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|  |                                                                                                                                                                                                                                          | <div>Universitas Negeri Surabaya</div> <div>S1 Pendidikan Bahasa Inggris</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |     |                 |  | <div>Kode Dokumen</div>   |                 |     |                                                                                                                                                                                                    |  |  |  |  |  |  |     |                                                                |  |  |  |  |  |  |     |                                                                                                                 |  |  |  |  |  |  |        |                                                                                                                                                                         |  |  |  |  |  |  |        |                                                                                                                                                                                        |  |  |  |  |  |  |        |                                                                                                                                                                                  |  |  |  |  |  |  |        |                                                                                                                                                                                                                                          |  |  |  |  |  |  |  |      |     |     |     |  |        |   |  |  |  |        |  |   |  |  |        |  |   |  |  |        |  |  |   |
| <div>RENCANA PEMBELAJARAN SEMESTER</div>                                          |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |     |                 |  |                           |                 |     |                                                                                                                                                                                                    |  |  |  |  |  |  |     |                                                                |  |  |  |  |  |  |     |                                                                                                                 |  |  |  |  |  |  |        |                                                                                                                                                                         |  |  |  |  |  |  |        |                                                                                                                                                                                        |  |  |  |  |  |  |        |                                                                                                                                                                                  |  |  |  |  |  |  |        |                                                                                                                                                                                                                                          |  |  |  |  |  |  |  |      |     |     |     |  |        |   |  |  |  |        |  |   |  |  |        |  |   |  |  |        |  |  |   |
| MATA KULIAH (MK)                                                                  |                                                                                                                                                                                                                                          | KODE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Rumpun MK |     | BOBOT (sks)     |  | SEMESTER                  | Tgl Penyusunan  |     |                                                                                                                                                                                                    |  |  |  |  |  |  |     |                                                                |  |  |  |  |  |  |     |                                                                                                                 |  |  |  |  |  |  |        |                                                                                                                                                                         |  |  |  |  |  |  |        |                                                                                                                                                                                        |  |  |  |  |  |  |        |                                                                                                                                                                                  |  |  |  |  |  |  |        |                                                                                                                                                                                                                                          |  |  |  |  |  |  |  |      |     |     |     |  |        |   |  |  |  |        |  |   |  |  |        |  |   |  |  |        |  |  |   |
| Developing EFL Materials                                                          |                                                                                                                                                                                                                                          | 8820302285                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |     | 2               |  |                           | 25 Agustus 2026 |     |                                                                                                                                                                                                    |  |  |  |  |  |  |     |                                                                |  |  |  |  |  |  |     |                                                                                                                 |  |  |  |  |  |  |        |                                                                                                                                                                         |  |  |  |  |  |  |        |                                                                                                                                                                                        |  |  |  |  |  |  |        |                                                                                                                                                                                  |  |  |  |  |  |  |        |                                                                                                                                                                                                                                          |  |  |  |  |  |  |  |      |     |     |     |  |        |   |  |  |  |        |  |   |  |  |        |  |   |  |  |        |  |  |   |
| OTORISASI                                                                         |                                                                                                                                                                                                                                          | Pengembang RPS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |     | Koordinator RMK |  | Koordinator Program Studi |                 |     |                                                                                                                                                                                                    |  |  |  |  |  |  |     |                                                                |  |  |  |  |  |  |     |                                                                                                                 |  |  |  |  |  |  |        |                                                                                                                                                                         |  |  |  |  |  |  |        |                                                                                                                                                                                        |  |  |  |  |  |  |        |                                                                                                                                                                                  |  |  |  |  |  |  |        |                                                                                                                                                                                                                                          |  |  |  |  |  |  |  |      |     |     |     |  |        |   |  |  |  |        |  |   |  |  |        |  |   |  |  |        |  |  |   |
