. Menyusun laporan kegiatan praktek eduprenuership lanjutan. 2. Mempresentasikan laporan hasil kegiatan eduprenuership lanjutan.	Kriteria: Non-tes: Rubrik presentasi dan diskusi Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk		Daring / Online, Tatap Maya: Presentasi dan diskusi. Penugasan: Menyusun laporan kegiatan eduprenuership lanjutan. 2X50'	Materi: Laporan hasil kegiatan praktek edupreneurship lanjutan (kewirausahaan). Pustaka: [7] <i>Suharyadi, dkk. 2008. Kewirausahaan : Membangun Usaha Sukses Sejak Usia Muda. Salemba Empat.</i>	5%

16	Project base assessment 2	Mengumpulkan laporan kegiatan edupreneurship	Kriteria: Rubrik laporan kegiatan edupreneurship Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Luring / Offline		Materi: Mengumpulkan laporan KWU tepat waktu Pustaka: 1. <i>TIM Kewirausahaan Unesa. 2016. Kewirausahaan. Unesa University Press.</i> Materi: Mengumpulkan laporan kegiatan edupreneurship Pustaka: 1. <i>TIM Kewirausahaan Unesa. 2016. Kewirausahaan. Unesa University Press.</i>	20%
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Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Penilaian Hasil Project / Penilaian Produk	80%
2.	Penilaian Portofolio	20%
		100%

Catatan

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi					Kode Dokumen		
RENCANA PEMBELAJARAN SEMESTER									
MATA KULIAH (MK)		KODE		Rumpun MK		BOBOT (sks) T=3 P=0 ECTS=4.77		SEMESTER 4	Tgl Penyusunan 21 Agustus 2026
OTORISASI		Pengembang RPS 		Koordinator RMK 		Koordinator Program Studi HIMMAWAN ADI NUGROHO			
Model Pembelajaran		CPL-PRODI yang dibebankan pada MK							
Capaian Pembelajaran (CP)		1. Sikap Capaian Pembelajaran Mata Kuliah (CPMK)							
Deskripsi Singkat MK									
Pustaka		Utama :							
		Pendukung :							
Dosen Pengampu									
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)		
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)		
1							0%		
2							0%		
4							0%		
5							0%		
6							0%		
7							0%		
8							0%		
11							0%		
12							0%		
14							0%		
15							0%		

Rekap Persentase Evaluasi :

No	Evaluasi	Persentase
		0%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan
International English Language Tests		8820302352	Mata Kuliah Wajib Program Studi		T=2	P=0	ECTS=3.18	4 28 Januari 2026
OTORISASI		Pengembang RPS			Koordinator RMK		Koordinator Program Studi	
		PRIANKA RATU MASITHO			WIWIET EVA SAVITRI		HIMMAWAN ADI NUGROHO	
Model Pembelajaran	Case Study							
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK							
	1. Sikap							
	Capaian Pembelajaran Mata Kuliah (CPMK)							
	1. Menganalisis struktur, pola pertanyaan, dan kriteria penilaian pada berbagai komponen tes bahasa Inggris internasional (Mendengar, Membaca, Menulis, Berbicara). (C4)							
	2. Menerapkan strategi dan teknik yang tepat untuk menyelesaikan soal-soal dalam tes bahasa Inggris internasional (IELTS, TOEFL, TOEIC) sesuai dengan format dan tuntutan tes. (C3)							
	3. Mengevaluasi dan menyajikan tanggapan lisan dan tulisan berdasarkan rubrik penilaian resmi tes bahasa Inggris internasional dengan mengintegrasikan teknologi. (C5)							
	4. Menganalisis perkembangan kebijakan dan isu terkini tes bahasa Inggris internasional serta implikasinya terhadap pendidikan bahasa Inggris di konteks nasional dan global. (C4)							
	5. Menyajikan analisa terkait perkembangan kebijakan dan isu terkini tes bahasa Inggris internasional serta implikasinya terhadap pendidikan bahasa Inggris di konteks nasional dan global. (C5)							
	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)							
	Sub-CPMK1	Mahasiswa mampu menyebutkan tes bahasa Inggris internasional serta menjelaskan cakupan, tujuan, dan perannya dalam konteks akademik dan profesional, baik pada tingkat lokal maupun global.						
	Sub-CPMK2	Mahasiswa mampu menjelaskan peran tes bahasa sebagai instrumen kebijakan pendidikan dalam konteks nasional dan global.						
	Sub-CPMK3	Mahasiswa mampu membedakan struktur dan format umum tes bahasa Inggris internasional berdasarkan dokumen resmi penyelenggara tes.						
	Sub-CPMK4	mampu memahami cara pengerjaan soal keterampilan tata bahasa dan struktur dalam tes bahasa Inggris internasional.						
	Sub-CPMK5	Mahasiswa mampu memahami cara pengerjaan soal keterampilan mendengarkan sesuai dengan jenis soal dalam tes bahasa Inggris internasional.						
	Sub-CPMK6	Mahasiswa mampu mengidentifikasi cara untuk menyelesaikan keterampilan membaca dalam tes bahasa Inggris internasional.						
	Sub-CPMK7	Mahasiswa mampu mengidentifikasi cara menyelesaikan keterampilan menulis dalam tes bahasa Inggris internasional.						
	Sub-CPMK8	Mahasiswa mampu menilai performa menulis menggunakan sistem penilaian dan deskriptor band pada tes bahasa Inggris internasional.						
	Sub-CPMK9	Mahasiswa mampu memberikan justifikasi skor menulis berdasarkan kriteria asesmen yang ditetapkan pada tes bahasa Inggris internasional.						
	Sub-CPMK10	Mahasiswa mampu mengidentifikasi strategi dan teknik yang tepat untuk menyelesaikan keterampilan berbicara dalam tes bahasa Inggris internasional.						
	Sub-CPMK11	Mahasiswa mampu menilai performa berbicara menggunakan sistem penilaian dan deskriptor band pada tes bahasa Inggris internasional.						
Sub-CPMK12	Mahasiswa mampu memberikan justifikasi skor berbicara berdasarkan kriteria asesmen yang ditetapkan pada tes bahasa Inggris internasional.							
Sub-CPMK13	Mahasiswa mampu menyusun laporan tertulis evaluatif berdasarkan hasil analisis asesmen keterampilan menulis dan berbicara (di Minggu 8 dan 10).							
Sub-CPMK14	Mahasiswa mampu mengevaluasi isu-isu seperti etika, keadilan, washback, dan aksesibilitas dalam pengajaran dan pelaksanaan tes bahasa berdampak tinggi (high-stakes language testing).							
Sub-CPMK15	Mahasiswa mampu mengevaluasi kebijakan terkait penggunaan tes bahasa Inggris internasional di institusi pendidikan Indonesia dan internasional.							
Sub-CPMK16	Mahasiswa mampu melakukan curah gagasan (brainstorming) dan menganalisis studi kasus yang ditugaskan terkait isu atau kebijakan penggunaan tes bahasa Inggris internasional.							
Sub-CPMK17	Mahasiswa mampu mengembangkan draf analisis berdasarkan hasil curah gagasan terhadap studi kasus yang ditugaskan terkait isu atau kebijakan penggunaan tes bahasa Inggris internasional.							
Sub-CPMK18	Mahasiswa mampu menyusun analisis dan evaluasi komprehensif final terhadap isu atau kebijakan penggunaan tes bahasa Inggris internasional berdasarkan studi kasus (dari minggu 14–15).							
Deskripsi Singkat MK	Mata kuliah ini dirancang untuk memberikan pemahaman mengenai berbagai tes bahasa Inggris internasional yang umum digunakan, seperti IELTS, TOEFL, dan TOEIC. Isi mata kuliah mencakup struktur, format, jenis soal, strategi pengerjaan, serta sistem penilaian dari masing-masing tes. Ruang lingkupnya meliputi pengenalan konsep pengujian bahasa, perbandingan antar tes, pengembangan keterampilan bahasa yang diujikan (mendengar, membaca, menulis, dan berbicara), serta keterampilan untuk menganalisis kebijakan dan isu terkini berkaitan dengan tes bahasa Inggris. Di akhir pembelajaran, mahasiswa diharapkan dapat memahami pengetahuan teoritis dan praktis agar mampu menganalisis, mempersiapkan, dan bahkan membimbing persiapan untuk tes-tes tersebut. Selain itu, mahasiswa diharapkan mampu mengevaluasi kebijakan dan isu terkait tes bahasa Inggris dalam konteks nasional dan global.							
Pustaka	Utama :							
	1. Fulcher, G. (2015). Re-examining language testing. Routledge. 2. Shohamy, E. (2014). The power of tests: A critical perspective on the uses of language tests. Routledge. 3. Official test guidebooks and score descriptors of international English language tests (IELTS, TOEFL, dan TOEIC).							
	Pendukung :							
	1. Shohamy, E. (2022). Critical language testing, multilingualism and social justice. TESOL Quarterly, 56(4), 1445-1457. https://doi.org/10.1002/tesq.3185 2. Yousef, H.A., Prastiwi, Y., & Hidayat, N. (2025). Curriculum, policy, and politics in English language teaching: Comparative perspectives from Indonesia, Nigeria, and Yemen. Solo International Collaboration and Publication of Social Sciences and Humanities. 3. Cushing, S.T., Ren, H, & Tan Y. (2024). The use of TOEFL iBT® in admissions decisions: Stakeholder perceptions of policies and practices. ETS Research Report No. RR–24-01							
Dosen Pengampu	RETNO WULAN DARI EVA RAHMAWATI Retno Wulan Dari, S.Pd., M.Pd. Retno Wulan Dari, S.Pd., M.Pd. Eva Rahmawati, S.Pd., M.Pd. Eva Rahmawati, S.Pd., M.Pd.							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1	Mahasiswa mampu menyebutkan tes bahasa Inggris internasional serta menjelaskan cakupan, tujuan, dan perannya dalam konteks akademik dan profesional, baik pada tingkat lokal maupun global.	1.menyebutkan setidaknya tiga tes bahasa Inggris internasional secara tepat. 2.menjelaskan cakupan, tujuan, dan peran tes dalam konteks akademik dan profesional lokal serta global.	Kriteria: 1.Ketepatan penyebutan jenis tes 2.Kejelasan dan kelengkapan penjelasan 3.Relevansi konteks yang digunakan Bentuk Penilaian : Aktifitas Partisipatif	1. Ceramah interaktif 2. Diskusi kelas 2x50	-	Materi: 1. Konsep tes bahasa Inggris internasional, 2. Jenis-jenis tes bahasa Inggris internasional, 3. Fungsi tes dalam konteks akademik dan profesional, 4. Tes bahasa dan mobilitas nasional dan global Pustaka: 3. Official test guidebooks and score descriptors of international English language tests (IELTS, TOEFL, dan TOEIC).	2%	

2	Mahasiswa mampu menjelaskan peran tes bahasa sebagai instrumen kebijakan pendidikan dalam konteks nasional dan global.	1. menjelaskan peran tes bahasa sebagai instrumen kebijakan pendidikan. 2. mengaitkan penggunaan tes dengan konteks nasional dan global.	Kriteria: 1. Akurasi pemahaman konsep kebijakan 2. Ketepatan contoh kebijakan 3. Kejelasan alur penjelasan Bentuk Penilaian : Aktifitas Partisipatif	1. Ceramah interaktif 2. Diskusi kelas 2x50	-	Materi: 1. Tes bahasa sebagai instrumen kebijakan pendidikan, 2. Hubungan tes bahasa, kekuasaan, dan akses pendidikan, 3. Perspektif nasional dan global dalam penggunaan tes bahasa Pustaka: 2. Shohamy, E. (2014). <i>The power of tests: A critical perspective on the uses of language tests</i> . Routledge. Materi: Analisa Kelompok Terkait Penggunaan English Tests Pustaka: Cushing, S.T., Ren, H, & Tan Y. (2024). <i>The use of TOEFL iBT® in admissions decisions: Stakeholder perceptions of policies and practices</i> . ETS Research Report No. RR-24-01	3%
3	Mahasiswa mampu membedakan struktur dan format umum tes bahasa Inggris internasional berdasarkan dokumen resmi penyelenggara tes.	1. menganalisis struktur dan format umum tes bahasa Inggris internasional. 2. merujuk analisis pada dokumen resmi penyelenggara tes.	Kriteria: 1. Kelengkapan analisis struktur tes 2. Ketepatan penggunaan sumber resmi 3. Kejelasan penyajian hasil analisis Bentuk Penilaian : Aktifitas Partisipatif	1. Ceramah interaktif 2. Diskusi kelompok 3. Guided document analysis 2x50	-	Materi: 1. Struktur umum tes bahasa Inggris internasional, 2. Format tes dan komponen keterampilan bahasa, 3. Pengenalan dokumen resmi penyelenggara tes Pustaka: 3. <i>Official test guidebooks and score descriptors of international English language tests (IELTS, TOEFL, dan TOEIC)</i> .	5%
4	mampu memahami cara pengerjaan soal keterampilan tata bahasa dan struktur dalam tes bahasa Inggris internasional.	mengidentifikasi strategi dan teknik menyelesaikan soal tata bahasa dan struktur dalam tes bahasa Inggris internasional.	Kriteria: 1. Ketepatan identifikasi strategi dan teknik 2. Relevansi contoh yang digunakan 3. Kejelasan penjelasan analitis Bentuk Penilaian : Aktifitas Partisipatif	1. Diskusi kelompok berbasis studi kasus (jenis tes bahasa Inggris) 2. Presentasi singkat kelompok 3. Guided dokument analysis 2x50	-	Materi: 1. Peran tata bahasa dan struktur dalam tes bahasa Inggris, 2. Representasi kompetensi gramatikal dalam tes, 3. Contoh item dan task berbasis grammar dan structure Pustaka: 3. <i>Official test guidebooks and score descriptors of international English language tests (IELTS, TOEFL, dan TOEIC)</i> .	5%
5	Mahasiswa mampu memahami cara pengerjaan soal keterampilan mendengarkan sesuai dengan jenis soal dalam tes bahasa Inggris internasional.	mengidentifikasi jenis soal serta strategi dan teknik mengerjakan soal mendengarkan dalam tes bahasa Inggris internasional.	Kriteria: 1. Ketepatan identifikasi jenis soal mendengarkan 2. Kesesuaian analisis strategi dan teknik dengan karakteristik tes 3. Kejelasan pemaparan dengan contoh yang tepat Bentuk Penilaian : Aktifitas Partisipatif	1. Diskusi kelompok berbasis studi kasus (jenis tes bahasa Inggris) 2. Presentasi singkat kelompok 3. Guided dokument analysis 2x50	-	Materi: 1. Karakteristik tugas listening dalam tes bahasa Inggris internasional, 2. Jenis teks dan sumber audio, 3. Keterampilan menyimak yang diuji Pustaka: 3. <i>Official test guidebooks and score descriptors of international English language tests (IELTS, TOEFL, dan TOEIC)</i> .	5%
6	Mahasiswa mampu mengidentifikasi cara untuk menyelesaikan keterampilan membaca dalam tes bahasa Inggris internasional.	mengidentifikasi jenis soal serta strategi dan teknik yang sesuai untuk menyelesaikan soal keterampilan membaca dalam tes bahasa Inggris internasional.	Kriteria: 1. Ketepatan identifikasi jenis soal keterampilan membaca 2. Kesesuaian jenis yang dianalisis dengan strategi dan teknik 3. Perujukan dengan contoh soal dengan tepat Bentuk Penilaian : Aktifitas Partisipatif	1. Diskusi kelompok berbasis studi kasus (jenis tes bahasa Inggris) 2. Presentasi singkat kelompok 3. Guided dokument analysis 2x50	-	Materi: 1. Karakteristik tugas reading dalam tes bahasa Inggris internasional, 2. Jenis teks bacaan dan format soal, 3. Keterampilan membaca akademik yang diuji Pustaka: 3. <i>Official test guidebooks and score descriptors of international English language tests (IELTS, TOEFL, dan TOEIC)</i> .	5%
7	Mahasiswa mampu mengidentifikasi cara menyelesaikan keterampilan menulis dalam tes bahasa Inggris internasional.	mengidentifikasi strategi dan teknik menyelesaikan keterampilan menulis sesuai dengan tes bahasa Inggris internasional.	Kriteria: 1. Ketepatan identifikasi jenis dan tujuan tugas writing 2. Kejelasan pemaparan analisis 3. Relevansi contoh tugas dengan strategi dan teknik Bentuk Penilaian : Aktifitas Partisipatif	1. Diskusi kelompok berbasis studi kasus (jenis tes bahasa Inggris) 2. Presentasi singkat kelompok 3. Guided dokument analysis 2x50	-	Materi: 1. Jenis dan tujuan tugas writing dalam tes bahasa Inggris internasional, 2. Konstruksi tugas menulis akademik Pustaka: 3. <i>Official test guidebooks and score descriptors of international English language tests (IELTS, TOEFL, dan TOEIC)</i> .	5%

