



Universitas Negeri Surabaya
Fakultas Bahasa dan Seni
Program Studi S1 Pendidikan Bahasa Inggris

Kode
Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)			SEMESTER	Tgl Penyusunan																																
Analysis of School Curriculum		8820303220			T=3	P=0	ECTS=4.77	4	20 Desember 2025																																
OTORISASI		Pengembang RPS		Koordinator RMK			Koordinator Program Studi																																		
							HIMMAWAN ADI NUGROHO																																		
Model Pembelajaran	Project Based Learning																																								
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																								
	Capaian Pembelajaran Mata Kuliah (CPMK)																																								
	Matrik CPL - CPMK																																								
		CPMK																																							
	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></table>								CPMK	Minggu Ke																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																									
Deskripsi Singkat MK	This subject introduces the kinds of curriculum, the historical background of curriculum development, the principles of curriculum development, and the government policy of recent curriculum (2013 curriculum). Then the curriculum are analyzed based on the competency (core competence and basic competence), kinds of syllabus, the indicators of receptive and productive skills, and kinds of texts. The teaching and learning activity is conducted through lecturing, discussion, and presentation.																																								
Pustaka	Utama :																																								
	1. 1. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press. 2. Depdiknas. 2004. Kurikulum 2004. <i>Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS</i> . Jakarta: Depdiknas. 3. Depdiknas. 2013. Kurikulum 2013. <i>Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS</i> . Jakarta: Depdiknas.																																								
	Pendukung :																																								
Dosen Pengampu	Dr. Ririn Pusparini, S.Pd., M.Pd. Nur Chakim, S.Pd., M.Pd. Esti Kurniasih, S.Pd., M.Pd. Dr. Arik Susanti, S.Pd., M.Pd.																																								
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]			Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)																																	
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)																																				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																		

1	To explain the notion of curriculum (definition, principles, and historical background of curriculum development)	- Explaining the definition and kinds of curriculum - Explaining the historical background of curriculum development - Explaining the principles of curriculum development		Lecturing, discussing, questioning and answering 3 X 50			0%
2	To explain the notion of curriculum (definition, principles, and historical background of curriculum development)	- Explaining the definition and kinds of curriculum - Explaining the historical background of curriculum development - Explaining the principles of curriculum development		Lecturing, discussing, questioning and answering 3 X 50			0%
3	To explain the quest for new methods and the emergence of a curriculum approach in language teaching	- Explaining the quest for new methods - Mentioning the reasons of changing needs for foreign languages in Europe - Explaining English for Specific Purposes (ESP) - Identifying Needs Analysis in ESP - Explaining Communicative Language Teaching - Explaining the emergence of a curriculum approach in language teaching Explain the government policy of recent curriculum (curriculum 13)	Kriteria: -	Lecturing, discussing, questioning and answering 3 X 50			0%
4	To understand how to design Needs Analysis	- Mentioning the purposes and the users of Needs Analysis- Explaining the procedures of administering and conducting Needs Analysis- Designing Needs Analysis	Kriteria: -	- Lecturing, Discussing, Questioning and answering, Project 3 X 50			0%
5	To analyze the factors in Situation Analysis	Analyzing the factors in Situation Analysis	Kriteria: -	Lecturing, discussing, questioning and answering 3 X 50			0%
6	To state curriculum outcomes: Aims and Objectives	- Explaining the concepts of the ideology of the curriculum - Differentiating Aims from Objectives - Stating Curriculum Outcomes - Explaining the Competency-based Program Outcomes	Kriteria: -	Lecturing, discussing, questioning and answering, presentation, and consulting 3 X 50			0%

7	To develop course	- Differentiating between course planning and syllabus design- Mentioning the stages of developing course- Explaining each stage of course development- Developing the course	Kriteria: -	Lecturing, discussing, questioning and answering, presentation, and project 3 X 50			0%
8	To explain the history of curriculum in Indonesia	- Mentioning the kinds of curriculum in Indonesia - Explaining each kind of curriculum in Indonesia - Differentiating each curriculum in Indonesia	Kriteria: -	Lecturing, discussing, questioning and answering, and presentation 3 X 50			0%
9	Mid-term Test	Mid-term Test	Kriteria: -	Mid-term Test 3 X 50			0%
10	To analyze the transactional and interpersonal texts	- Identifying the transactional and interpersonal texts - Explaining the transactional and interpersonal texts - Differentiating the transactional and interpersonal texts - Analyzing the transactional and interpersonal texts	Kriteria: -	Lecturing, discussing, questioning and answering, and presentation 3 X 50			0%
11	To analyze short functional texts	- Identifying short functional texts - Explaining short functional texts - Differentiating short functional texts- Analyzing short functional texts	Kriteria: -	Lecturing, discussing, questioning and answering, and presentation 3 X 50			0%
12	To analyze long functional texts	- Identifying long functional texts - Explaining long functional texts - Differentiating long functional texts - Analyzing long functional texts	Kriteria: -	Lecturing, discussing, questioning and answering, and presentation 3 X 50			0%
13	To analyze 2013 Curriculum	- Analyzing PP No. 20/tahun 2016 - Analyzing PP No. 21/tahun 2016 - Analyzing PP No. 22/tahun 2016 - Analyzing PP No. 23/tahun 2016	Kriteria: -	Lecturing, discussing, questioning and answering, and presentation 3 X 50			0%
14	To analyze 2013 Curriculum	- Analyzing PP No. 20/tahun 2016 - Analyzing PP No. 21/tahun 2016 - Analyzing PP No. 22/tahun 2016 - Analyzing PP No. 23/tahun 2016	Kriteria: -	Lecturing, discussing, questioning and answering, and presentation 3 X 50			0%

15	To analyze 2013 Curriculum	· · Analyzing PP No. 20/tahun 2016 · Analyzing PP No. 21/tahun 2016 · Analyzing PP No. 22/tahun 2016 · Analyzing PP No. 23/tahun 2016	Kriteria: -	Lecturing, discussing, questioning and answering, and presentation 3 X 50			0%
16							0%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
		0%

Catatan

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