|                                                                                   |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |     | Ahmad Munir     |  | HIMMAWAN ADI NUGROHO      |                 |     |                                                                                                                                                                                                    |  |  |  |  |  |  |     |                                                                |  |  |  |  |  |  |     |                                                                                                                 |  |  |  |  |  |  |        |                                                                                                                                                                         |  |  |  |  |  |  |        |                                                                                                                                                                                        |  |  |  |  |  |  |        |                                                                                                                                                                                  |  |  |  |  |  |  |        |                                                                                                                                                                                                                                          |  |  |  |  |  |  |  |      |     |     |     |  |        |   |  |  |  |        |  |   |  |  |        |  |   |  |  |        |  |  |   |
| 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |                 |  |                           |                 |     |                                                                                                                                                                                                    |  |  |  |  |  |  |     |                                                                |  |  |  |  |  |  |     |                                                                                                                 |  |  |  |  |  |  |        |                                                                                                                                                                         |  |  |  |  |  |  |        |                                                                                                                                                                                        |  |  |  |  |  |  |        |                                                                                                                                                                                  |  |  |  |  |  |  |        |                                                                                                                                                                                                                                          |  |  |  |  |  |  |  |      |     |     |     |  |        |   |  |  |  |        |  |   |  |  |        |  |   |  |  |        |  |  |   |
| Capaian Pembelajaran (CP)                                                         |                                                                                                                                                                                                                                          | <div>CPL-PRODI yang dibebankan pada MK</div> <table border="1"> <tr> <td>CPL</td> <td colspan="7">Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan</td> </tr> <tr> <td>CPL</td> <td colspan="7">Menciptakan produk terkait dengan pembelajaran bahasa Inggris.</td> </tr> <tr> <td>CPL</td> <td colspan="7">Menunjukkan pemahaman yang baik tentang konsep pembelajaran bahasa Inggris dari perspektif nasional dan global.</td> </tr> </table> <div>Capaian Pembelajaran Mata Kuliah (CPMK)</div> <table border="1"> <tr> <td>CPMK-1</td> <td colspan="7">Having knowledge of developing teaching materials that are logical, critical, systematic, innovative, quality, authentic and acceptable regionally and internationally.</td> </tr> <tr> <td>CPMK-2</td> <td colspan="7">Utilizing information technology in the development of logical, critical, systematic, innovative, quality, authentic and acceptable teaching materials regionally and internationally.</td> </tr> <tr> <td>CPMK-3</td> <td colspan="7">Having skills in developing teaching materials that are logical, critical, systematic, innovative, quality, authentic and acceptable regionally and internationally utilising AI</td> </tr> <tr> <td>CPMK-4</td> <td colspan="7">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.</td> </tr> </table> <div>Matrik CPL - CPMK</div> <table border="1"> <tr> <td></td> <td>CPMK</td> <td>CPL</td> <td>CPL</td> <td>CPL</td> </tr> <tr> <td></td> <td>CPMK-1</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td></td> <td>CPMK-2</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td></td> <td>CPMK-3</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td></td> <td>CPMK-4</td> <td></td> <td></td> <td>✓</td> </tr> </table> <div>Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</div> |           |     |                 |  |                           |                 | CPL | 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 | Menciptakan produk terkait dengan pembelajaran bahasa Inggris. |  |  |  |  |  |  | CPL | Menunjukkan pemahaman yang baik tentang konsep pembelajaran bahasa Inggris dari perspektif nasional dan global. |  |  |  |  |  |  | CPMK-1 | Having knowledge of developing teaching materials that are logical, critical, systematic, innovative, quality, authentic and acceptable regionally and internationally. |  |  |  |  |  |  | CPMK-2 | Utilizing information technology in the development of logical, critical, systematic, innovative, quality, authentic and acceptable teaching materials regionally and internationally. |  |  |  |  |  |  | CPMK-3 | Having skills in developing teaching materials that are logical, critical, systematic, innovative, quality, authentic and acceptable regionally and internationally utilising AI |  |  |  |  |  |  | CPMK-4 | 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. |  |  |  |  |  |  |  | CPMK | CPL | CPL | CPL |  | CPMK-1 | ✓ |  |  |  | CPMK-2 |  | ✓ |  |  | CPMK-3 |  | ✓ |  |  | CPMK-4 |  |  | ✓ |
| CPL                                                                               | 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                                                                               | Menciptakan produk terkait dengan pembelajaran bahasa Inggris.                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |     |                 |  |                           |                 |     |                                                                                                                                                                                                    |  |  |  |  |  |  |     |                                                                |  |  |  |  |  |  |     |                                                                                                                 |  |  |  |  |  |  |        |                                                                                                                                                                         |  |  |  |  |  |  |        |                                                                                                                                                                                        |  |  |  |  |  |  |        |                                                                                                                                                                                  |  |  |  |  |  |  |        |                                                                                                                                                                                                                                          |  |  |  |  |  |  |  |      |     |     |     |  |        |   |  |  |  |        |  |   |  |  |        |  |   |  |  |        |  |  |   |