8	1. Mahasiswa mampu menilai performa menulis menggunakan sistem penilaian dan deskriptor band pada tes bahasa Inggris internasional. 2. Mahasiswa mampu memberikan justifikasi skor menulis berdasarkan kriteria asesmen yang ditetapkan pada tes bahasa Inggris internasional.	1. menilai performa menulis menggunakan sistem penilaian dan deskriptor band. 2. memberikan justifikasi skor berdasarkan kriteria asesmen.	Kriteria: 1. Ketepatan skor yang diberikan 2. Kesesuaian justifikasi dengan deskriptor band 3. Kejelasan argumentasi akademik (evidence-based) Bentuk Penilaian : Praktik / Unjuk Kerja	1. Guided scoring practice 2. Presentasi kelompok 3. Umpan balik dosen dan teman 2x50	-	Materi: 1. Sistem penilaian writing pada tes bahasa Inggris internasional, 2. Band descriptors dan kriteria asesmen writing, 3. Praktik penilaian performa writing Pustaka: 3. <i>Official test guidebooks and score descriptors of international English language tests (IELTS, TOEFL, dan TOEIC).</i>	10%
9	Mahasiswa mampu mengidentifikasi strategi dan teknik yang tepat untuk menyelesaikan keterampilan berbicara dalam tes bahasa Inggris internasional.	mengidentifikasi strategi dan teknik yang dibutuhkan untuk menyelesaikan keterampilan berbicara dalam tes bahasa Inggris internasional.	Kriteria: 1. Ketepatan identifikasi keterampilan dengan strategi dan teknik 2. Relevansi contoh Bentuk Penilaian : Aktifitas Partisipatif	1. Diskusi kelompok berbasis studi kasus (jenis tes bahasa Inggris) 2. Presentasi singkat kelompok 3. Guided dokument analysis 2x50	-	Materi: 1. Jenis dan format tugas speaking dalam tes bahasa Inggris internasional, 2. Konstruksi interaksi dan performa berbicara, 3. Keterampilan berbicara yang dinilai Pustaka: 3. <i>Official test guidebooks and score descriptors of international English language tests (IELTS, TOEFL, dan TOEIC).</i>	5%
10	1. Mahasiswa mampu menilai performa berbicara menggunakan sistem penilaian dan deskriptor band pada tes bahasa Inggris internasional. 2. Mahasiswa mampu memberikan justifikasi skor berbicara berdasarkan kriteria asesmen yang ditetapkan pada tes bahasa Inggris internasional.	1. menilai performa berbicara menggunakan sistem penilaian dan deskriptor band. 2. memberikan justifikasi skor secara lisan atau tertulis.	Kriteria: 1. Ketepatan skor yang diberikan 2. Kesesuaian justifikasi dengan kriteria asesmen 3. Kejelasan dan koherensi argumentasi Bentuk Penilaian : Praktik / Unjuk Kerja	1. Guided scoring practice 2. Presentasi kelompok 3. Umpan balik dosen dan teman 2x50	-	Materi: 1. Sistem penilaian speaking pada tes bahasa Inggris internasional, 2. Band descriptors dan kriteria asesmen speaking, 3. Praktik penilaian performa speaking Pustaka: 3. <i>Official test guidebooks and score descriptors of international English language tests (IELTS, TOEFL, dan TOEIC).</i>	10%
11	Mahasiswa mampu menyusun laporan tertulis evaluatif berdasarkan hasil analisis asesmen keterampilan menulis dan berbicara (di Minggu 8 dan 10).	1. menyusun laporan tertulis evaluatif berdasarkan analisis asesmen keterampilan menulis dan berbicara. 2. mengintegrasikan hasil analisis dan teori asesmen bahasa dengan bantuan teknologi.	Kriteria: 1. Kedalaman evaluasi 2. Integrasi teori dan data asesmen 3. Kualitas bahasa tulis akademik Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Pengumpulan studi kasus 1 (penilaian sumatif) Tugas: Laporan tertulis evaluatif (writing & speaking assessment) 2x50	-	Materi: Pengumpulan laporan studi kasus 1 Pustaka: 3. <i>Official test guidebooks and score descriptors of international English language tests (IELTS, TOEFL, dan TOEIC).</i>	12%
12	Mahasiswa mampu mengevaluasi isu-isu seperti etika, keadilan, washback, dan aksesibilitas dalam pengajaran dan pelaksanaan tes bahasa berdampak tinggi (high-stakes language testing).	1. mendefinisikan dan menyebutkan contoh isu etika, keadilan, washback, dan aksesibilitas dalam high-stakes language testing. 2. mengevaluasi isu etika, keadilan, washback, dan aksesibilitas dalam high-stakes language testing dalam pendidikan bahasa Inggris konteks nasional dan global.	Kriteria: 1. Kedalaman analisis kritis 2. Relevansi argumen 3. Kejelasan dan logika penalaran Bentuk Penilaian : Aktifitas Partisipatif	1. Ceramah interaktif 2. Diskusi kelas 2x50	-	Materi: 1. Etika dalam language testing, 2. Konsep keadilan, washback, dan aksesibilitas, 3. Isu-isu dalam high-stakes language testing Pustaka: 2. <i>Shohamy, E. (2014). The power of tests: A critical perspective on the uses of language tests. Routledge.</i>	5%
13	Mahasiswa mampu mengevaluasi kebijakan terkait penggunaan tes bahasa Inggris internasional di institusi pendidikan Indonesia dan internasional.	1. menyebutkan contoh kebijakan penggunaan tes bahasa Inggris internasional di institusi pendidikan Indonesia dan internasional. 2. mengevaluasi dampak kebijakan penggunaan tes bahasa Inggris internasional di institusi pendidikan Indonesia dan internasional.	Kriteria: 1. Ketepatan pemahaman kebijakan 2. Kualitas evaluasi kebijakan 3. Perspektif nasional dan global yang seimbang Bentuk Penilaian : Aktifitas Partisipatif	1. Ceramah interaktif 2. Diskusi kelas 2x50	-	Materi: 1. Kebijakan penggunaan tes bahasa Inggris internasional, 2. Studi kasus kebijakan institusi pendidikan, 3. Perbandingan kebijakan nasional dan internasional Pustaka: 1. <i>Fulcher, G. (2015). Re-examining language testing. Routledge.</i>	5%
14	Mahasiswa mampu melakukan curah gagasan (brainstorming) dan menganalisis studi kasus yang ditugaskan terkait isu atau kebijakan penggunaan tes bahasa Inggris internasional.	1. memilih dan mengemukakan gagasan awal terkait studi kasus yang ditugaskan. 2. mengidentifikasi isu atau kebijakan utama dalam kasus penggunaan tes.	Kriteria: 1. Relevansi gagasan yang dikemukakan 2. Ketepatan identifikasi isu atau kebijakan Bentuk Penilaian : Aktifitas Partisipatif	1. Diskusi kelompok intensif 2. Case mapping individu Tugas: Peta masalah (problem map) studi kasus 2x50	-	Materi: 1. Pendekatan analisis studi kasus dalam language testing, 2. Identifikasi isu untuk basis case study, 3. Teknik curah gagasan dan pemetaan masalah Pustaka: 1. <i>Shohamy, E. (2022). Critical language testing, multilingualism and social justice. TESOL Quarterly, 56(4), 1445-1457. https://doi.org/...</i>	5%

15	Mahasiswa mampu mengembangkan draf analisis berdasarkan hasil curah gagasan terhadap studi kasus yang ditugaskan terkait isu atau kebijakan penggunaan tes bahasa Inggris internasional.	menyusun argumen awal yang logis dan berbasis data dalam draf awal.	Kriteria: 1.Koherensi draf analisis 2.Relevansi data dan konteks 3.Kejelasan fokus argumen Bentuk Penilaian : Aktifitas Partisipatif	1. Workshop penulisan 2. Konsultasi Tugas: Draf analisis studi kasus (feedback formative) 2x50		Materi: 1. Pengembangan argumen analitis berbasis kasus, 2. Penyusunan draf analisis kebijakan/isu tes bahasa, 3. Umpun balik dan revisi analisis Pustaka: 1. Shohamy, E. (2022). <i>Critical language testing, multilingualism and social justice. TESOL Quarterly, 56(4), 1445-1457.</i> https://doi.org/...	5%
16	Mahasiswa mampu menyusun analisis dan evaluasi komprehensif final terhadap isu atau kebijakan penggunaan tes bahasa Inggris internasional berdasarkan studi kasus (dari minggu 14–15).	mengumpulkan analisis dan evaluasi komprehensif final berbasis studi kasus.	Kriteria: 1.Kedalaman dan ketepatan analisis 2.Kualitas evaluasi kebijakan/isu 3.Kejelasan penyajian Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Pengumpulan hasil studi kasus 2 (penilaian sumatif) Tugas: Laporan tertulis analisis dan evaluasi komprehensif final 2x50		Materi: Pengumpulan laporan studi kasus 2 Pustaka: 2. Shohamy, E. (2014). <i>The power of tests: A critical perspective on the uses of language tests.</i> Routledge.	13%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	55%
2.	Penilaian Hasil Project / Penilaian Produk	25%
3.	Praktik / Unjuk Kerja	20%
		100%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen		
RENCANA PEMBELAJARAN SEMESTER									
MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)			SEMESTER	Tgl Penyusunan
Introduction to International Curricula		8820302351	Mata Kuliah Wajib Program Studi		T=2	P=0	ECTS=3.18	4	31 Januari 2026
OTORISASI		Pengembang RPS			Koordinator RMK			Koordinator Program Studi	
		Silfia Asning Tias			Silfia Asning Tias			HIMMAWAN ADI NUGROHO	
Model Pembelajaran	Case Study								
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK								
	1. Sikap								
	Capaian Pembelajaran Mata Kuliah (CPMK)								
	1. Students can compare the national curriculum with the international curriculum								
	2. Students can identify current issues in a variety of international curricula								
	3. Students can carry out interesting and effective learning.								
	4. Students can use various learning media to support the learning process.								
	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)								
	Sub-CPMK1		To analyze International Curricula: What, Why, and How is it in the Perspective of Indonesian Education Policy?						
	Sub-CPMK2		To analyze the context of SPK (School with partnership or International school)? National Curriculum VS International Curriculum						
	Sub-CPMK3		To analyze the Montessori Curriculum						
	Sub-CPMK4		To analyze the Montessori Curriculum in Practice						
	Sub-CPMK5		To analyze the Cambridge Curriculum						
	Sub-CPMK6		To analyze Cambridge Curriculum in Practice: Policy in Indonesian Schools						
	Sub-CPMK7		To analyze Cambridge Curriculum in Practice						
	Sub-CPMK8		Cambridge and Montessori in implementation						
	Sub-CPMK9		To analyze the International Baccalaureate (IB)						
	Sub-CPMK10		To analyze the International Baccalaureate (IB) in Practice: Policy in Indonesian Schools						
	Sub-CPMK11		To analyze the International Baccalaureate (IB) in Practice: Policy in Indonesian Schools						
	Sub-CPMK12		To analyze the Singapore Curriculum						
	Sub-CPMK13		To analyze the Singapore Curriculum in Indonesian Schools						
	Sub-CPMK14		To analyze Other International Curricula: Chinese						
	Sub-CPMK15		To analyze Other International Curricula						
	Sub-CPMK16		Final Project on International Curriculum implemented in Indonesia						
Deskripsi Singkat MK	This module introduces the international curriculum mostly applied in Indonesian schools. As globalization revolutionized education in general, the use of international curriculum in Indonesian's local and SPK schools has become inevitable. This introductory module provides an overview of the diverse range of international curricula used in schools in Indonesia. Explore the key principles, philosophies, and pedagogical approaches of prominent programs such as the International Baccalaureate (IB), Cambridge International, and others. This subject attempts to bring forth insights into the curriculum design, assessment methods, and teaching methodologies employed in these programs. Explore real-world examples and case studies to understand how international curricula are implemented. Examine the benefits and challenges of implementing international curricula in different educational contexts								
Pustaka	Utama :								
			1. Cambridge Assesment International Education. (2024). International Education from Cambridge: What lies at the heart of our approach. In Cambridge Assessment International Education. Cambridge University Press&Assessment. https://www.cambridgeinternational.org/Images/417448-overview-brochure.pdf 2. Perdirjendikdasmen. (2015). Petunjuk Teknis Kerja Sama Penyelenggaraan dan Pengelolaan Pendidikan Dasar dan Menengah oleh Lembaga Pendidikan Asing dengan Lembaga Pendidikan di Indonesia. Perdirjendikdasmen. 3. Permendikbud. (2014a). Kerja Sama Penyelenggaraan dan Pengelolaan Pendidikan oleh Lembaga Pendidikan Asing dengan Lembaga Pendidikan di Indonesia. Permendikbud. 4. Permendikbud. (2014b). Pedoman Pendirian, Perubahan, dan Penutupan Satuan Pendidikan Dasar dan Menengah (Vol. 0). Permendikbud. 5. Queensland Academies. (2025). International Baccalaureate Handbook 2025. Queensland Academies. 6. Singapore, M. of E. (2020). English Language Syllabus: Primary and Secondary. Ministry of Education Singapore. 7. the Montessori Foundation. (2012). Montessori Curriculum: Scope and Sequence (Vol. 2012). the Montessori Foundation						
	Pendukung :								
Dosen Pengampu	WIWIET EVA SAVITRI SILFIA ASNINGTIAS Silfia Asningtias, S.Pd., M.TESOL., Ph.D Silfia Asningtias, S.Pd., M.TESOL., Ph.D Dr. Wiwiet Eva Savitri, S.Pd., M.Pd. Dr. Wiwiet Eva Savitri, S.Pd., M.Pd.								
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)		
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)		
1	To analyze International Curricula: What, Why, and How is it in the Perspective of Indonesian Education Policy?	1.1. Identify key characteristics and principles of at least three prominent international curricula (e.g., IB, Cambridge, IGCSE). 2.2. Analyze how the principles of selected international curricula align with or diverge from the Indonesian National Curriculum 3.3. Develop critical thinking, analytical, and evaluative skills.	Kriteria: Reflective Practice Bentuk Penilaian : Aktifitas Partisipasif	Reflective Practice 2x50	Reading materials in LMS VINESA	Materi: International Curricula: What, Why, and How is it in the Perspective of Indonesian Education Policy Pustaka: Perdirjendikdasmen. (2015). Petunjuk Teknis Kerja Sama Penyelenggaraan dan Pengelolaan Pendidikan Dasar dan Menengah oleh Lembaga Pendidikan Asing dengan Lembaga Pendidikan di Indonesia. Perdirjendikdasmen.	2%		

