

	Universitas Negeri Surabaya S1 Pendidikan Bahasa Inggris					Kode Dokumen															
RENCANA PEMBELAJARAN SEMESTER																					
MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan																
MICROTEACHING	8820302148		2		25 Agustus 2026																
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi																
			Dr. Wiwiet Eva Savitri, S.Pd., M.Pd.		HIMMAWAN ADI NUGROHO																
Deskripsi Singkat MK	This course trains students to apply English lesson plans at primary and secondary school levels through various teaching strategies and instructional models such as Problem-Based Learning (PBL), Project-Based Learning (PjBL), Genre-Based Approach, Scientific Approach, Eclectic Method, and Deep Learning. Students practice essential classroom language skills (e.g., opening and closing lessons, explaining materials, questioning techniques, reinforcement, variation, discussion management, and classroom management) through interactive peer teaching activities. Each teaching practice is recorded as an instructional project to prepare students for real teaching practice in schools.																				
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																				
	CPL-1	Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya																			
	CPL-7	Menunjukkan pemahaman yang baik tentang konsep pembelajaran bahasa Inggris dari perspektif nasional dan global.																			
	CPL-9	Merencanakan, melaksanakan dan mengevaluasi pembelajaran Bahasa Inggris secara efektif dan kreatif.																			
	Capaian Pembelajaran Mata Kuliah (CPMK)																				
	CPMK-1	Demonstrating sincerity and commitment to develop students' attitudes, values and abilities																			
	CPMK-2	Employing logical, critical, systematic, and innovative thinking in the context of the development of science and technology and considering the values of humanities																			
	CPMK-3	Mastering linguistic concepts, learning methodology, TEFL concept in national and global perspective as well as demonstrating written, visual, and oral presentation skills to communicate the language																			
	Matrik CPL - CPMK																				
		<table border="1"> <tr> <td>CPMK</td> <td>CPL-1</td> <td>CPL-7</td> <td>CPL-9</td> </tr> <tr> <td>CPMK-1</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>CPMK-3</td> <td></td> <td></td> <td>✓</td> </tr> </table>					CPMK	CPL-1	CPL-7	CPL-9	CPMK-1	✓			CPMK-2		✓		CPMK-3		
CPMK	CPL-1	CPL-7	CPL-9																		
CPMK-1	✓																				
CPMK-2		✓																			
CPMK-3			✓																		
Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																					

		<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></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	Minggu Ke																																																																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																																						
CPMK-1	✓																																																																																					
CPMK-2		✓	✓																																																																																			
CPMK-3					✓	✓	✓		✓	✓	✓		✓	✓	✓																																																																							
Pustaka	Utama :	1. Kemendikbud, 2017. Kurikulum 2013 Yang Direvisi - Standar Proses. Kementrian Pendidikan RI. Kementrian Pendidikan RI. 2017. PP no 64 ttg Standar Proses. 2. Wina. 2012. Perencanaan dan Desain Sistem Pembelajaran. Jakarta: Kencana Prenada Media Group 3. Willis, Jane. (1981). Teaching English through English: A Course in Classroom Language and Techniques. Longman 4. Tim. (2020). Standard operational procedures of micro-teaching implementation. Surabaya: UNESA																																																																																				
	Pendukung :																																																																																					
			1. Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). Practical Classroom English. New York. Oxford University Press.																																																																																			
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran		Bobot Penilaian (%)																																																																														
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)																																																																																	
(1)	(2)	(3)	(4)	(5)	(6)	(7)		(8)																																																																														
1	Explaining the concept of microteaching	1. Identifying the concept of microteaching 2. Describing the teaching and learning practices 3. Explaining the ecthics of conducting microteaching	Creativity, Innovation, Teaching Skills, Language Use, Technology Use	Lecturing and Discussion				1%																																																																														
2	Developing English lesson plan by applying artificial intelligence (AI)	1. Determining the learning objectives 2. Selecting interesting relevant materials 3. Determining teaching strategies 4. Determining interactive learning media 5. Setting teaching scenario 6. Planning assessment	Creativity, Innovation, Teaching Skills, Language Use, Technology Use	Lecturing and discussion				1%																																																																														
3	Understanding effective classroom language skills	1. Practicing how to open and close the lesson 2. Practicing how to explain materials 3. Demonstrating questioning techniques 4. Managing how to manage small group discussion	Creativity, Innovation, Teaching Skills, Language Use, Technology Use	Lecturing and discussion				1%																																																																														

5	Explaining how to conduct effective peer-teaching for junior high school students	1. Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2. Demonstrating skills in conducting effective peer-teaching for junior high school students	Creativity, Innovation, Teaching Skills, Language Use, Technology Use	Lecturing and discussion			1%
6	Explaining how to conduct effective peer-teaching for junior high school students	1. Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2. Demonstrating skills in conducting effective peer-teaching for junior high school students	Creativity, Innovation, Teaching Skills, Language Use, Technology Use	Lecturing and discussion			1%
7	Explaining how to conduct effective peer-teaching for junior high school students	1. Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2. Demonstrating skills in conducting effective peer-teaching for junior high school students	Creativity, Innovation, Teaching Skills, Language Use, Technology Use	Lecturing and discussion			1%
9	Explaining how to conduct effective peer-teaching for senior high school students	1. Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2. Demonstrating skills in conducting effective peer-teaching for senior high school students	Creativity, Innovation, Teaching Skills, Language Use, Technology Use	Lecturing and discussion			1%
10	Explaining how to conduct effective peer-teaching for senior high school students	1. Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2. Demonstrating skills in conducting effective peer-teaching for senior high school students	Creativity, Innovation, Teaching Skills, Language Use, Technology Use	Lecturing and discussion			1%
11	Explaining how to conduct effective peer-teaching for senior high school students	1. Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2. Demonstrating skills in conducting effective peer-teaching for senior high school students	Creativity, Innovation, Teaching Skills, Language Use, Technology Use	Lecturing and discussion			1%

13	Explaining how to conduct effective peer-teaching for vocational high school students	1. Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2. Demonstrating skills in conducting effective peer-teaching for vocational high school students	Creativity, Innovation, Teaching Skills, Language Use, Technology Use	Creativity, Innovation, Teaching Skills, Language Use, Technology Use			1%
14	Explaining how to conduct effective peer-teaching for vocational high school students	1. Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2. Demonstrating skills in conducting effective peer-teaching for vocational high school students	Creativity, Innovation, Teaching Skills, Language Use, Technology Use	Creativity, Innovation, Teaching Skills, Language Use, Technology Use			1%
15	Explaining how to conduct effective peer-teaching for vocational high school students	1. Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2. Demonstrating skills in conducting effective peer-teaching for vocational high school students	Creativity, Innovation, Teaching Skills, Language Use, Technology Use	Creativity, Innovation, Teaching Skills, Language Use, Technology Use			1%
4							
8							
12							
16							

SDGS (Sustainable Development Goals)



Catatan

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **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.