| CPL                                                                               | Menunjukkan pemahaman yang baik tentang konsep pembelajaran bahasa Inggris dari perspektif nasional dan global.                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |     |                 |  |                           |                 |     |                                                                                                                                                                                                    |  |  |  |  |  |  |     |                                                                |  |  |  |  |  |  |     |                                                                                                                 |  |  |  |  |  |  |        |                                                                                                                                                                         |  |  |  |  |  |  |        |                                                                                                                                                                                        |  |  |  |  |  |  |        |                                                                                                                                                                                  |  |  |  |  |  |  |        |                                                                                                                                                                                                                                          |  |  |  |  |  |  |  |      |     |     |     |  |        |   |  |  |  |        |  |   |  |  |        |  |   |  |  |        |  |  |   |
| CPMK-1                                                                            | Having knowledge of developing teaching materials that are logical, critical, systematic, innovative, quality, authentic and acceptable regionally and internationally.                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |     |                 |  |                           |                 |     |                                                                                                                                                                                                    |  |  |  |  |  |  |     |                                                                |  |  |  |  |  |  |     |                                                                                                                 |  |  |  |  |  |  |        |                                                                                                                                                                         |  |  |  |  |  |  |        |                                                                                                                                                                                        |  |  |  |  |  |  |        |                                                                                                                                                                                  |  |  |  |  |  |  |        |                                                                                                                                                                                                                                          |  |  |  |  |  |  |  |      |     |     |     |  |        |   |  |  |  |        |  |   |  |  |        |  |   |  |  |        |  |  |   |
| CPMK-2                                                                            | Utilizing information technology in the development of logical, critical, systematic, innovative, quality, authentic and acceptable teaching materials regionally and internationally.                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |     |                 |  |                           |                 |     |                                                                                                                                                                                                    |  |  |  |  |  |  |     |                                                                |  |  |  |  |  |  |     |                                                                                                                 |  |  |  |  |  |  |        |                                                                                                                                                                         |  |  |  |  |  |  |        |                                                                                                                                                                                        |  |  |  |  |  |  |        |                                                                                                                                                                                  |  |  |  |  |  |  |        |                                                                                                                                                                                                                                          |  |  |  |  |  |  |  |      |     |     |     |  |        |   |  |  |  |        |  |   |  |  |        |  |   |  |  |        |  |  |   |
| CPMK-3                                                                            | Having skills in developing teaching materials that are logical, critical, systematic, innovative, quality, authentic and acceptable regionally and internationally utilising AI                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |     |                 |  |                           |                 |     |                                                                                                                                                                                                    |  |  |  |  |  |  |     |                                                                |  |  |  |  |  |  |     |                                                                                                                 |  |  |  |  |  |  |        |                                                                                                                                                                         |  |  |  |  |  |  |        |                                                                                                                                                                                        |  |  |  |  |  |  |        |                                                                                                                                                                                  |  |  |  |  |  |  |        |                                                                                                                                                                                                                                          |  |  |  |  |  |  |  |      |     |     |     |  |        |   |  |  |  |        |  |   |  |  |        |  |   |  |  |        |  |  |   |
| CPMK-4                                                                            | 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. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |     |                 |  |                           |                 |     |                                                                                                                                                                                                    |  |  |  |  |  |  |     |                                                                |  |  |  |  |  |  |     |                                                                                                                 |  |  |  |  |  |  |        |                                                                                                                                                                         |  |  |  |  |  |  |        |                                                                                                                                                                                        |  |  |  |  |  |  |        |                                                                                                                                                                                  |  |  |  |  |  |  |        |                                                                                                                                                                                                                                          |  |  |  |  |  |  |  |      |     |     |     |  |        |   |  |  |  |        |  |   |  |  |        |  |   |  |  |        |  |  |   |