2	To analyze the context of SPK (School with partnership or International school)? National Curriculum VS International Curriculum	1.1. Explain the legal and regulatory frameworks governing SPK and international schools in Indonesia 2.2. Compare and contrast the curriculum approaches, teaching methodologies, and assessment practices in SPK and international schools with those in schools following the Indonesian National Curriculum 3.3. Synthesize information from various sources (government regulations, research studies, news articles, expert opinions) to formulate a comprehensive understanding of the topic	Kriteria: Observing students' activities in offline learning Bentuk Penilaian : Aktifitas Partisipatif	Reflective Practice 2x50		Materi: National Curriculum VS International Curriculum Pustaka: Permendikbud. (2014a). <i>Kerja Sama Penyelenggaraan dan Pengelolaan Pendidikan oleh Lembaga Pendidikan Asing dengan Lembaga Pendidikan di Indonesia</i>. Permendikbud.	2%
3	To analyze the Montessori Curriculum	1.1. Define and explain the core principles and key characteristics of the Montessori Method (e.g., self-directed learning, prepared environment, respect for the child, sensitive periods) 2.2. Critically evaluate the research evidence supporting the effectiveness of the Montessori approach 3.3. Enhance communication and presentation skills through written and oral presentations	Kriteria: 1.1. Reflective Practice 2.2. Group activity assignment Bentuk Penilaian : Aktifitas Partisipatif	1. Reflective Practice 2. Group activity assignment 2x50		Materi: the Montessori Curriculum Pustaka: the Montessori Foundation. (2012). <i>Montessori Curriculum: Scope and Sequence</i> (Vol. 2012). the Montessori Foundation	2%
4	To analyze the Montessori Curriculum in Practice	1.1. Identify specific examples of how Montessori principles are applied in practice within a classroom setting 2.2. Evaluate the effectiveness of Montessori practices in fostering child development and learning 3.3. Analyze the challenges and limitations of implementing the Montessori approach in different contexts	Kriteria: 1.1. Reflective Practice 2.2. Group activity Bentuk Penilaian : Aktifitas Partisipatif	Observing students' activities in offline learning 2x50		Materi: the Montessori Curriculum in Practice Pustaka: the Montessori Foundation. (2012). <i>Montessori Curriculum: Scope and Sequence</i> (Vol. 2012). the Montessori Foundation	8%
5	To analyze the Cambridge Curriculum	1.1. Describe the different stages of the Cambridge curriculum (e.g., Primary, Secondary, IGCSE, A Levels). 2.2. Analyze the impact of the Cambridge curriculum on student learning outcomes, such as academic achievement, critical thinking, and creativity.	Kriteria: Reflective Practice Bentuk Penilaian : Aktifitas Partisipatif	Observing students' activities in offline learning 2x50		Materi: the Cambridge Curriculum Pustaka: Cambridge Assessment International Education. (2024). <i>International Education from Cambridge: What lies at the heart of our approach. In Cambridge Assessment International Education. Cambridge University Press&Assessment.</i> https://www.cambridgeinternational.org/...	2%
6	To analyze Cambridge Curriculum in Practice: Policy in Indonesian Schools	1.1. Identify the types of schools in Indonesia that offer the Cambridge Curriculum (e.g., international schools, national plus schools). 2.2. Explain the role and responsibilities of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in regulating the implementation of the Cambridge Curriculum in Indonesia 3.3. Develop critical thinking and analytical skills to evaluate the impact of government policies on education.	Kriteria: 1.1. Reflective Practice 2.2. Group activity assignment Bentuk Penilaian : Aktifitas Partisipatif	Observing students' activities in offline learning 2x50		Materi: the Cambridge Curriculum Pustaka: Cambridge Assessment International Education. (2024). <i>International Education from Cambridge: What lies at the heart of our approach. In Cambridge Assessment International Education. Cambridge University Press&Assessment.</i> https://www.cambridgeinternational.org/...	2%

7	To analyze Cambridge Curriculum in Practice	1.1. Explain how the Cambridge Curriculum is integrated and adapted within the specific context of an Indonesian school (e.g., school type, resources, student demographics). 2.2. Identify potential challenges and obstacles to effective implementation, such as resource constraints, teacher training needs, and cultural considerations 3.3. Communicate findings and observations clearly and effectively through written reports, presentations, and other appropriate formats.	Kriteria: 1.1. Reflective Practice 2.2. Group activity Bentuk Penilaian : Aktifitas Partisipatif	Observing students' activities in offline learning 2x50		Materi: Cambridge Curriculum in Practice Pustaka: <i>Cambridge Assessment International Education. (2024). International Education from Cambridge: What lies at the heart of our approach. In Cambridge Assessment International Education. Cambridge University Press&Assessment. https://www.cambridgeinternational.org/...</i>	2%
8	Cambridge and Montessori in implementation	Group Presentation	Kriteria: Group activity Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Group activity 2x50		Materi: Cambridge and Montessori in practice Pustaka: <i>Cambridge Assessment International Education. (2024). International Education from Cambridge: What lies at the heart of our approach. In Cambridge Assessment International Education. Cambridge University Press&Assessment. https://www.cambridgeinternational.org/...</i>	20%
9	To analyze the International Baccalaureate (IB)	1.1. Describe the different IB programs (Primary Years Programme, Middle Years Programme, Diploma Programme, and Career-related Programme) and their key features 2.2. Analyze the impact of the IB on student learning outcomes, such as academic achievement, critical thinking, and creativity. 3.3. Demonstrate the ability to conduct independent research and gather relevant information from various sources	Kriteria: Reflective Practice Bentuk Penilaian : Aktifitas Partisipatif	Observing students' activities in offline learning 2x50		Materi: IB Pustaka: <i>Queensland Academies. (2025). International Baccalaureate Handbook 2025. Queensland Academies.</i>	2%
10	To analyze the International Baccalaureate (IB) in Practice: Policy in Indonesian Schools	1.1. Analyze the impact of government policies on the implementation and accessibility of the IB in Indonesia 2.2. Compare and contrast the implementation of the IB in different types of schools (e.g., international schools vs. national plus schools) in Indonesia	Kriteria: Reflective Practice Bentuk Penilaian : Aktifitas Partisipatif	Observing students' activities in offline learning 2x50		Materi: the International Baccalaureate (IB) in Practice: Policy in Indonesian Schools Pustaka: <i>Queensland Academies. (2025). International Baccalaureate Handbook 2025. Queensland Academies.</i>	2%
11	To analyze the International Baccalaureate (IB) in Practice: Policy in Indonesian Schools	1.1. Critically evaluate the effectiveness of current government policies in regulating and supporting the implementation of the IB in Indonesia 2.2. Synthesize information from various sources (government regulations, research studies, news articles, expert opinions) to formulate a comprehensive understanding of the issue.	Kriteria: Reflective Practice Bentuk Penilaian : Aktifitas Partisipatif	Observing students' activities in offline learning 2x50		Materi: International Baccalaureate (IB) in Practice: Policy in Indonesian Schools Pustaka: <i>Queensland Academies. (2025). International Baccalaureate Handbook 2025. Queensland Academies.</i>	2%
12	To analyze the Singapore Curriculum	1.1. Define and explain the key principles and features of the Singapore Curriculum, including its emphasis on deep conceptual understanding, problem-solving, and critical thinking 2.2. Evaluate the strengths and weaknesses of the Singapore Curriculum in preparing students for the 21st century	Kriteria: Reflective Practice Bentuk Penilaian : Aktifitas Partisipatif	Observing students' activities in offline learning 2x50		Materi: the Singapore Curriculum Pustaka: <i>Singapore, M. of E. (2020). English Language Syllabus: Primary and Secondary. Ministry of Education Singapore.</i>	18%
13	To analyze the Singapore Curriculum in Indonesian Schools	1.1. Formulate arguments for and against the adoption or adaptation of elements of the Singapore Curriculum in other educational contexts. 2.2. Present findings and arguments in a clear, concise, and well-supported manner.	Kriteria: Observing students' activities in offline learning Bentuk Penilaian : Aktifitas Partisipatif	Observing students' activities in offline learning 2x50		Materi: the Singapore Curriculum in Indonesian Schools Pustaka: <i>Singapore, M. of E. (2020). English Language Syllabus: Primary and Secondary. Ministry of Education Singapore.</i>	2%

14	To analyze Other International Curricula: Chinese	1.1. Identify key characteristics and principles of the Chinese National Curriculum, including its emphasis on Confucian values, academic rigor, and national identity. 2.2. Compare and contrast the Chinese Curriculum with other international curricula (e.g., IB, Cambridge)	Kriteria: 1.1. Reflective Practice 2.2. Group activity Bentuk Penilaian : Aktifitas Partisipatif	Observing students' activities in offline learning 2x50		Materi: Other International Curricula: Chinese Pustaka: Singapore, M. of E. (2020). <i>English Language Syllabus: Primary and Secondary. Ministry of Education Singapore.</i>	2%
15	To analyze Other International Curricula	1.1. Identify key characteristics and principles of the other international Curriculum 2.2. Compare and contrast other international curricula e.g., IB, Cambridge, Singaporean etc.	Kriteria: 1.1. Reflective Practice 2.2. Group activity Bentuk Penilaian : Aktifitas Partisipatif	Observing students' activities in offline learning 2x50		Materi: Other International Curricula Pustaka: Singapore, M. of E. (2020). <i>English Language Syllabus: Primary and Secondary. Ministry of Education Singapore.</i>	2%
16	Final Project on International Curriculum implemented in Indonesia	Final presentation	Kriteria: Final presentation Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Final project 2x50		Materi: Other International Curricula Pustaka: Cambridge Assessment International Education. (2024). <i>International Education from Cambridge: What lies at the heart of our approach. In Cambridge Assessment International Education. Cambridge University Press&Assessment.</i> https://www.cambridgeinternational.org/...	30%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	50%
2.	Penilaian Hasil Project / Penilaian Produk	50%
		100%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
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- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
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- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan
MICROTEACHING		8820302148	Mata Kuliah Wajib Program Studi		T=2	P=0	ECTS=3.18	4 28 Januari 2026
OTORISASI		Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
		Dr. Nur Chakim, S.Pd., M.Pd.		Dr. Wiwiet Eva Savitri, S.Pd., M.Pd.			HIMMAWAN ADI NUGROHO	
Model Pembelajaran	Project Based Learning							
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK							
	1. Sikap							
	CPL 1.A	Menunjukkan kesadaran tentang nilai, etika, norma dan tanggung jawab yang terkait dengan perilaku akademis.						
	CPL 1.B	Mewujudkan karakter "Beriman, Cerdas, Mandiri, Jujur, Peduli dan Tangguh" serta disiplin.						
	2. Keterampilan Umum							
	CPL 2.A	Menerapkan pemikiran kritis dan keterampilan analitis untuk memecahkan masalah pembelajaran bahasa Inggris						
	CPL 2.B	Menunjukkan keterampilan presentasi tertulis, visual dan lisan untuk mengkomunikasikan pengetahuan yang berhubungan dengan bahasa Inggris						
	CPL 2.C	Berpartisipasi dalam pembelajaran seumur hidup, kegiatan pengembangan karir dan mengikuti perkembangan teknologi						
	CPL 2.D	Menunjukkan keterampilan memimpin, berkolaborasi dan beradaptasi.						
	3. Keterampilan Khusus							
	CPL 3.A	Menerapkan konsep linguistik terapan dalam pembelajaran Bahasa Inggris.						
	4. Pengetahuan							
	CPL 4.A	Mendemonstrasikan kompetensi lisan dan tulis yang setara dengan level B2 CEFR.						
	Capaian Pembelajaran Mata Kuliah (CPMK)							
	1. Demonstrating sincerity and commitment to develop students' attitudes, values and abilities							
	CPMK 1.A	Students are able to show high commitment and develop excellent attitudes, values and abilities						
	2. Employing logical, critical, systematic, and innovative thinking in the context of the development of science and technology and considering the values of humanities							
	CPMK 2.A	Students are able to demonstrate logical, critical, systematic, and innovative thinking in the context of the development of science and technology and considering the values of humanities						
	3. Mastering linguistic concepts, learning methodology, TEFL concept in national and global perspective as well as demonstrating written, visual, and oral presentation skills to communicate the language							
	CPMK 3.A	Students are able to understand linguistic concepts, learning methodology, TEFL concept in national and global perspective as well as demonstrating written, visual, and oral presentation skills to communicate the language						
	4. Demonstrating the process of English instruction by designing lesson plan and utilizing various learning strategies, instructional models, learning media and ICT tools to produce an effective and creative English instruction through peer teaching activities							
	CPMK 4.A	Students are able to demonstrate the process of English instruction by designing lesson plan and utilizing various learning strategies, instructional models, learning media and ICT tools to produce an effective and creative English instruction through peer teaching activities						
	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)							
	Sub-CPMK1	Explaining the concept of microteaching						
	Sub-CPMK2	Explaining the ethics of conducting microteaching						
	Sub-CPMK3	Developing English lesson plan by applying artificial intelligence (AI)						
	Sub-CPMK4	Understanding effective classroom language skills						
	Sub-CPMK5	Demonstrating peer-teaching at the elementary school level (SD)						
	Sub-CPMK6	Explaining how to conduct effective peer-teaching for junior high school students						
	Sub-CPMK7	Explaining how to conduct effective peer-teaching for junior high school students						
	Sub-CPMK8	Explaining how to conduct effective peer-teaching for junior high school students						
	Sub-CPMK9	Demonstrating peer-teaching at the Junior High School level (SMP)						
	Sub-CPMK10	Explaining how to conduct effective peer-teaching for senior high school students						
	Sub-CPMK11	Explaining how to conduct effective peer-teaching for senior high school students						
	Sub-CPMK12	Explaining how to conduct effective peer-teaching for senior high school students						
	Sub-CPMK13	Demonstrating peer-teaching at the Senior High School level (SMA)						
	Sub-CPMK14	Explaining how to conduct effective peer-teaching for vocational high school students						
	Sub-CPMK15	Explaining how to conduct effective peer-teaching for vocational high school students						
	Sub-CPMK16	Explaining how to conduct effective peer-teaching for vocational high school students						
	Sub-CPMK17	Demonstrating peer-teaching at the Vocational School Level (SMK)						
Deskripsi Singkat MK	Microteaching is a practice-oriented course designed to develop students' fundamental knowledge, skills, and professional competencies in teaching English as a foreign language (EFL). The course provides students with opportunities to integrate theories of language teaching, instructional planning, classroom management, teaching strategies, learning media, assessment, and reflective practice through structured and progressively challenging teaching simulations. Throughout the course, students develop essential teaching skills, including opening and closing lessons, explaining learning materials, asking effective questions, providing reinforcement and feedback, using classroom language, managing classroom interaction, facilitating discussions, applying variations in teaching techniques, integrating learning media and digital technology, and conducting learning assessment. Teaching practices are conducted through a series of microteaching sessions representing different educational levels and contexts, including elementary school (SD), junior high school (SMP), senior high school (SMA), and vocational high school (SMK). These practices enable students to adapt English teaching approaches, materials, classroom activities, media, and assessment strategies to the characteristics and learning needs of different groups of learners. By the end of the course, students are required to produce instructional videos to be uploaded in YouTube as a part of the instructional project. These microteaching activities are also intended to promote SDGs 4 (Quality Education) and SDGs 5 (Gender Equality)							
Pustaka	Utama :							
	1. Hilary et al. (2026). Microteaching in Teacher Education: A Global Narrative Review of Pedagogical Development, Reflective Practice, and Technology-Enhanced Training. AJSTME, 12 (1). https://www.researchgate.net/publication/404892162_Microteaching_in_Teacher_Education_A_Global_Narrative_Review_of_Pedagogical_Development_Reflective_Practice_and_Technology-Enhanced_Training 2. Ryan, T. G., & Ryan, D. T. (2025). A case of micro-teaching within the tertiary training of ontario teachers. International Journal of Instruction, 18(2), 185-202. https://doi.org/10.29333/iji.2025.18211a 3. Willis, Jane. (1981). Teaching English through English: A Course in Classroom Language and Techniques. Longman							
	Pendukung :							
	1. Wina. 2012. Perencanaan dan Desain Sistem Pembelajaran. Jakarta: Kencana Prenada Media Group							
Dosen Pengampu	SUMARNININGSIH YURI LOLITA Dr. Yuri Lolita, S.Pd., M.Pd. Dr. Yuri Lolita, S.Pd., M.Pd. Sumaniningsih, S.Pd., M.Pd. Sumaniningsih, S.Pd., M.Pd.							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	

1	1.Explaining the concept of microteaching 2.Explaining the ethics of conducting microteaching	1.Identifying the concept of microteaching 2.Describing the teaching and learning practices 3.Explaining the ethics of conducting microteaching	Kriteria: Creativity, Innovation, Teaching Skills, Language Use, Technology Use Bentuk Penilaian : Aktifitas Partisipatif	Lecturing and Discussion 2 X 50	-	Materi: Course Orientation & Introduction to Microteaching Pustaka: Willis, Jane. (1981). <i>Teaching English through English: A Course in Classroom Language and Techniques.</i> Longman	1%
2	Developing English lesson plan by applying artificial intelligence (AI)	1.Determining the learning objectives 2.Selecting interesting relevant materials 3.Determining teaching strategies 4.Determining interactive learning media 5.Setting teaching scenario 6.Planning assessment	Kriteria: Creativity, Innovation, Teaching Skills, Language Use, Technology Use Bentuk Penilaian : Aktifitas Partisipatif	Lecturing and discussion 2 X 50	-	Materi: Developing lesson plan using AI Pustaka: Wina. 2012. <i>Perencanaan dan Desain Sistem Pembelajaran.</i> Jakarta: Kencana Prenada Media Group	1%
3	Understanding effective classroom language skills	1.Practicing how to open and close the lesson 2.Practicing how to explain materials 3.Demonstrating questioning techniques 4.Managing how to manage small group discussion	Kriteria: Creativity, Innovation, Teaching Skills, Language Use, Technology Use Bentuk Penilaian : Aktifitas Partisipatif	Lecturing and discussion 2 X 50	-	Materi: Classroom Language Skills Pustaka: Willis, Jane. (1981). <i>Teaching English through English: A Course in Classroom Language and Techniques.</i> Longman	1%
4	Demonstrating peer-teaching at the elementary school level (SD)	- Demonstrating peer-teaching at the elementary school level (SD)	Kriteria: Creativity, Innovation, Teaching Skills, Language Use, Technology Use Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Peer-Teaching, Discussion, Peer-feedback 2 X 50	-	Materi: Peer-Teaching for Elementary School Students Pustaka: Willis, Jane. (1981). <i>Teaching English through English: A Course in Classroom Language and Techniques.</i> Longman	22%
5	Explaining how to conduct effective peer-teaching for junior high school students	1.Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2.Demonstrating skills in conducting effective peer-teaching for junior high school students	Kriteria: Creativity, Innovation, Teaching Skills, Language Use, Technology Use Bentuk Penilaian : Aktifitas Partisipatif	Lecturing and discussion 2 X 50	-	Materi: Conducting effective peer-teaching for junior high school students Pustaka: Willis, Jane. (1981). <i>Teaching English through English: A Course in Classroom Language and Techniques.</i> Longman	1%
6	Explaining how to conduct effective peer-teaching for junior high school students	1.Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2.Demonstrating skills in conducting effective peer-teaching for junior high school students	Kriteria: Creativity, Innovation, Teaching Skills, Language Use, Technology Use Bentuk Penilaian : Aktifitas Partisipatif	Lecturing and discussion 2 X 50	-	Materi: Conducting effective peer-teaching for junior high school students Pustaka: Willis, Jane. (1981). <i>Teaching English through English: A Course in Classroom Language and Techniques.</i> Longman	1%
7	Explaining how to conduct effective peer-teaching for junior high school students	1.Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2.Demonstrating skills in conducting effective peer-teaching for junior high school students	Kriteria: Creativity, Innovation, Teaching Skills, Language Use, Technology Use Bentuk Penilaian : Aktifitas Partisipatif	Lecturing and discussion 2 X 50	-	Materi: Conducting effective peer-teaching for junior high school students Pustaka: Willis, Jane. (1981). <i>Teaching English through English: A Course in Classroom Language and Techniques.</i> Longman	1%

8	Demonstrating peer-teaching at the Junior High School level (SMP)	- Demonstrating peer-teaching in Junior High School level (SMP)	Kriteria: Creativity, Innovation, Teaching Skills, Language Use, Technology Use Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Peer-Teaching, Discussion, Peer-feedback 2 X 50		Materi: English for instruction Pustaka: Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). <i>Practical Classroom English</i> . New York. Oxford University Press. Materi: Peer-teaching at the Junior High School level (SMP) Pustaka: Willis, Jane. (1981). <i>Teaching English through English: A Course in Classroom Language and Techniques</i> . Longman	22%
9	Explaining how to conduct effective peer-teaching for senior high school students	1.Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2.Demonstrating skills in conducting effective peer-teaching for senior high school students	Kriteria: Creativity, Innovation, Teaching Skills, Language Use, Technology Use Bentuk Penilaian : Aktifitas Partisipatif	Lecturing and discussion 2 X 50	-	Materi: English for instruction Pustaka: Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). <i>Practical Classroom English</i> . New York. Oxford University Press. Materi: Conducting effective peer-teaching for senior high school students Pustaka: Willis, Jane. (1981). <i>Teaching English through English: A Course in Classroom Language and Techniques</i> . Longman	1%
10	Explaining how to conduct effective peer-teaching for senior high school students	1.Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2.Demonstrating skills in conducting effective peer-teaching for senior high school students	Kriteria: Creativity, Innovation, Teaching Skills, Language Use, Technology Use Bentuk Penilaian : Aktifitas Partisipatif	Lecturing and discussion 2 X 50	-	Materi: English for instruction Pustaka: Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). <i>Practical Classroom English</i> . New York. Oxford University Press. Materi: Conducting effective peer-teaching for senior high school students Pustaka: Willis, Jane. (1981). <i>Teaching English through English: A Course in Classroom Language and Techniques</i> . Longman	1%
11	Explaining how to conduct effective peer-teaching for senior high school students	1.Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2.Demonstrating skills in conducting effective peer-teaching for senior high school students	Kriteria: Creativity, Innovation, Teaching Skills, Language Use, Technology Use Bentuk Penilaian : Aktifitas Partisipatif	Lecturing and discussion 2 X 50	-	Materi: English for instruction Pustaka: Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). <i>Practical Classroom English</i> . New York. Oxford University Press. Materi: Conducting effective peer-teaching for senior high school students Pustaka: Willis, Jane. (1981). <i>Teaching English through English: A Course in Classroom Language and Techniques</i> . Longman	1%

12	Demonstrating peer-teaching at the Senior High School level (SMA)	- Demonstrating peer-teaching at the Senior High School level (SMA)	Kriteria: Creativity, Innovation, Teaching Skills, Language Use, Technology Use Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Peer-Teaching, Discussion, Peer-feedback 2 X 50	-	Materi: English for instruction Pustaka: Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). <i>Practical Classroom English</i> . New York. Oxford University Press. Materi: Peer-teaching at the Senior High School level (SMA) Pustaka: Willis, Jane. (1981). <i>Teaching English through English: A Course in Classroom Language and Techniques</i> . Longman	22%
13	Explaining how to conduct effective peer-teaching for vocational high school students	1.Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2.Demonstrating skills in conducting effective peer-teaching for vocational high school students	Kriteria: Creativity, Innovation, Teaching Skills, Language Use, Technology Use Bentuk Penilaian : Aktifitas Partisipasif	Creativity, Innovation, Teaching Skills, Language Use, Technology Use 2 X 50	-	Materi: English for instruction Pustaka: Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). <i>Practical Classroom English</i> . New York. Oxford University Press. Materi: Peer-teaching for vocational high school students Pustaka: Willis, Jane. (1981). <i>Teaching English through English: A Course in Classroom Language and Techniques</i> . Longman	1%
14	Explaining how to conduct effective peer-teaching for vocational high school students	1.Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2.Demonstrating skills in conducting effective peer-teaching for vocational high school students	Kriteria: Creativity, Innovation, Teaching Skills, Language Use, Technology Use Bentuk Penilaian : Aktifitas Partisipasif	Creativity, Innovation, Teaching Skills, Language Use, Technology Use 2 X 50	-	Materi: English for instruction Pustaka: Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). <i>Practical Classroom English</i> . New York. Oxford University Press. Materi: Peer-teaching for vocational high school students Pustaka: Willis, Jane. (1981). <i>Teaching English through English: A Course in Classroom Language and Techniques</i> . Longman	1%
15	Explaining how to conduct effective peer-teaching for vocational high school students	1.Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2.Demonstrating skills in conducting effective peer-teaching for vocational high school students	Kriteria: Creativity, Innovation, Teaching Skills, Language Use, Technology Use Bentuk Penilaian : Aktifitas Partisipasif	Creativity, Innovation, Teaching Skills, Language Use, Technology Use 2 X 50	-	Materi: English for instruction Pustaka: Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). <i>Practical Classroom English</i> . New York. Oxford University Press. Materi: Peer-teaching for vocational high school students Pustaka: Willis, Jane. (1981). <i>Teaching English through English: A Course in Classroom Language and Techniques</i> . Longman	1%

16	Demonstrating peer-teaching at the Vocational School Level (SMK)	Demonstrating peer-teaching at the Vocational School Level (SMK)	Kriteria: Peer-Teaching, Discussion, Peer-feedback Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Peer-Teaching, Discussion, Peer-feedback 2 X 50	-	Materi: English for instruction Pustaka: Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). <i>Practical Classroom English</i> . New York. Oxford University Press. Materi: Peer-teaching at the Vocational School Level (SMK) Pustaka: Willis, Jane. (1981). <i>Teaching English through English: A Course in Classroom Language and Techniques</i> . Longman	22%
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Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktivitas Partisipatif	12%
2.	Penilaian Hasil Project / Penilaian Produk	88%
		100%

Catatan

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
Qualitative Data Analysis in ELT		8820302346	Mata Kuliah Wajib Program Studi	T=2	P=0	ECTS=3.18	4	30 Januari 2026
OTORISASI		Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
		Him'mawan Adi Nugroho		Him'mawan Adi Nugroho			HIMMAWAN ADI NUGROHO	
Model Pembelajaran	Project Based Learning							
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK							
1. Sikap								
Capaian Pembelajaran Mata Kuliah (CPMK)								
1. Completes complex projects using a systematic approach, breaking down tasks into manageable steps and adhering to management principles.								
2. Demonstrates creativity in adapting existing methods and developing new approaches to improve task performance and achieve desired outcomes								
3. Formulates research questions and hypotheses relevant to English language teaching (ELT).								
4. Selects and applies appropriate research methodologies (qualitative, quantitative, or mixed methods) for investigating ELT-related issues.								
5. Collects, analyzes, and interprets data using relevant techniques to conclude ELT practices.								
6. Communicates research findings effectively through written reports and oral presentations.								
Kemampuan akhir tiap tahapan belajar (Sub-CPMK)								
Sub-CPMK1	Introduction to data analysis in qualitative research							
Sub-CPMK2	Qualitative data collection							
Sub-CPMK3	Transcribing and Translation Verbal Data							
Sub-CPMK4	Transcribing and Translation Verbal Data							
Sub-CPMK5	Analysing qualitative data							
Sub-CPMK6	Analysing qualitative data							
Sub-CPMK7	Analysing qualitative data							
Sub-CPMK8	demonstrate the understanding of thematic Analysis & Coding in NVivo							
Sub-CPMK9	Interpreting and reporting qualitative data analysis							
Sub-CPMK10	Interpreting and reporting qualitative data analysis							
Sub-CPMK11	Interpreting and reporting qualitative data analysis							
Sub-CPMK12	Interpreting and reporting qualitative data analysis							
Sub-CPMK13	Case study of students' chosen research questions							
Sub-CPMK14	Case study of students' chosen research questions							
Sub-CPMK15	Case study of students' chosen research questions							
Sub-CPMK16	Case study of students' chosen research questions							
Deskripsi Singkat MK	This module provides a comprehensive introduction to qualitative data analysis in English Language Teaching (ELT), equipping students with the skills and knowledge to analyse non-numerical data effectively. Students will learn about various qualitative research methods, data collection techniques, and analysis approaches. The module covers key concepts such as coding, thematic analysis, and interpretation of qualitative data. Students will also gain hands-on experience through case studies and practical exercises, developing their ability to draw meaningful conclusions from qualitative data.							
Pustaka	Utama : 1. Adu, P. (2019). A Step-by-Step Guide to Qualitative Data Coding. In A Step-by-Step Guide to Qualitative Data Coding. https://doi.org/10.4324/9781351044516 2. Ary, D., Jacobs, L. C., Sorensen, C. K., & Walker, D. A. (2014). Introduction to Research Education in Education (9th ed.). Wadsworth Cengage Learning. 3. Bailey, J. (2008). First steps in qualitative data analysis: Transcribing. Family Practice, 25(2), 127–131. https://doi.org/10.1093/fampra/cmn003 4. Bezeley, P., & Jackson, K. (2013). Qualitative data analysis with NVIVO (2nd Ed). SAGE. 5. Braun, V., & Clarke, V. (2024a). Reporting guidelines for qualitative research: A values-based approach. Qualitative Research in Psychology, 00(00), 1–40. https://doi.org/10.1080/14780887.2024.2382244 6. Braun, V., & Clarke, V. (2024b). Reporting guidelines for qualitative research: A values-based approach. Qualitative Research in Psychology. 7. Creswell, J. W., & Poth, C. N. (2018). Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th Ed). SAGE. 8. Miles, M. ., Huberman, A. M., & Saldana, J. (2014). Qualitative Data Analysis: A Methods Sourcebook (3rd Ed). SAGE. http://library1.nida.ac.th/termpaper6/sd/2554/19755.pdf 9. Mortelmans, D. (2025). Doing Qualitative Data Analysis with NVivo. Springer. https://doi.org/https://doi.org/10.1007/978-3-031-66014-6 10. Saldana, J. (2016). The Coding Manual for Qualitative Researchers (3rd ed.). SAGE Pendukung : 1. Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Suárez-orozco, C., Appelbaum, M., Cooper, H., Kline, R., Mayo.Wilson, E., Nezu, A., & Rao, S. (2018). Reporting Standards for Qualitative Research in Psychology: The APA Publications and Communications Board Task Force Report. American Psychologist, 1.							
Dosen Pengampu	YURI LOLITA HIMMAWAN ADI NUGROHO Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd. Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd. Dr. Yuri Lolita, S.Pd., M.Pd. Dr. Yuri Lolita, S.Pd., M.Pd.							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1	Introduction to data analysis in qualitative research	1. Explain the core principles of qualitative data analysis, including inductive and deductive reasoning. 2. Critically evaluate the strengths and limitations of different qualitative data analysis approaches. 3. Evaluate the appropriateness of different qualitative research methods and data analysis techniques for specific research questions.	Kriteria: Creativity and innovation Bentuk Penilaian : Aktifitas Partisipatif	• Reflective Practice • Grouping 100 menit		Materi: Intro to data analysis in Qual Research Pustaka: 7. Creswell, J. W., & Poth, C. N. (2018). Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th Ed). SAGE.	1%	

2	Qualitative data collection	1. Identify and describe a range of qualitative data collection methods (e.g., interviews, focus groups, ethnography, participant observation, document analysis, visual methods). 2. Develop effective interview guides and conduct semi-structured or in-depth interviews 3. Critically evaluate the appropriateness of different qualitative data collection methods for specific research questions.	Kriteria: Creativity and innovation Bentuk Penilaian : Aktifitas Partisipatif	• Observing students' activities in offline learning • Group activity 100 menit		Materi: Data collection in Qual Research Pustaka: 8. Miles, M. ., Huberman, A. M., & Saldana, J. (2014). <i>Qualitative Data Analysis: A Methods Sourcebook</i> (3rd Ed). SAGE. http://library1.nida.ac.th/...	1%
3	Transcribing and Translation Verbal Data	1. Choose the appropriate type of transcription based on the research question and data type 2. Translate verbal data from one language to another while preserving meaning and cultural context. 3. Explain the different types of transcription (e.g., verbatim, intelligent verbatim, phonetic) and their applications.	Kriteria: Creativity and innovation Bentuk Penilaian : Aktifitas Partisipatif	Classroom practice 100 menit		Materi: Transcribing Pustaka: 3. Bailey, J. (2008). <i>First steps in qualitative data analysis: Transcribing. Family Practice</i>, 25(2), 127–131. https://doi.org/...	4%
4	Transcribing and Translation Verbal Data	1. Transcribe audio and video recordings of interviews, focus groups, or other verbal data accurately and efficiently. 2. Use transcription and translation software or tools effectively (if applicable). 3. Develop and apply a consistent set of transcription conventions. 4. Check and verify the accuracy of transcriptions and translations.	Kriteria: Classroom practice Bentuk Penilaian : Aktifitas Partisipatif	Classroom practice 100 menit		Materi: Transcription and Translation qual data Pustaka: 2. Ary, D., Jacobs, L. C., Sorensen, C. K., & Walker, D. A. (2014). <i>Introduction to Research Education in Education</i> (9th ed.). Wadsworth Cengage Learning.	4%
5	Analysing qualitative data	1. Identify and describe various approaches to qualitative data analysis (e.g., thematic analysis, content analysis, narrative analysis, grounded theory, discourse analysis). 2. Explain the core principles and procedures of each analytical approach 3. Understand the importance of coding, categorization, and theme development in qualitative data analysis. 4. Describe different strategies for data reduction and data display.	Kriteria: Creativity and innovation Bentuk Penilaian : Aktifitas Partisipatif	• Reflective Practice • Grouping 100 menit		Materi: Coding qual data Pustaka: 10. Saldana, J. (2016). <i>The Coding Manual for Qualitative Researchers</i> (3rd ed.). SAGE	4%
6	Analysing qualitative data	1. Apply appropriate coding techniques to qualitative data (e.g., open coding, axial coding, selective coding). 2. Develop and refine a coding framework or codebook. 3. Identify and analyze recurring themes, patterns, and relationships within qualitative data. 4. Organize and manage qualitative data effectively using appropriate software or tools (if applicable). 5. Synthesize and interpret qualitative data to draw meaningful conclusions.	Kriteria: Creativity and innovation Bentuk Penilaian : Aktifitas Partisipatif	• Reflective Practice • Group presentation 100 menit		Materi: NVIVO Coding Pustaka: 4. Bezeley, P., & Jackson, K. (2013). <i>Qualitative data analysis with NVIVO</i> (2nd Ed). SAGE.	4%