|                                                                                   | CPMK                                                                                                                                                                                                                                     | CPL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | CPL       | CPL |                 |  |                           |                 |     |                                                                                                                                                                                                    |  |  |  |  |  |  |     |                                                                |  |  |  |  |  |  |     |                                                                                                                 |  |  |  |  |  |  |        |                                                                                                                                                                         |  |  |  |  |  |  |        |                                                                                                                                                                                        |  |  |  |  |  |  |        |                                                                                                                                                                                  |  |  |  |  |  |  |        |                                                                                                                                                                                                                                          |  |  |  |  |  |  |  |      |     |     |     |  |        |   |  |  |  |        |  |   |  |  |        |  |   |  |  |        |  |  |   |
|                                                                                   | CPMK-1                                                                                                                                                                                                                                   | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |     |                 |  |                           |                 |     |                                                                                                                                                                                                    |  |  |  |  |  |  |     |                                                                |  |  |  |  |  |  |     |                                                                                                                 |  |  |  |  |  |  |        |                                                                                                                                                                         |  |  |  |  |  |  |        |                                                                                                                                                                                        |  |  |  |  |  |  |        |                                                                                                                                                                                  |  |  |  |  |  |  |        |                                                                                                                                                                                                                                          |  |  |  |  |  |  |  |      |     |     |     |  |        |   |  |  |  |        |  |   |  |  |        |  |   |  |  |        |  |  |   |
|                                                                                   | CPMK-2                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ✓         |     |                 |  |                           |                 |     |                                                                                                                                                                                                    |  |  |  |  |  |  |     |                                                                |  |  |  |  |  |  |     |                                                                                                                 |  |  |  |  |  |  |        |                                                                                                                                                                         |  |  |  |  |  |  |        |                                                                                                                                                                                        |  |  |  |  |  |  |        |                                                                                                                                                                                  |  |  |  |  |  |  |        |                                                                                                                                                                                                                                          |  |  |  |  |  |  |  |      |     |     |     |  |        |   |  |  |  |        |  |   |  |  |        |  |   |  |  |        |  |  |   |
|                                                                                   | CPMK-3                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ✓         |     |                 |  |                           |                 |     |                                                                                                                                                                                                    |  |  |  |  |  |  |     |                                                                |  |  |  |  |  |  |     |                                                                                                                 |  |  |  |  |  |  |        |                                                                                                                                                                         |  |  |  |  |  |  |        |                                                                                                                                                                                        |  |  |  |  |  |  |        |                                                                                                                                                                                  |  |  |  |  |  |  |        |                                                                                                                                                                                                                                          |  |  |  |  |  |  |  |      |     |     |     |  |        |   |  |  |  |        |  |   |  |  |        |  |   |  |  |        |  |  |   |
|                                                                                   | CPMK-4                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | ✓   |                 |  |                           |                 |     |                                                                                                                                                                                                    |  |  |  |  |  |  |     |                                                                |  |  |  |  |  |  |     |                                                                                                                 |  |  |  |  |  |  |        |                                                                                                                                                                         |  |  |  |  |  |  |        |                                                                                                                                                                                        |  |  |  |  |  |  |        |                                                                                                                                                                                  |  |  |  |  |  |  |        |                                                                                                                                                                                                                                          |  |  |  |  |  |  |  |      |     |     |     |  |        |   |  |  |  |        |  |   |  |  |        |  |   |  |  |        |  |  |   |