7	Analysing qualitative data	1. Present findings from qualitative data analysis clearly and concisely, both orally and in writing. 2. Apply a chosen qualitative analysis approach to address a specific research question	Kriteria: Creativity and innovation Bentuk Penilaian : Aktifitas Partisipatif	• Reflective Practice • Group presentation 100 menit		Materi: NVIVO Coding Pustaka: Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Suárez-Orrozco, C., Appelbaum, M., Cooper, H., Kline, R., Mayo-Wilson, E., Nezu, A., & Rao, S. (2018). <i>Reporting Standards for Qualitative Research in Psychology: The APA Publications and Communications Board Task Force Report</i> . <i>American Psychologist</i> , 1.	4%
8	demonstrate the understanding of thematic Analysis & Coding in NVivo	demonstrating the understanding of thematic Analysis & Coding in NVIVO	Kriteria: Creativity and innovation Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Group Presentation 100 menit		Materi: Qual Data analysis in NVIVO Pustaka: 9. Mortelmans, D. (2025). <i>Doing Qualitative Data Analysis with NVivo</i> . Springer. https://doi.org/...	25%
9	Interpreting and reporting qualitative data analysis	1. Identify different formats for reporting qualitative data (e.g., thematic reports, case studies, narratives, visual representations). 2. Structure qualitative research reports effectively, including introductions, methods, findings, and discussions. 3. Present qualitative findings using appropriate visual aids (e.g., charts, graphs, diagrams, quotes).	Kriteria: Analytical thinking on reporting the result Bentuk Penilaian : Aktifitas Partisipatif	• Reflective Practice 100 menit		Materi: Interpreting and Reporting qual data analysis Pustaka: 5. Braun, V., & Clarke, V. (2024a). <i>Reporting guidelines for qualitative research: A values-based approach</i> . <i>Qualitative Research in Psychology</i> , 00(00), 1–40. https://doi.org/...	4%
10	Interpreting and reporting qualitative data analysis	• Practice with Analytical Tools	Kriteria: Analytical thinking for interpreting and reporting qual data analysis Bentuk Penilaian : Aktifitas Partisipatif	• Reflective Practice 100		Materi: Reporting standard of qual research Pustaka: Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Suárez-Orrozco, C., Appelbaum, M., Cooper, H., Kline, R., Mayo-Wilson, E., Nezu, A., & Rao, S. (2018). <i>Reporting Standards for Qualitative Research in Psychology: The APA Publications and Communications Board Task Force Report</i> . <i>American Psychologist</i> , 1.	4%
11	Interpreting and reporting qualitative data analysis	1. Practice with Analytical Tools 2. Apply appropriate reporting styles and conventions (e.g., APA, MLA).	Kriteria: 1. Coded data 2. Draft of reporting Bentuk Penilaian : Aktifitas Partisipatif	• Reflective Practice 100		Materi: Reporting the data analyzed Pustaka: 6. Braun, V., & Clarke, V. (2024b). <i>Reporting guidelines for qualitative research: A values-based approach</i> . <i>Qualitative Research in Psychology</i> .	4%
12	Interpreting and reporting qualitative data analysis	1. Write clear and concise summaries of qualitative data analysis. 2. Use illustrative quotes and excerpts from data to support interpretations. 3. Organize and present qualitative data in a way that is accessible to different audiences.	Kriteria: Analytical thinking Bentuk Penilaian : Aktifitas Partisipatif	Reflective Practice Group work 100		Materi: Reporting data Pustaka: 5. Braun, V., & Clarke, V. (2024a). <i>Reporting guidelines for qualitative research: A values-based approach</i> . <i>Qualitative Research in Psychology</i> , 00(00), 1–40. https://doi.org/...	4%
13	Case study of students' chosen research questions	Analytical thinking for interpreting and reporting qual data analysis	Kriteria: Creativity and innovation Bentuk Penilaian : Aktifitas Partisipatif	Individual work 100		Materi: Conducting qualitative research Pustaka: 5. Braun, V., & Clarke, V. (2024a). <i>Reporting guidelines for qualitative research: A values-based approach</i> . <i>Qualitative Research in Psychology</i> , 00(00), 1–40. https://doi.org/...	4%
14	Case study of students' chosen research questions	Analytical thinking for interpreting and reporting qual data analysis	Kriteria: Creativity and innovation Bentuk Penilaian : Aktifitas Partisipatif	Individual work 100		Materi: Conducting qualitative research Pustaka: 5. Braun, V., & Clarke, V. (2024a). <i>Reporting guidelines for qualitative research: A values-based approach</i> . <i>Qualitative Research in Psychology</i> , 00(00), 1–40. https://doi.org/...	4%
15	Case study of students' chosen research questions	Analytical thinking for interpreting and reporting qual data analysis	Kriteria: Creativity and innovation Bentuk Penilaian : Aktifitas Partisipatif	Individual work 100		Materi: Conducting qualitative research Pustaka: 5. Braun, V., & Clarke, V. (2024a). <i>Reporting guidelines for qualitative research: A values-based approach</i> . <i>Qualitative Research in Psychology</i> , 00(00), 1–40. https://doi.org/...	4%

16	Case study of students' chosen research questions	Analytical thinking for interpreting and reporting qual data analysis	Kriteria: Creativity and innovation Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Individual work 100		Materi: Conducting qualitative research Pustaka: 5. Braun, V., & Clarke, V. (2024a). <i>Reporting guidelines for qualitative research: A values-based approach. Qualitative Research in Psychology, 00(00), 1–40.</i> https://doi.org/...	25%
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Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktivitas Partisipatif	50%
2.	Penilaian Hasil Project / Penilaian Produk	50%
		100%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan
Statistics for Research in ELT		8820302345	Mata Kuliah Wajib Kurikulum - Institusional		T=2	P=0	ECTS=3.18	4 25 Januari 2026
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi		
		Muhaimin Abdullah		Ahmad Munir, S.Pd., M.Ed., Ph.D.		HIMMAWAN ADI NUGROHO		
Model Pembelajaran	Project Based Learning							
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK							
	1. Sikap							
	Capaian Pembelajaran Mata Kuliah (CPMK)							
	1. Menerapkan teknik statistik dasar untuk analisis data dalam penelitian pendidikan Bahasa Inggris (C3)							
	2. Menganalisis hasil penelitian menggunakan metode statistik untuk mengidentifikasi pola dan tren dalam pembelajaran Bahasa Inggris (C4)							
	3. Mengevaluasi keefektifan metode statistik dalam interpretasi data penelitian pendidikan (C5)							
	4. Menciptakan model prediktif menggunakan teknik statistik untuk mendukung pengambilan keputusan dalam pembelajaran Bahasa Inggris (C6)							
	5. Menerapkan konsep statistik dalam perancangan dan evaluasi tes Bahasa Inggris (C3)							
	6. Menganalisis data kuantitatif untuk meningkatkan kualitas pembelajaran Bahasa Inggris (C4)							
	7. Mengevaluasi validitas dan reliabilitas instrumen penelitian yang digunakan dalam studi Bahasa Inggris (C5)							
	8. Menciptakan laporan penelitian yang mengintegrasikan analisis statistik untuk mendukung teori pembelajaran Bahasa Inggris (C6)							
	9. Menerapkan analisis statistik untuk menginterpretasi fenomena linguistik dalam konteks pembelajaran Bahasa Inggris (C3)							
	10. Menganalisis dan mengevaluasi efektivitas penggunaan teknologi dalam pengajaran Bahasa Inggris berdasarkan data statistik (C4)							
	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)							
	Sub-CPMK1		Mahasiswa diharapkan mampu menerapkan teknik statistik dasar untuk melakukan analisis data dalam penelitian pendidikan Bahasa Inggris.					
	Sub-CPMK2		Mahasiswa diharapkan mampu menerapkan teknik statistik dasar untuk mengolah dan menganalisis data penelitian pendidikan Bahasa Inggris.					
	Sub-CPMK3		Data entry and data clearance					
	Sub-CPMK4		Membedakan analisa data statistik deskriptif dan inferential dan data nominal, ordinal dan scale (interval)					
	Sub-CPMK5		Melakukan SPSS Data entry					
	Sub-CPMK6		Melakukan SPSS Data Analysis descriptive					
Sub-CPMK7		Melakukan SPSS Data Analysis descriptive berupa cross tabulation						
Sub-CPMK8		Melakukan analisa data korelasi: correlation coefficient, p value, R square						
Sub-CPMK9		Menjelaskan hasil analisa korelasi						
Sub-CPMK10		Melakukan SPSS Data Analysis regression						
Sub-CPMK11		Menjelaskan hasil analisa regression						
Sub-CPMK12		Menjawab penelitian korelasi sesuai data statistik yang diberikan						
Sub-CPMK13		Doing comparison analysis using t tests 2 and Explaining spss outputs for t test						
Sub-CPMK14		Doing comparison analysis using Anova and Ancova and Explaining Anova and Ancova analysis results						
Sub-CPMK15		Doing Non parametric statistics for comparison						
Sub-CPMK16		Menerapkan analisa data comparison analysis pada data set						
Sub-CPMK17		Memeriksa interpretasi analisa data kuantitatif di laporan penelitian						
Sub-CPMK18		Menulis laporan hasil analisa data statistik sesuai aturan menulis ilmiah dalam bahasa Inggris						
Sub-CPMK19		Menulis laporan hasil analisa data statistik sesuai aturan menulis ilmiah dalam bahasa Inggris						
Sub-CPMK20		Menulis laporan hasil analisa data statistik sesuai aturan menulis ilmiah dalam bahasa Inggris						
Deskripsi Singkat MK	Mata kuliah ini memberikan pemahaman dan penerapan konsep dasar statistika, meliputi pengumpulan, penyajian, dan analisis data dengan statistika deskriptif dan statistika inferensial. Mata kuliah ini mencakup (1) paradigma penelitian kuantitatif, (2) jenis dan prosedur analisis data kuantitatif secara statistik, dan (3) latihan analisis data kuantitatif statistika deskriptif dan statistika inferensial dengan SPSS. Matakuliah ini dilaksanakan dengan case method.							
Pustaka	Utama :							
	1. Nichols, A. L., & Edlund, J. (Eds.). (2023). The Cambridge handbook of research methods and statistics for the social and behavioral sciences: Volume 1: Building a program of research. Cambridge University Press. https://doi.org/10.1017/9781009010054 2. Hanneman, R. A., Kposowa, A. J., & Riddle, M. D. (2012). Basic Statistics for Social Research. John Wiley & Sons. 3. Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS. McGraw-Hill education 4. Martin, William E., & Bridgmon, Krista D. (2012). Quantitative and Statistical Research Methods: From Hypothesis to Results. Jossey-Bass John Wiley & Sons, Inc. ISBN: 978-1-118-22075-7							
	Pendukung :							
	1. SPSS 27							
Dosen Pengampu	AHMAD MUNIR, S.PD., M.ED.,PH.D MUHAIMIN ABDULLAH Ahmad Munir, S.Pd., M.Ed., Ph.D Ahmad Munir, S.Pd., M.Ed., Ph.D Dr. Muhaimin Abdullah, S.Pd., M.Pd. Dr. Muhaimin Abdullah, S.Pd., M.Pd.							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1	Mahasiswa diharapkan mampu menerapkan teknik statistik dasar untuk melakukan analisis data dalam penelitian pendidikan Bahasa Inggris.	1. Pemahaman konsep dasar statistik 2. Kemampuan mengidentifikasi jenis data	Kriteria: Kebenaran isi dan kualitas penyampaian Bentuk Penilaian : Aktifitas Partisipatif	Pembelajaran aktif melalui diskusi dan studi kasus.	Tugas analisis data sederhana menggunakan perangkat lunak statistik 90	Materi: Pengertian statistik, Jenis-jenis data, Ukuran pemusatan data, Ukuran penyebaran data Pustaka: Handbook Perkuliahan Materi: Data entry Pustaka: Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS. McGraw-Hill education	1%	

2	1. Mahasiswa diharapkan mampu menerapkan teknik statistik dasar untuk mengolah dan menganalisis data penelitian pendidikan Bahasa Inggris. 2. Data entry and data clearance	1. Penggunaan teknik statistik dasar dengan benar 2. Kemampuan menganalisis data penelitian 3. Kemampuan menginterpretasi hasil analisis	Kriteria: Keberanian isi dan kualitas penyampaian Bentuk Penilaian : Aktifitas Partisipatif	Pembelajaran berbasis masalah.	Diskusi daring tentang penerapan teknik statistik dalam penelitian pendidikan Bahasa Inggris	Materi: Pengenalan statistik dasar, Pengolahan data, Analisis data statistik sederhana Pustaka: <i>Handbook Perkuliahan</i> Materi: Data entry Pustaka: <i>Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS. McGraw-Hill education</i>	2%
3	1. Membedakan analisa data statistik deskriptif dan inferential dan data nominal, ordinal dan scale (interval) 2. Melakukan SPSS Data entry	Entry data spss sesuai dengan jenis data	Kriteria: Ketepatan entry data SPSS Bentuk Penilaian : Aktifitas Partisipatif	Praktek		Materi: data Pustaka: <i>Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS. McGraw-Hill education</i>	2%
4	Melakukan SPSS Data Analysis descriptive	Melakukan SPSS Data Analysis descriptive: Mean, Median, Modus, Range, maksimum, minimum, data clearance	Kriteria: Ketepatan entry data SPSS Bentuk Penilaian : Aktifitas Partisipatif	Praktek		Materi: Descriptive data analysis Pustaka: <i>Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS. McGraw-Hill education</i>	2%
5	Melakukan SPSS Data Analysis descriptive berupa cross tabulation	Melakukan SPSS Data Analysis descriptive berupa cross tabulation	Kriteria: Ketepatan analisa data SPSS crosstabulation Bentuk Penilaian : Aktifitas Partisipatif	Praktek		Materi: Crosstabulation Pustaka: <i>Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS. McGraw-Hill education</i>	3%
6	1. Melakukan analisa data korelasi: correlation coefficient, p value, R square 2. Menjelaskan hasil analisa korelasi	Melakukan correlation analisa yang sesuai jenis data	Kriteria: Ketepatan analisa data SPSS correlation analyses Bentuk Penilaian : Aktifitas Partisipatif	Praktek		Materi: Correlation analysis Pustaka: <i>Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS. McGraw-Hill education</i>	3%
7	1. Melakukan SPSS Data Analysis regression 2. Menjelaskan hasil analisa regression	Melakukan SPSS Data Analysis regression	Kriteria: Ketepatan analisa data SPSS Regression Bentuk Penilaian : Aktifitas Partisipatif	Praktek		Materi: Regression Pustaka: <i>Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS. McGraw-Hill education</i>	3%
8	Menjawab penelitian korelasi sesuai data statistik yang diberikan	Menjawab penelitian korelasi sesuai data statistik yang diberikan	Kriteria: Ketepatan analisa data SPSS correlation analyses family untuk menjawab pertanyaan penelitian Bentuk Penilaian : Aktifitas Partisipatif, Tes	Praktek langsung		Materi: Correlation and regression Pustaka: <i>Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS. McGraw-Hill education</i>	20%
9	Doing comparison analysis using t tests 2 and Explaining spss outputs for t test	Melakukan uji t test dengan data set yang diberikan	Kriteria: Keberanian langkah-langkah t test di SPSS Bentuk Penilaian : Aktifitas Partisipatif	Demonstration and practice		Materi: comparison analyses t test Pustaka: <i>Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS. McGraw-Hill education</i>	4%
10	Doing comparison analysis using Anova and Ancova and Explaining Anova and Ancova analysis results	Melakukan uji Anova dan ancova dengan data set yang diberikan	Kriteria: Keberanian langkah-langkah anova dan ancova di SPSS Bentuk Penilaian : Aktifitas Partisipatif	Demonstration and practice		Materi: Anova and Ancova Pustaka: <i>Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS. McGraw-Hill education</i>	5%
11	Doing Non parametric statistics for comparison	Melakukan uji nonparametric comparison dengan data set yang diberikan	Kriteria: Keberanian langkah-langkah non parametric comparison di SPSS Bentuk Penilaian : Aktifitas Partisipatif	Demonstration and practice		Materi: non parametric comparison analyses Pustaka: <i>Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS. McGraw-Hill education</i>	5%

12	Menerapkan analisa data comparison analysis pada data set	Melakukan uji comparison dengan data set yang diberikan	Kriteria: Kebenaran interpretasi uji statistic untuk comparison di SPSS Bentuk Penilaian : Aktifitas Partisipatif	Demosntrasi dan praktek		Materi: all Pustaka: Pallant, J. (2020). <i>SPSS survival manual: A step by step guide to data analysis using IBM SPSS</i> . McGraw-Hill education	5%
13	Memeriksa interpretasi analisa data kuantitatif di laporan penelitian	Melakukan analisa kebenaran interpretasi data statistik di laporan penelitian	Kriteria: Kebenaran hasil analisa interpretasi data di laporan penelitian yang dibaca Bentuk Penilaian : Aktifitas Partisipatif	Diskusi		Materi: all Pustaka: Nichols, A. L., & Edlund, J. (Eds.). (2023). <i>The Cambridge handbook of research methods and statistics for the social and behavioral sciences: Volume 1: Building a program of research</i> . Cambridge University Press. https://doi.org/...	5%
14	Menulis laporan hasil analisa data statistik sesuai aturan menulis ilmiah dalam bahasa Inggris	Menulis laporan hasil analisa data statistik sesuai aturan menulis ilmiah dalam bahasa Inggris	Kriteria: Kebenarang laporan sesuai data Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	Demonstrasi		Materi: all Pustaka: Pallant, J. (2020). <i>SPSS survival manual: A step by step guide to data analysis using IBM SPSS</i> . McGraw-Hill education	5%
15	Menulis laporan hasil analisa data statistik sesuai aturan menulis ilmiah dalam bahasa Inggris	Menulis laporan hasil analisa data statistik sesuai aturan menulis ilmiah dalam bahasa Inggris	Kriteria: Kebenarang laporan sesuai data Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	Demonstrasi		Materi: all Pustaka: Pallant, J. (2020). <i>SPSS survival manual: A step by step guide to data analysis using IBM SPSS</i> . McGraw-Hill education	5%
16	Menulis laporan hasil analisa data statistik sesuai aturan menulis ilmiah dalam bahasa Inggris	Menulis laporan hasil analisa data statistik sesuai aturan menulis ilmiah dalam bahasa Inggris	Kriteria: Kebenarang laporan sesuai data Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja, Tes	Demonstrasi		Materi: all Pustaka: Pallant, J. (2020). <i>SPSS survival manual: A step by step guide to data analysis using IBM SPSS</i> . McGraw-Hill education	30%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	65%
2.	Praktik / Unjuk Kerja	15%
3.	Tes	20%
		100%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen		
RENCANA PEMBELAJARAN SEMESTER									
MATA KULIAH (MK) Teaching English for Young Learners		KODE 8820303310		Rumpun MK		BOBOT (sks) T=3 P=0 ECTS=4.77		SEMESTER 4	Tgl Penyusunan 21 Agustus 2026
OTORISASI		Pengembang RPS 			Koordinator RMK 		Koordinator Program Studi HIMMAWAN ADI NUGROHO		
Model Pembelajaran		Project Based Learning							
Capaian Pembelajaran (CP)		CPL-PRODI yang dibebankan pada MK							
		1. Sikap							
		2. Keterampilan Umum							
		3. Keterampilan Khusus							
		4. Pengetahuan							
		Capaian Pembelajaran Mata Kuliah (CPMK)							
		1. Having a profound understanding of the basic concepts and principles of TEYL, and recognizing current issues on TEYL thoroughly							
		2. Selecting appropriate teaching techniques and media in EYL classes							
		3. Designing and developing lesson plans and appropriate materials for teaching English to young learners in any circumstances							
		4. Implementing the lesson plans in peer-teaching activities							
		Kemampuan akhir tiap tahapan belajar (Sub-CPMK)							
		Sub-CPMK1 Being able to differentiate between basic concept and principles of teaching English to young learners and adult learners							
		Sub-CPMK2 Being able to differentiate between basic concept and principles of teaching English to young learners and adult learners							
		Sub-CPMK3 Being able to explain current issues on teaching English to young learners							
		Sub-CPMK4 Being able to select suitable teaching techniques for EYL classes							
		Sub-CPMK5 Being able to select suitable teaching techniques for EYL classes							
		Sub-CPMK6 Being able to select appropriate media for EYL classes							
		Sub-CPMK7 Being able to select suitable teaching techniques for EYL classes							
		Sub-CPMK8 Being able to select appropriate media for EYL classes							
		Sub-CPMK9 Being able to design lesson plans for EYL classes							
		Sub-CPMK10 Being able to design lesson plans for EYL classes							
		Sub-CPMK11 Being able to design lesson plans for EYL classes							
		Sub-CPMK12 Being able to design lesson plans for EYL classes							
		Sub-CPMK13 Being able to develop teaching materials relevant to the designed lesson plans and suitable for EYL classes							
		Sub-CPMK14 Being able to develop teaching materials relevant to the designed lesson plans and suitable for EYL classes							
		Sub-CPMK15 Being able to develop teaching materials relevant to the designed lesson plans and suitable for EYL classes							
		Sub-CPMK16 Being able to develop teaching materials relevant to the designed lesson plans and suitable for EYL classes							
		Sub-CPMK17 Being able to demonstrate how to teach English to young learners based on the lesson plans that have been designed by the students							
		Sub-CPMK18 Being able to demonstrate how to teach English to young learners based on the lesson plans that have been designed by the students							
Deskripsi Singkat MK		This course focuses on the basic concepts and principles of teaching English to young learners and how to apply them in classroom setting. It is designed to equip students with the knowledge, skills, and techniques for teaching English to young learners. The scope of this course includes the basic principles of TEYL, contemporary issues in English for young learners, theme-based lesson planning, teaching materials, authentic assessment, and the use of learning media in TEYL. This course applies a Project-Based Learning (PBL) approach through lesson design, teaching simulations, and material development projects appropriate for young learners.							
Pustaka		Utama : 1. Cameron, Lynn. 2001. Teaching Languages to Young Learners. Cambridge: Cambridge University Press. 2. Halliwell, S. 1992. Teaching English in the Primary Classroom . Longman Handbooks for Language Teachers. 3. Scott A. Wendy LH Ytreberg. 1990. Teaching English to Children . New York: Longman Group UK Limited 4. Garten,Sue.& Copland,Fiona. 2019. The Routledge Handbook of Teaching English to Young Learners . New York: Routledge the Taylor and Francis Group 5. Ade & Saroinsong. 2020. ALTERNATIVE FUN ENGLISH LEARNING METHODS FOR YOUNG LEARNERS. Surabaya: Unesa University Press Pendukung : 1. https://www.onestopenglish.com 2. ESL for Young Learners: Complete Teaching Guide for Children Ages 3-12 | ESL Materials 3. https://kidsclubenglish.com/teaching-tips/?utm_source=chatgpt.com 4. https://www.eslbase.com/teaching/young-learners/?utm_source=chatgpt.com							
Dosen Pengampu		RIRIN PUSPARINI Dr. Ririn Pusparini, S.Pd., M.Pd. Dr. Ririn Pusparini, S.Pd., M.Pd.							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)		
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)		

1	Being able to differentiate between basic concept and principles of teaching English to young learners and adult learners	1.To compare Piaget, Vygotsky, and Bruner Theory of language learning 2.To identify the characteristics of young learners 3.To identify the differences between young learners and adult learners in learning languages 4.To explain the implications of the characteristics of young learners in TEYL identify teachers' ability and attitude to create good classroom management and atmosphere 5.To identify teachers' ability and attitude to create good classroom management	Kriteria: Critical thinking and collaboration Bentuk Penilaian : Aktifitas Partisipatif	Active Learning- discussion 2 X 50		Materi: Working with young learners Pustaka: Cameron, Lynn. 2001. <i>Teaching Languages to Young Learners</i>. Cambridge: Cambridge University Press.	2%
2	Being able to differentiate between basic concept and principles of teaching English to young learners and adult learners	1.To compare Piaget, Vygotsky, and Bruner Theory of language learning 2.To identify the characteristics of young learners 3.To identify the differences between young learners and adult learners in learning languages 4.To explain the implications of the characteristics of young learners in TEYL identify teachers' ability and attitude to create good classroom management and atmosphere 5.To identify teachers' ability and attitude to create good classroom management	Kriteria: Critical thinking and collaboration Bentuk Penilaian : Aktifitas Partisipatif	Active Learning- discussion 2 X 50		Materi: Working with young learners Pustaka: Cameron, Lynn. 2001. <i>Teaching Languages to Young Learners</i>. Cambridge: Cambridge University Press.	2%
3	Being able to explain current issues on teaching English to young learners	1.To identify macro issues on teaching English to young learners 2.To identify current issues related to teaching techniques in EYL classes 3.To relate the issues to the practice of EYL classes in Indonesia	Kriteria: Critical thinking and Communication Bentuk Penilaian : Aktifitas Partisipatif	Active Learning-classroom discussion 2 X 50		Materi: Current Issues in TEYL Pustaka: Garten,Sue.& Copland,Fiona. 2019. <i>The Routledge Handbook of Teaching English to Young Learners</i> . New York: Routledge the Taylor and Francis Group	2%
4	Being able to select suitable teaching techniques for EYL classes	1.identify suitable techniques to teach young learners language skills 2.identify suitable techniques to teach young learners language components	Kriteria: Critical thinking and collaboration Bentuk Penilaian : Aktifitas Partisipatif	group discussion 2 X 50		Materi: Teaching Techniques in TEYL Pustaka: Scott A. Wendy LH Ytreberg. 1990. <i>Teaching English to Children</i> . New York: Longman Group UK Limited	2%
5	1.Being able to select suitable teaching techniques for EYL classes 2.Being able to select appropriate media for EYL classes	1.identify suitable techniques to teach young learners language skills 2.identify suitable techniques to teach young learners language components 3.identify suitable media in TEYL	Kriteria: Critical thinking and collaboration Bentuk Penilaian : Aktifitas Partisipatif	group discussion 2 X 50		Materi: Teaching Techniques in TEYL Pustaka: Scott A. Wendy LH Ytreberg. 1990. <i>Teaching English to Children</i> . New York: Longman Group UK Limited	2%
6	1.Being able to select suitable teaching techniques for EYL classes 2.Being able to select appropriate media for EYL classes	1.identify suitable techniques to teach young learners language skills 2.identify suitable techniques to teach young learners language components 3.identify suitable media in TEYL	Kriteria: Critical thinking and collaboration Bentuk Penilaian : Aktifitas Partisipatif	group discussion 2 X 50		Materi: Teaching Techniques in TEYL Pustaka: Scott A. Wendy LH Ytreberg. 1990. <i>Teaching English to Children</i> . New York: Longman Group UK Limited	2%

7	Being able to design lesson plans for EYL classes	1.To formulate learning objectives 2.To design fun activities for EYL classes 3.To determine suitable assessment 4.To maximize the use of various learning media	Kriteria: Critical thinking, collaboration, and communication Bentuk Penilaian : Aktifitas Partisipatif	group work (project completion) 2 X 50		Materi: Lesson Planning Pustaka: Halliwell, S. 1992. <i>Teaching English in the Primary Classroom</i> . Longman Handbooks for Language Teachers.	2%
8	Being able to design lesson plans for EYL classes	1.To formulate learning objectives 2.To design fun activities for EYL classes 3.To determine suitable assessment 4.To maximize the use of various learning media	Kriteria: Critical thinking, collaboration, and communication Bentuk Penilaian : Aktifitas Partisipatif	group work (project completion) 2 X 50		Materi: Lesson Planning Pustaka: Halliwell, S. 1992. <i>Teaching English in the Primary Classroom</i> . Longman Handbooks for Language Teachers.	2%
9	Being able to design lesson plans for EYL classes	1.To formulate learning objectives 2.To design fun activities for EYL classes 3.To determine suitable assessment 4.To maximize the use of various learning media	Kriteria: Critical thinking, collaboration, and communication Bentuk Penilaian : Aktifitas Partisipatif	group work (project completion) 2 X 50		Materi: Lesson Planning Pustaka: Halliwell, S. 1992. <i>Teaching English in the Primary Classroom</i> . Longman Handbooks for Language Teachers.	2%
10	Being able to design lesson plans for EYL classes	1.To formulate learning objectives 2.To design fun activities for EYL classes 3.To determine suitable assessment 4.To maximize the use of various learning media	Kriteria: Critical thinking, collaboration, and communication Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	group work (project completion) 2 X 50		Materi: Lesson Planning Pustaka: Halliwell, S. 1992. <i>Teaching English in the Primary Classroom</i> . Longman Handbooks for Language Teachers.	25%
11	Being able to develop teaching materials relevant to the designed lesson plans and suitable for EYL classes	1.To formulate clear learning objectives 2.To develop materials that match learners' age, cognitive level, and emotional development 3.To create relevant & meaningful content 4.To use accurate & appropriate English 5.To create engaging activities	Kriteria: 1.Learning objectives are clear. 2.The teaching materials are suitable for the learners' age, cognitive level, and emotional development. 3.The content if the materials are relevant and meaningful. 4.The English used in the materials are accurate and appropriate 5.Activities in the materials are angaging Bentuk Penilaian : Aktifitas Partisipatif	group work (project completion) 2 X 50		Materi: Lesson Planning Pustaka: Halliwell, S. 1992. <i>Teaching English in the Primary Classroom</i> . Longman Handbooks for Language Teachers. Materi: Fun Activities for children Pustaka: Ade & Saroinsong. 2020. <i>ALTERNATIVE FUN ENGLISH LEARNING METHODS FOR YOUNG LEARNERS</i> . Surabaya: Unesa University Press Materi: Fun Activities for children Pustaka: <i>ESL for Young Learners: Complete Teaching Guide for Children Ages 3-12 | ESL Materials</i> Materi: Fun Activities for children Pustaka: https://kidsclubenglish.com/... Materi: Fun Activities for children Pustaka: https://www.eslbase.com/...	2%
12	Being able to develop teaching materials relevant to the designed lesson plans and suitable for EYL classes	1.To formulate clear learning objectives 2.To develop materials that match learners' age, cognitive level, and emotional development 3.To create relevant & meaningful content 4.To use accurate & appropriate English 5.To create engaging activities	Kriteria: 1.Learning objectives are clear. 2.The teaching materials are suitable for the learners' age, cognitive level, and emotional development. 3.The content if the materials are relevant and meaningful. 4.The English used in the materials are accurate and appropriate 5.Activities in the materials are angaging Bentuk Penilaian : Aktifitas Partisipatif	group work (project completion) 2 X 50		Materi: Lesson Planning Pustaka: Halliwell, S. 1992. <i>Teaching English in the Primary Classroom</i> . Longman Handbooks for Language Teachers. Materi: Fun Activities for children Pustaka: Ade & Saroinsong. 2020. <i>ALTERNATIVE FUN ENGLISH LEARNING METHODS FOR YOUNG LEARNERS</i> . Surabaya: Unesa University Press Materi: Fun Activities for children Pustaka: <i>ESL for Young Learners: Complete Teaching Guide for Children Ages 3-12 | ESL Materials</i> Materi: Fun Activities for children Pustaka: https://kidsclubenglish.com/... Materi: Fun Activities for children Pustaka: https://www.eslbase.com/...	2%