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|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------|---------------------|---------------------|---|---|----|----|----|----|----|----|----|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|--|--|--|--|---|---|---|---|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---|--------|--|--|--|--|--|--|--|--|---|---|---|---|--|--|--|--|--------|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <table><tr><td rowspan="2">CPMK</td><td colspan="16">Minggu Ke</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>CPMK-1</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>CPMK-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-4</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> | CPMK                                                                                                         | Minggu Ke                                                                        |                 |                     |                     |   |   |    |    |    |    |    |    |    |  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | CPMK-1 |  |  |  |  | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |  | CPMK-2 |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | CPMK-3 |  |  |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ |  |  |  |  | CPMK-4 | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK    | Minggu Ke                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                              |                                                                                  |                 |                     |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |
|         | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 3                                                                                                            | 4                                                                                | 5               | 6                   | 7                   | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-1  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                              |                                                                                  | ✓               | ✓                   | ✓                   | ✓ |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-2  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                              |                                                                                  |                 |                     |                     |   |   |    |    |    | ✓  | ✓  | ✓  | ✓  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-3  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                              |                                                                                  |                 |                     |                     |   | ✓ | ✓  | ✓  | ✓  |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-4  | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ✓                                                                                                            | ✓                                                                                |                 |                     |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |
| Pustaka | Utama :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                              |                                                                                  |                 |                     |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |
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|         | Pendukung :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                              |                                                                                  |                 |                     |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1. 5. Commercial English textbooks 6. Independent Curriculum for ES, JHS, SHS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                              |                                                                                  |                 |                     |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |
| Mg Ke-  | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Penilaian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                              | Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] |                 | Materi Pembelajaran | Bobot Penilaian (%) |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                              | 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 penilaian presentasi adalah penguasaan materi, penyampaian, struktut presentasi, serta media visual | Diskusi dan presentasi                                                           |                 |                     | 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 penilaian diskusi adalah keaktifan, kualitas pendapat, kerja sama dan sikap berdiskusi              | Diskusi dan presentasi                                                           |                 |                     | 2%                  |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |
| 3       | To explain the principles of developing teaching materials                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 8 Major principles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Kriteria penilaian diskusi adalah keaktifan, kualitas pendapat, kerja sama dan sikap berdiskusi              | Diskusi, ceramah dan presentasi                                                  |                 |                     | 2%                  |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |
| 4       | Framework for developing language skills materials (Listening and Speaking)                                                                                                                                                                                                                                                                                                                                                                                                                                          | Framework for textbook analysing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Kriteria penilaian presentasi adalah penguasaan materi, penyampaian, struktut presentasi, serta media visual | Group presentation                                                               |                 |                     | 15%                 |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |
| 5       | Framework for developing language skills materials (Reading and Writing)                                                                                                                                                                                                                                                                                                                                                                                                                                             | framework for developing language skills materials (Reading and Writing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Kebenaran isi dan kualitas penyampaian                                                                       | Lecture and discussion and presentation                                          |                 |                     | 2%                  |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |
| 6       | framework for developing language components teaching materials (Vocabulary, grammar, pronunciation)                                                                                                                                                                                                                                                                                                                                                                                                                 | framework for developing language components teaching materials (Vocabulary, grammar, pronunciation)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Kebenaran isi dan kualitas penyampaian                                                                       | Lecture and discussion                                                           |                 |                     | 2%                  |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |   |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |        |  |  |  |  |  |  |  |  |   |   |   |   |  |  |  |  |        |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |

|    |                                                               |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                      |                                                                         |  |  |     |
|----|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--|--|-----|
| 7  | Using commercial textbooks as model for materials development | Using commercial textbooks as model for materials development                                                                                                                                                                                                                                                                                             | Kesesuaian pilihan materi komersil dengan tujuan program pembelajaran                                                                                                                                                                                                                                                                                | Ceramah dan Diskusi                                                     |  |  | 2%  |
| 8  | Presenting drafting developing EFL materials                  | 1. Indikator pertemuan 1-7<br>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 | Keberhasilan isi dan kualitas jawaban                                                                                                                                                                                                                                                                                                                | Every group present their progress in drafting developing EFL materials |  |  | 16% |
| 9  | Materials development project planning                        | Plan of the materials                                                                                                                                                                                                                                                                                                                                     | 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. | Project based                                                           |  |  | 2%  |
| 10 | Materials development: listening                              | Materials development: listening                                                                                                                                                                                                                                                                                                                          | 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. | Project based                                                           |  |  | 20% |
| 11 | Materials development: Speaking and pronunciation             | Materials development: Speaking and pronunciation                                                                                                                                                                                                                                                                                                         | Kesesuaian draft dengan framework                                                                                                                                                                                                                                                                                                                    | Project based                                                           |  |  | 2%  |

|    |                                                                        |                                                                        |                                                                                                                                                                                                                                                                                                                                                      |                    |  |  |     |
|----|------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--|--|-----|
| 12 | Materials development: Reading and vocabulary                          | Materials development: Reading and vocabulary                          | Kesesuaian draft dengan framework                                                                                                                                                                                                                                                                                                                    | Project Based      |  |  | 2%  |
| 13 | Materials development: Writing and grammar                             | Materials development: Writing and grammar                             | Kesesuaian draft dengan framework                                                                                                                                                                                                                                                                                                                    | Project based      |  |  | 2%  |
| 14 | Materials development: assembling whole sections into one unit/chapter | Materials development: assembling whole sections into one unit/chapter | Acceptable format and display                                                                                                                                                                                                                                                                                                                        | Project based      |  |  | 2%  |
| 15 | Materials development: Proof reading and editing, publication ready    | Materials development: Proof reading and editing, publication ready    | 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. | Project based      |  |  | 2%  |
| 16 | All above                                                              | All above                                                              | Content, Display, Communicativeness, Logic                                                                                                                                                                                                                                                                                                           | Project submission |  |  | 25% |

#### SDGS (Sustainable Development Goals)



#### Catatan

- Capaian Pembelajaran Lulusan Program Studi (CPL-Prodi)** adalah rumusan kemampuan yang harus dimiliki oleh lulusan program studi yang mencakup sikap, penguasaan pengetahuan, keterampilan umum, dan keterampilan khusus sesuai dengan jenjang kualifikasi, yang diperoleh melalui proses pembelajaran.
- CPL-Prodi yang dibebankan pada Mata Kuliah** adalah bagian dari CPL-Prodi yang dipilih dan relevan untuk dikembangkan melalui suatu mata kuliah, sebagai dasar perumusan capaian pembelajaran mata kuliah.
- Capaian Pembelajaran Mata Kuliah (CPMK)** adalah kemampuan yang dirumuskan secara spesifik dan diturunkan dari CPL-Prodi yang dibebankan pada mata kuliah, serta menggambarkan kompetensi yang harus dicapai mahasiswa setelah menyelesaikan mata kuliah.
- Sub-CPMK** adalah kemampuan akhir yang direncanakan pada setiap tahap pembelajaran, sebagai penjabaran lebih rinci dari CPMK, bersifat terukur dan dapat diamati sesuai dengan materi pembelajaran.
- Indikator Penilaian** adalah pernyataan spesifik dan terukur yang digunakan untuk menilai ketercapaian Sub-CPMK, baik dari proses maupun hasil belajar mahasiswa, yang didukung dengan bukti penilaian.
- Kriteria Penilaian** adalah tolok ukur yang digunakan untuk menentukan tingkat ketercapaian hasil belajar mahasiswa berdasarkan indikator penilaian, guna menjamin penilaian yang objektif, konsisten, dan adil. Kriteria penilaian dapat bersifat kuantitatif dan/atau kualitatif.
- Bentuk Penilaian** meliputi penilaian tes dan non-tes sesuai dengan karakteristik capaian pembelajaran.

8. **Bentuk Pembelajaran** meliputi kuliah, responsi, tutorial, seminar atau bentuk lain yang setara, praktikum, praktik studio, praktik bengkel, praktik lapangan, penelitian, dan pengabdian kepada masyarakat.
9. **Metode Pembelajaran** merupakan cara penyampaian pembelajaran yang digunakan untuk mencapai capaian pembelajaran, antara lain Small Group Discussion, Project Based Learning, Case Based Learning, Collaborative Learning, Discovery Learning, Self-Directed Learning, serta metode lain yang relevan.
10. **Materi Pembelajaran** adalah bahan kajian yang disusun secara sistematis dalam bentuk pokok dan sub-pokok bahasan untuk mendukung pencapaian Sub-CPMK.
11. **Bobot Penilaian** adalah persentase kontribusi setiap komponen penilaian terhadap nilai akhir mata kuliah, yang ditetapkan secara proporsional sesuai tingkat kompleksitas dan ketercapaian Sub-CPMK, dengan total keseluruhan sebesar 100%.
12. TM = Tatap Muka, PT = Penugasan Terstruktur, BM = Belajar Mandiri.