13	Being able to develop teaching materials relevant to the designed lesson plans and suitable for EYL classes	1.To formulate clear learning objectives 2.To develop materials that match learners' age, cognitive level, and emotional development 3.To create relevant & meaningful content 4.To use accurate & appropriate English 5.To create engaging activities	Kriteria: 1.Learning objectives are clear. 2.The teaching materials are suitable for the learners' age, cognitive level, and emotional development. 3.The content if the materials are relevant and meaningful. 4.The English used in the materials are accurate and appropriate 5.Activities in the materials are angaging Bentuk Penilaian : Aktifitas Partisipatif	group work (project completion) 2 X 50		Materi: Lesson Planning Pustaka: Halliwell, S. 1992. <i>Teaching English in the Primary Classroom</i> . Longman Handbooks for Language Teachers. Materi: Fun Activities for children Pustaka: Ade & Saroinsong. 2020. <i>ALTERNATIVE FUN ENGLISH LEARNING METHODS FOR YOUNG LEARNERS</i> . Surabaya: Unesa University Press Materi: Fun Activities for children Pustaka: <i>ESL for Young Learners: Complete Teaching Guide for Children Ages 3-12 | ESL Materials</i> Materi: Fun Activities for children Pustaka: https://kidsclubenglish.com/... Materi: Fun Activities for children Pustaka: https://www.eslbase.com/...	3%
14	Being able to develop teaching materials relevant to the designed lesson plans and suitable for EYL classes	1.To formulate clear learning objectives 2.To develop materials that match learners' age, cognitive level, and emotional development 3.To create relevant & meaningful content 4.To use accurate & appropriate English 5.To create engaging activities	Kriteria: 1.Learning objectives are clear. 2.The teaching materials are suitable for the learners' age, cognitive level, and emotional development. 3.The content if the materials are relevant and meaningful. 4.The English used in the materials are accurate and appropriate 5.Activities in the materials are angaging Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	group work (project completion) 2 X 50		Materi: Lesson Planning Pustaka: Halliwell, S. 1992. <i>Teaching English in the Primary Classroom</i> . Longman Handbooks for Language Teachers. Materi: Fun Activities for children Pustaka: Ade & Saroinsong. 2020. <i>ALTERNATIVE FUN ENGLISH LEARNING METHODS FOR YOUNG LEARNERS</i> . Surabaya: Unesa University Press Materi: Fun Activities for children Pustaka: <i>ESL for Young Learners: Complete Teaching Guide for Children Ages 3-12 | ESL Materials</i> Materi: Fun Activities for children Pustaka: https://kidsclubenglish.com/... Materi: Fun Activities for children Pustaka: https://www.eslbase.com/...	30%
15	Being able to demonstrate how to teach English to young learners based on the lesson plans that have been designed by the students	1.To use good classroom English 2.To apply suitable teaching techniques 3.To apply joyful learning 4.To use media effectively 5.To manage time effectively	Kriteria: 1.The use of good classroom English - 35% 2.The implementation of suitable teaching techniques and joyful learning - 35% 3.The use of media - 20% 4.Time management - 10% Bentuk Penilaian : Praktik / Unjuk Kerja	teaching simulation/ peer teaching 2 X 50		Materi: Teaching English to children Pustaka: Scott A. Wendy LH Ytreberg. 1990. <i>Teaching English to Children</i> . New York: Longman Group UK Limited	10%
16	Being able to demonstrate how to teach English to young learners based on the lesson plans that have been designed by the students	1.To use good classroom English 2.To apply suitable teaching techniques 3.To apply joyful learning 4.To use media effectively 5.To manage time effectively	Kriteria: 1.The use of good classroom English - 35% 2.The implementation of suitable teaching techniques and joyful learning - 35% 3.The use of media - 20% 4.Time management - 10% Bentuk Penilaian : Praktik / Unjuk Kerja	teaching simulation/ peer teaching 2 X 50		Materi: Teaching English to children Pustaka: Scott A. Wendy LH Ytreberg. 1990. <i>Teaching English to Children</i> . New York: Longman Group UK Limited	10%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	25%
2.	Penilaian Hasil Project / Penilaian Produk	55%
3.	Praktik / Unjuk Kerja	20%
		100%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
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- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
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		Universitas Negeri Surabaya Fakultas Program Studi					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE		Rumpun MK		BOBOT (sks) T=2 P=0 ECTS=3.18		SEMESTER 4
								Tgl Penyusunan 21 Agustus 2026
OTORISASI		Pengembang RPS 		Koordinator RMK 		Koordinator Program Studi HIMMAWAN ADI NUGROHO		
Model Pembelajaran								
Capaian Pembelajaran (CP)		CPL-PRODI yang dibebankan pada MK 1. Sikap Capaian Pembelajaran Mata Kuliah (CPMK)						
Deskripsi Singkat MK								
Pustaka		Utama : Pendukung : 						
Dosen Pengampu								
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1							0%	
2							0%	
3							0%	
4							0%	
5							0%	
6							0%	
7							0%	
8							0%	
9							0%	
10							0%	
11							0%	
12							0%	
13							0%	
14							0%	
15							0%	

Rekap Persentase Evaluasi :

No	Evaluasi	Persentase
		0%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
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- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolak ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan
Testing and Assessment in ELT		8820302344	Mata Kuliah Wajib Kurikulum - Institusional		T=2	P=0	ECTS=3.18	4 28 Januari 2026
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi		
		Muhaimin Abdullah		AHMAD MUNIR		HIMMAWAN ADI NUGROHO		
Model Pembelajaran	Project Based Learning							
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK							
	1. Sikap							
	CPL 1.A	Menunjukkan kesadaran tentang nilai, etika, norma dan tanggung jawab yang terkait dengan perilaku akademis.						
	Capaian Pembelajaran Mata Kuliah (CPMK)							
	1. Memiliki pengetahuan tentang konsep tes dan asesment serta kaitannya dengan kurikulum nasional							
	2. Memiliki kemampuan merencanakan, mendesain, menyusun, dan menguji coba tes dan asesmen skill berbahasa Inggris sesuai dengan kurikulum nasional							
	3. Mendemonstrasikan kemampuan merencanakan, mendesain, menyusun, dan menguji coba tes dan asesmen skill berbahasa Inggris sesuai dengan kurikulum nasional							
	4. Menggunakan teknologi digital dan AI untuk merencanakan, mendesain, menyusun, dan menguji coba tes dan asesmen skill berbahasa Inggris							
	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)							
	Sub-CPMK1	Memiliki pengetahuan tentang konsep tes, asesmen, pengukuran, dan evaluasi dalam pembelajaran bahasa Inggris						
	Sub-CPMK2	Memiliki pemahaman tentang prinsip tes, asesmen, pengukuran, dan evaluasi dalam pembelajaran bahasa Inggris						
	Sub-CPMK3	Memahami tes, asesmen, pengukuran, dan evaluasi berorientasi proses dan menerapkan dalam asesmen kelas						
	Sub-CPMK4	memahami beragam asesmen berorientasi proses dan menerapkan dalam asesmen kelas						
	Sub-CPMK5	Memahami beragam tes, asesmen, pengukuran, dan evaluasi berorientasi proses dan menerapkan dalam asesmen kelas						
	Sub-CPMK6	Memahami beragam tes, asesmen, pengukuran, dan evaluasi berorientasi proses dan menerapkan dalam asesmen kelas						
	Sub-CPMK7	Memahami beragam tes, asesmen, pengukuran, dan evaluasi berorientasi proses dan menerapkan dalam asesmen kelas						
	Sub-CPMK8	Mendemonstrasikan pemahaman beragam tes, asesmen, pengukuran, dan evaluasi berorientasi proses dan penerapannya dalam asesmen kelas						
	Sub-CPMK9	Memahami dan menerapkan tes, asesmen, pengukuran, dan evaluasi keterampilan menyimak dalam kelas bahasa Inggris						
	Sub-CPMK10	Memahami dan menerapkan tes, asesmen, pengukuran, dan evaluasi keterampilan membaca dalam kelas bahasa Inggris						
	Sub-CPMK11	Memahami dan menerapkan tes, asesmen, pengukuran, dan evaluasi keterampilan berbicara dalam kelas bahasa Inggris						
Sub-CPMK12	Memahami dan menerapkan tes, asesmen, pengukuran, dan evaluasi keterampilan menulis dalam bahasa Inggris							
Sub-CPMK13	Merencanakan tes, asesmen, pengukuran, dan evaluasi digital							
Sub-CPMK14	Merencanakan tes, asesmen, pengukuran, dan evaluasi secara digital							
Sub-CPMK15	Merancang tes, asesmen, pengukuran, dan evaluasi digital							
Sub-CPMK16	Merancang tes, asesmen, pengukuran, dan evaluasi digital							
Deskripsi Singkat MK	Mata kuliah ini mencakup pengetahuan tentang cara mengembangkan, melakukan tes dan asesmen komponen dan keterampilan berbahasa Inggris. Mata kuliah ini juga diinisiasi dengan pemahaman perbedaan antara testing, assessment, dan evaluation, serta memberi kesempatan untuk mendesain dan menguji coba tes standar maupun tes buatan guru. Tes tersebut meliputi asesmen otentik, portfolio, asesmen lisan, membaca, menulis, dan menyimak. Mata kuliah ini menggunakan project-based learning. Sebagai asesmen di akhir mata kuliah, mahasiswa diminta menyusun rubrik asesmen keterampilan berbahasa Inggris dan tes formatif dan sumatif.							
Pustaka	Utama :							
	1. Russell, M. K. & Airasian, P. W. 2012. Classroom assessment: Concepts and applications (seventh edition) . New York: McGraw-Hill. 2. Brown, H. D., & Abeywickrama, P. 2019. Language Assessment Principles and Classroom Practices . New York:Pearson education Inc. 3. Harris, M.& McCann, P. 1994. Assessment: Handbooks for English classroom . New York: MacMillan 4. O'Malley, M.J. & Pierce, L.V. 1996. Authentic Assessment for English Learners . White Plain, NY: Addison-Wesley. 5. Phakiti, A. (2025). Language Testing and Assessment. Bloomsbury Academic. ISBN 978-1-4742-9012-8.							
	Pendukung :							
Dosen Pengampu	SYAFI'UL ANAM MUHAIMIN ABDULLAH Dr. Muhaimin Abdullah, S.Pd., M.Pd. Dr. Muhaimin Abdullah, S.Pd., M.Pd. Syafi'ul Anam, Ph.D. Syafi'ul Anam, Ph.D.							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1	Memiliki pengetahuan tentang konsep tes, asesmen, pengukuran, dan evaluasi dalam pembelajaran bahasa Inggris	1.Mendefinisikan tes, pengukuran, asesmen dan evaluasi 2.Menjelaskan beragam jenis tes, pengukuran, asesmen, dan evaluasi	Kriteria: Ketepatan definisi tes, pengukuran, asesmen, dan evaluasi Bentuk Penilaian : Aktifitas Partisipatif	Ceramah dan diskusi 2 X 50		Materi: Bab I Pustaka: Brown, H. D., & Abeywickrama, P. 2019. Language Assessment Principles and Classroom Practices . New York:Pearson education Inc.	2%	
2	Memiliki pemahaman tentang prinsip tes, asesmen, pengukuran, dan evaluasi dalam pembelajaran bahasa Inggris	Menjelaskan prinsip tes, asesmen, pengukuran, dan evaluasi dan penerapannya dalam pembelajaran bahasa Inggris	Kriteria: Ketepatan prinsip tes, asesmen, pengukuran, dan evaluasi dan penerapannya dalam asesmen pembelajaran bahasa Inggris dengan benar Bentuk Penilaian : Aktifitas Partisipatif	Ceraman dan diskusi 2 X 50		Materi: Principles of language assessment Pustaka: Brown, H. D., & Abeywickrama, P. 2010. Language Assessment Principles and Classroom Practices . New York:Pearson education Inc. Materi: Bab 1 Pustaka: Brown, H. D., & Abeywickrama, P. 2019. Language Assessment Principles and Classroom Practices . New York:Pearson education Inc.	2%	

3	Memahami tes, asesemen, pengukuran, dan evaluasi berorientasi proses dan menerapkan dalam asesmen kelas	Mampu menyusun form pengamatan formal dalam asesmen ketrampilan berbahasa di kelas bahasa Inggris	Kriteria: Menyusun form pengamatan formal dalam asesmen ketrampilan berbahasa di kelas bahasa Inggris dengan benar Bentuk Penilaian : Aktifitas Partisipatif	Ceramah dan praktik 2 X 50		Materi: observation Pustaka: Russell, M. K. & Airasian, P. W. 2012. Classroom assessment: Concepts and applications (seventh edition) . New York: McGraw-Hill. Materi: Bab 1 Pustaka: Brown, H. D., & Abeywickrama, P. 2019. Language Assessment Principles and Classroom Practices . New York: Pearson education Inc.	2%
4	memahami beragam asesmen berorientasi proses dan menerapkan dalam asesmen kelas	1. Mengidentifikasi dan menjelaskan beragam bentuk tes, asesmen, pengukuran, dan evaluasi berorientasi proses 2. Melakukan dan menyusun laporan penelitian lapangan sederhana tentang penerapan portfolio dalam pembelajaran bahasa Inggris	Kriteria: Mengidentifikasi dan menjelaskan beragam bentuk asesmen berorientasi proses dengan benar Bentuk Penilaian : Aktifitas Partisipatif	Project based learning 2 X 50		Materi: observation Pustaka: Russell, M. K. & Airasian, P. W. 2012. Classroom assessment: Concepts and applications (seventh edition) . New York: McGraw-Hill. Materi: portfolio Pustaka: Russell, M. K. & Airasian, P. W. 2012. Classroom assessment: Concepts and applications (seventh edition) . New York: McGraw-Hill. Materi: Portfolio Pustaka:	2%
5	Memahami beragam tes, asesemen, pengukuran, dan evaluasi berorientasi proses dan menerapkan dalam asesmen kelas	Mengidentifikasi dan menjelaskan beragam bentuk tes, asesemen, pengukuran, dan evaluasi berorientasi proses	Kriteria: Mengidentifikasi dan menjelaskan beragam bentuk tes, asesemen, pengukuran, dan evaluasi berorientasi proses dengan benar Bentuk Penilaian : Aktifitas Partisipatif	Ceramah dan praktik 2 X 50		Materi: observation Pustaka: Russell, M. K. & Airasian, P. W. 2012. Classroom assessment: Concepts and applications (seventh edition) . New York: McGraw-Hill. Materi: Portfolio Pustaka:	2%
6	Memahami beragam tes, asesemen, pengukuran, dan evaluasi berorientasi proses dan menerapkan dalam asesmen kelas	Mengidentifikasi dan menjelaskan beragam bentuk tes, asesemen, pengukuran, dan evaluasi berorientasi proses	Kriteria: mengidentifikasi dan menjelaskan beragam bentuk asesmen berorientasi proses dengan benar Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Ceramah dan praktik 2 X 50		Materi: observation Pustaka: Russell, M. K. & Airasian, P. W. 2012. Classroom assessment: Concepts and applications (seventh edition) . New York: McGraw-Hill. Materi: portfolio Pustaka: Russell, M. K. & Airasian, P. W. 2012. Classroom assessment: Concepts and applications (seventh edition) . New York: McGraw-Hill. Materi: Portfolio Pustaka:	3%
7	Memahami beragam tes, asesemen, pengukuran, dan evaluasi berorientasi proses dan menerapkan dalam asesmen kelas	1. Mengidentifikasi dan menjelaskan beragam bentuk tes, asesemen, pengukuran, dan evaluasi berorientasi proses 2. Menjelaskan cara penggunaan instrumen tes, asesemen, pengukuran, dan evaluasi berorientasi proses dan mengembangkan form asesmen berorientasi proses	Kriteria: Mengidentifikasi dan menjelaskan beragam bentuk asesmen berorientasi proses dengan benar Bentuk Penilaian : Aktifitas Partisipatif	Ceramah dan praktik 2 X 50		Materi: observation Pustaka: Russell, M. K. & Airasian, P. W. 2012. Classroom assessment: Concepts and applications (seventh edition) . New York: McGraw-Hill. Materi: self assessment dan peer assessment Pustaka: Brown, H. D., & Abeywickrama, P. 2010. Language Assessment Principles and Classroom Practices . New York: Pearson education Inc.	3%

8	Mendemonstrasikan pemahaman beragam tes, asesemen, pengukuran, dan evaluasi berorientasi proses dan penerapannya dalam asesmen kelas	1.Mengidentifikasi dan menjelaskan beragam bentuk tes, asesemen, pengukuran, dan evaluasi berorientasi proses 2.Menjelaskan cara penggunaan instrumen tes, asesemen, pengukuran, dan evaluasi berorientasi proses dan mengembangkan form asesmen berorientasi proses	Kriteria: Mengidentifikasi dan menjelaskan beragam bentuk asesmen berorientasi proses dengan benar Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja, Tes	Ceramah dan praktik 2 X 50		Materi: observation Pustaka: <i>Russell, M. K. & Airasian, P. W. 2012. Classroom assessment: Concepts and applications (seventh edition) . New York: McGraw-Hill.</i> Materi: self assessment dan peer assessment Pustaka: <i>Brown, H. D., & Abeywickrama, P. 2010. Language Assessment Principles and Classroom Practices . New York: Pearson education Inc.</i>	20%
9	Memahami dan menerapkan tes, asesemen, pengukuran, dan evaluasi keterampilan menyimak dalam kelas bahasa Inggris	Memilih metode tes, asesemen, pengukuran, dan evaluasi keterampilan menyimak dan mengembangkan instrumen keterampilan menyimak	Kriteria: Memilih metode tes, asesemen, pengukuran, dan evaluasi keterampilan menyimak dan mengembangkan instrumen keterampilan menyimak dengan benar Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio, Praktik / Unjuk Kerja	Ceramah dan praktik 2 X 50		Materi: Methods of assessing listening Pustaka: <i>Brown, H. D., & Abeywickrama, P. 2010. Language Assessment Principles and Classroom Practices . New York: Pearson education Inc.</i> Materi: Chapter 7. Testing and Assessing Listening Pustaka: <i>Phakiti, A. (2025). Language Testing and Assessment. Bloomsbury Academic. ISBN 978-1-4742-9012-8.</i>	4%
10	Memahami dan menerapkan tes, asesemen, pengukuran, dan evaluasi keterampilan membaca dalam kelas bahasa Inggris	Memilih metode tes, asesemen, pengukuran, dan evaluasi keterampilan membaca dan mengembangkan instrumen keterampilan membaca dalam kelas bahasa Inggris	Kriteria: Memilih metode tes, asesemen, pengukuran, dan evaluasi keterampilan membaca dan mengembangkan instrumen keterampilan membaca dengan benar Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	Ceramah dan praktik 2 X 50		Materi: Bab 1-4 Pustaka: <i>Brown, H. D., & Abeywickrama, P. 2019. Language Assessment Principles and Classroom Practices . New York: Pearson education Inc.</i> Materi: Chapter 5. Testing and Assessing Reading Pustaka: <i>Phakiti, A. (2025). Language Testing and Assessment. Bloomsbury Academic. ISBN 978-1-4742-9012-8.</i>	4%
11	Memahami dan menerapkan tes, asesemen, pengukuran, dan evaluasi keterampilan berbicara dalam kelas bahasa Inggris	Memilih metode tes, asesemen, pengukuran, dan evaluasi keterampilan berbicara dan mengembangkan instrumen keterampilan berbicara dalam bahasa Inggris	Kriteria: Memilih metode tes, asesemen, pengukuran, dan evaluasi keterampilan berbicara dan mengembangkan instrumen berbicara dalam bahasa Inggris dengan benar Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio	Ceramah dan praktik 2 X 50		Materi: Bab 1-4 Pustaka: <i>Brown, H. D., & Abeywickrama, P. 2019. Language Assessment Principles and Classroom Practices . New York: Pearson education Inc.</i> Materi: Chapter 8. Testing and Assessing Speaking Pustaka: <i>Phakiti, A. (2025). Language Testing and Assessment. Bloomsbury Academic. ISBN 978-1-4742-9012-8.</i>	4%
12	Memahami dan menerapkan tes, asesemen, pengukuran, dan evaluasi keterampilan menulis dalam bahasa Inggris	Memilih metode tes, asesemen, pengukuran, dan evaluasi keterampilan menulis dan mengembangkan instrumen keterampilan menulis dalam bahasa Inggris	Kriteria: Memilih metode tes, asesemen, pengukuran, dan evaluasi keterampilan menulis dan mengembangkan instrumen keterampilan menulis dalam bahasa Inggris dengan benar Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja	Ceramah dan praktik 2 X 50		Materi: Assessing Writing Pustaka: <i>Brown, H. D., & Abeywickrama, P. 2010. Language Assessment Principles and Classroom Practices . New York: Pearson education Inc.</i> Materi: Chapter 6. Testing and Assessing Writing Pustaka: <i>Phakiti, A. (2025). Language Testing and Assessment. Bloomsbury Academic. ISBN 978-1-4742-9012-8.</i>	4%

13	Merencanakan tes, asesmen, pengukuran, dan evaluasi digital	Mendesain kisi-kisi soal bahasa Inggris secara digital berdasarkan kurikulum nasional	Kriteria: Mendesai kisi-kisi soal bahasa Inggris secara digital berdasarkan kurikulum nasional dengan benar Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja	Project based learning 2x50		Materi: test specification and assessment instrument development Pustaka: Brown, H. D., & Abeywickrama, P. 2010. <i>Language Assessment Principles and Classroom Practices</i> . New York: Pearson education Inc. Materi: Bab 1-4 Pustaka: Brown, H. D., & Abeywickrama, P. 2019. <i>Language Assessment Principles and Classroom Practices</i> . New York: Pearson education Inc.	4%
14	Merencanakan tes, asesmen, pengukuran, dan evaluasi secara digital	Mendesain kisi-kisi soal bahasa Inggris secara digital berdasarkan kurikulum nasional	Kriteria: Mendesain kisi-kisi soal bahasa Inggris secara digital berdasarkan kurikulum nasional dengan benar Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja	Project based learning 2x50		Materi: Bab 1-4 Pustaka: Brown, H. D., & Abeywickrama, P. 2019. <i>Language Assessment Principles and Classroom Practices</i> . New York: Pearson education Inc.	4%
15	Merancang tes, asesmen, pengukuran, dan evaluasi digital	Menyusun kisi-kisi soal bahasa Inggris berdasarkan kurikulum nasional	Kriteria: Menyusun kisi-kisi soal bahasa Inggris berdasarkan kurikulum nasional dengan benar Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja	Project based learning 2x50		Materi: Bab 1-5 Pustaka: Brown, H. D., & Abeywickrama, P. 2019. <i>Language Assessment Principles and Classroom Practices</i> . New York: Pearson education Inc.	10%
16	Merancang tes, asesmen, pengukuran, dan evaluasi digital	Menyusun kisi-kisi soal bahasa Inggris berdasarkan kurikulum nasional	Kriteria: Menyusun kisi-kisi soal bahasa Inggris berdasarkan kurikulum nasional dengan benar Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	Project based learning 2x50		Materi: Bab 1-5 Pustaka: Brown, H. D., & Abeywickrama, P. 2019. <i>Language Assessment Principles and Classroom Practices</i> . New York: Pearson education Inc.	30%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	42%
2.	Penilaian Hasil Project / Penilaian Produk	17%
3.	Penilaian Portofolio	8.83%
4.	Praktik / Unjuk Kerja	25.5%
5.	Tes	6.67%
		100%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolak ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan
KKN atau Bentuk Lain		8820320296			T=0	P=20	ECTS=31.8	5 21 Agustus 2026
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi		
						HIMMAWAN ADI NUGROHO		
Model Pembelajaran		Project Based Learning						
Capaian Pembelajaran (CP)		CPL-PRODI yang dibebankan pada MK						
		1. Sikap						
		2. Keterampilan Umum						
		3. Keterampilan Khusus						
		4. Pengetahuan						
		Capaian Pembelajaran Mata Kuliah (CPMK)						
Deskripsi Singkat MK								
Pustaka		Utama :						
		Pendukung :						
Dosen Pengampu								
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1							0%	
2							0%	
3							0%	
4							0%	
5							0%	
6							0%	
7							0%	
8							0%	
9							0%	
10							0%	
11							0%	
12							0%	
13							0%	
14							0%	
15							0%	
16							0%	

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
		0%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan umum, dibebankan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolak ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan
PLP		8820320297	Mata Kuliah Wajib Kurikulum - Institusional		T=0	P=20	ECTS=31.8	7
OTORISASI		Pengembang RPS			Koordinator RMK		Koordinator Program Studi	
							HIMMAWAN ADI NUGROHO	
Model Pembelajaran	Project Based Learning							
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK							
	1. Sikap							
	CPL 1.A	Menunjukkan kesadaran tentang nilai, etika, norma dan tanggung jawab yang terkait dengan perilaku akademis.						
	2. Keterampilan Umum							
	3. Keterampilan Khusus							
	4. Pengetahuan							
	Capaian Pembelajaran Mata Kuliah (CPMK)							
Deskripsi Singkat MK								
Pustaka	Utama :							
	Pendukung :							
Dosen Pengampu	FAHRI OIKUREMA PURWATI FAURIS ZUHRI SUMARNININGSIH YURI LOLITA HENNY DWI ISWATI HIMMAWAN ADI NUGROHO RIRIN PUSPARINI AHMAD MUNIR, S.Pd., M.Ed., Ph.D RAHAYU KUSWARDANI NUR CHAKIM ESTI KURNIASIH ARIK SUSANTI NUR FAUZIA ZAINUL AMININ ABDUR ROSYID Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd. Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd. Dr. Arik Susanti, S.Pd., M.Pd. Dr. Arik Susanti, S.Pd., M.Pd. Fauris Zuhri, S.Pd., M.Hum. Fauris Zuhri, S.Pd., M.Hum. Rahayu Kuswardani, S.Pd., M.AppL. Rahayu Kuswardani, S.Pd., M.AppL. Dr. Nur Fauzia, S.S., M.Pd. Dr. Nur Fauzia, S.S., M.Pd. Dr. Ririn Pusparini, S.Pd., M.Pd. Dr. Ririn Pusparini, S.Pd., M.Pd. Ahmad Munir, S.Pd., M.Ed., Ph.D. Ahmad Munir, S.Pd., M.Ed., Ph.D. Dr. Yuri Lolita, S.Pd., M.Pd. Dr. Yuri Lolita, S.Pd., M.Pd. Drs. Fahri, M.A. Drs. Fahri, M.A. Dr. Nur Chakim, S.Pd., M.Pd. Dr. Nur Chakim, S.Pd., M.Pd. Dr. Henny Dwi Iswati, S.S., M.Pd. Dr. Henny Dwi Iswati, S.S., M.Pd. Abdur Rosyid, S.Pd., M.TESOL Abdur Rosyid, S.Pd., M.TESOL Zainul Aminin, S.Pd., M.Pd. Zainul Aminin, S.Pd., M.Pd. Sumarniningsih, S.Pd., M.Pd. Sumarniningsih, S.Pd., M.Pd. Esti Kurniasih, S.Pd., M.Pd. Esti Kurniasih, S.Pd., M.Pd.							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1							0%	
2							0%	
3							0%	
4							0%	
5							0%	
6							0%	
7							0%	
8							0%	
9							0%	
10							0%	
11							0%	
12							0%	
13							0%	
14							0%	
15							0%	
16							0%	

Rekap Persentase Evaluasi : Project Based Learning		
No	Evaluasi	Persentase
		0%

Catatan
 1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.

2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODII) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE		Rumpun MK		BOBOT (sks)		SEMESTER
ESP Course Design		8820304347				T=4 P=0 ECTS=6.36		7
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi		
		.....		.....		HIMMAWAN ADI NUGROHO		
Model Pembelajaran		Project Based Learning						
Capaian Pembelajaran (CP)		CPL-PRODI yang dibebankan pada MK						
		1. Sikap						
		Capaian Pembelajaran Mata Kuliah (CPMK)						
Deskripsi Singkat MK								
Pustaka		Utama :						
		Pendukung :						
Dosen Pengampu								
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1							0%	
2							0%	
3							0%	
4							0%	
5							0%	
6							0%	
7							0%	
8							0%	
9							0%	
10							0%	
11							0%	
12							0%	
13							0%	
14							0%	
15							0%	
16							0%	

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
		0%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE		Rumpun MK		BOBOT (sks)		SEMESTER
ESP Course Evaluation		8820303348				T=3 P=0 ECTS=4.77		7
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi		
		.....		.....		HIMMAWAN ADI NUGROHO		
Model Pembelajaran		Project Based Learning						
Capaian Pembelajaran (CP)		CPL-PRODI yang dibebankan pada MK						
		1. Sikap						
		Capaian Pembelajaran Mata Kuliah (CPMK)						
Deskripsi Singkat MK								
Pustaka		Utama :						
		Pendukung :						
Dosen Pengampu								
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1							0%	
2							0%	
3							0%	
4							0%	
5							0%	
6							0%	
7							0%	
8							0%	
9							0%	
10							0%	
11							0%	
12							0%	
13							0%	
14							0%	
15							0%	
16							0%	

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
		0%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi					Kode Dokumen		
RENCANA PEMBELAJARAN SEMESTER									
MATA KULIAH (MK)		KODE		Rumpun MK		BOBOT (sks) T=3 P=0 ECTS=4.77		SEMESTER 7	Tgl Penyusunan 21 Agustus 2026
OTORISASI		Pengembang RPS 		Koordinator RMK 		Koordinator Program Studi HIMMAWAN ADI NUGROHO			
Model Pembelajaran		CPL-PRODI yang dibebankan pada MK							
Capaian Pembelajaran (CP)		1. Sikap Capaian Pembelajaran Mata Kuliah (CPMK)							
Deskripsi Singkat MK									
Pustaka		Utama :							
		Pendukung :							
Dosen Pengampu									
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)		
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)		
1							0%		
2							0%		
3							0%		
4							0%		
5							0%		
6							0%		
7							0%		
8							0%		
9							0%		
10							0%		
12							0%		
13							0%		
14							0%		
15							0%		
16							0%		

Rekap Persentase Evaluasi :

No	Evaluasi	Persentase
		0%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodi yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolak ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan
					T=2 P=0 ECTS=3.18		7	21 Agustus 2026
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi		
						HIMMAWAN ADI NUGROHO		
Model Pembelajaran								
Capaian Pembelajaran (CP)		CPL-PRODI yang dibebankan pada MK 1. Sikap Capaian Pembelajaran Mata Kuliah (CPMK)						
Deskripsi Singkat MK								
Pustaka		Utama : Pendukung : 						
Dosen Pengampu								
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1							0%	
2							0%	
3							0%	
4							0%	
5							0%	
6							0%	
8							0%	
10							0%	
11							0%	
12							0%	
13							0%	
15							0%	

Rekap Persentase Evaluasi :

No	Evaluasi	Persentase
		0%

- Catatan**
- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
 - CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
 - CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
 - Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
 - Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
 - Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolak ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
 - Bentuk penilaian:** tes dan non-tes.
 - Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
 - Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
 - Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
 - Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
 - TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

		Universitas Negeri Surabaya Fakultas Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen	
RENCANA PEMBELAJARAN SEMESTER								
MATA KULIAH (MK)		KODE		Rumpun MK		BOBOT (sks)		SEMESTER
ESP Teaching		8820304322				T=4 P=0 ECTS=6.36		7
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi		
						HIMMAWAN ADI NUGROHO		
Model Pembelajaran		Project Based Learning						
Capaian Pembelajaran (CP)		CPL-PRODI yang dibebankan pada MK						
		1. Sikap						
		Capaian Pembelajaran Mata Kuliah (CPMK)						
Deskripsi Singkat MK								
Pustaka		Utama :						
		Pendukung :						
Dosen Pengampu								
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1							0%	
2							0%	
3							0%	
4							0%	
5							0%	
6							0%	
7							0%	
8							0%	
9							0%	
10							0%	
11							0%	
12							0%	
13							0%	
14							0%	
15							0%	
16							0%	

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
		0%

Catatan

- Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
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