

	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																																																														
Current Issues and Policies in Education	8820302300	Mata Kuliah Wajib Program Studi	T=2	P=0	ECTS=3.18	21 Agustus 2023																																																														
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi																																																															
	Ahmad Munir, Ph.D		Ahmad Munir, Ph.D		HIMMAWAN ADI NUGROHO																																																															
Model Pembelajaran	Case Study																																																																			
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																			
	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	Understand and describe key educational principles and their relevance to English language teaching.																																																																		
	CPMK - 2	Recognize and explain different English language teaching methods from a theoretical perspective.																																																																		
	Matrik CPL - CPMK																																																																			
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>CPMK</td> <td>CPL-7</td> <td>CPL-9</td> </tr> <tr> <td>CPMK-1</td> <td>✓</td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td>✓</td> </tr> </table>	CPMK	CPL-7	CPL-9	CPMK-1	✓		CPMK-2		✓																																																									
CPMK	CPL-7	CPL-9																																																																		
CPMK-1	✓																																																																			
CPMK-2		✓																																																																		
Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																																				
	<table border="1" style="width: 100%; text-align: center;"> <tr> <th rowspan="2">CPMK</th> <th colspan="16">Minggu Ke</th></tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th></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> </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	Minggu Ke																																																																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																				
CPMK-1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																																																										
CPMK-2											✓	✓	✓	✓	✓	✓																																																				
Deskripsi Singkat MK	This course is designed to explore current issues and policies in education, especially in Indonesia. Information technology, multicultural, socio-cultural, environment, health and their relation to education are examples of issues to raise. In the meantime, policies in education and their implication will also be discussed in this course. The course is delivered through lecture, presentation, discussion and problem-based approach. This course uses Problem-Based Learning/Case Method.																																																																			
Pustaka	Utama :	1. Presiden Republik Indonesia. 2021. Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan. 2. Mendikbud RI. 2020. Kepmendikbud Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus. 3. Azis, Munawir. 2016. Inspirasi Pendidik di Perbatasan menghadirkan teknologi Informasi, berjuang melampaui Keterbatasan. Jakarta: Pustekkom Kemdikbud 4. Presiden Republik Indonesia. 2012. Peraturan Presiden RI Nomor 8 Tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia (KKNI) 5. MenPPA. 2017. Permen PPPA no 4 Tahun 2017 tentang Perlindungan Khusus bagi anak penyandang disabilitas 6. Menag. 2020. Permen PMA no 30 Tahun 2020 Tentang Pendirian dan Penyelenggaraan Pesantren 7. UU Tahun 2005 No 14 tentang Guru dan Dosen 8. Peraturan Pemerintah no 48 Tahun 2008 tentang pendanaan pendidikan 9. Peraturan Pemerintah no 19 tahun 2017 Tentang Guru 10. Permendiknas no 24 2007 tentang fasilitas Pendidikan 11. KEPUTUSAN KEPALA BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI NOMOR 008/H/KR/2022 TENTANG CAPAIAN PEMBELAJARAN PADA PENDIDIKAN ANAK USIA DINI, JENJANG PENDIDIKAN DASAR, DAN JENJANG PENDIDIKAN MENENGAH PADA KURIKULUM MERDEKA 12. Troudi, S. (Ed.). 2020. Critical issues in teaching english and language education: International research perspectives. Springer Nature. 13. Crandall, J.J. & Bailey, K.M. eds., 2018. Global perspectives on language education policies. New York: Routledge. 14. STANDAR PROSES_PERMENDIKBUDRISTEK No 16_2022																																																																		
	Pendukung :																																																																			

- Savitri, W., & Munir, A. (2022). The use of Xreading books & audios for extensive reading program. In <i>Innovation on Education and Social Sciences</i> (pp. 42-48). Routledge. https://www.taylorfrancis.com/chapters/oa-edit/10.1201/9781003265061-6/use-xreading-books-audios-extensive-reading-program-savitri-munir - Rojabi, A. R., Setiawan, S., Munir, A., Purwati, O., Safriyani, R., Hayuningtyas, N., . . . Amumpuni, R. S. (2022). Kahoot, is it fun or unfun? Gamifying vocabulary learning to boost exam scores, engagement, and motivation [Original Research]. <i>Frontiers in Education</i>, 7, 1-11. https://doi.org/10.3389/educ.2022.939884 - Munir, A. (2022, 18 May 2023). English Teachers' Personal Practical Theory During Pandemic. <i>Advances in Social Science, Education and Humanities Research Proceedings of the 20th AsiaTEFL-68th TEFLIN-5th iNELLTAL Conference (ASIA TEFL 2022)</i>, Malang, Indonesia.							
Dosen Pengampu		Dr. Wiwiet Eva Savitri, S.Pd., M.Pd. Henny Dwi Iswati, S.S., M.Pd. Ahmad Munir, S.Pd., M.Ed., Ph.D. Rahayu Kuswardani, S.Pd., M.AppL. Asrori, S.S., M.Pd. Silfia Asningtias, S.Pd., M.TESOL., Ph.D. Abdur Rosyid, S.Pd., M.TESOL. Dr. Muhaimin Abdullah, 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 reasons and legal basis of current education issues and policies	By the end of this session, students will be able to describe current education issues and policies	Kriteria: 1. Giving definition of issues and policies accurately score 50 2. Giving examples of issues and policies accurately score 50 Bentuk Penilaian : Aktifitas Partisipasif	Reading Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan and Troudi, S. (Ed.). 2020. <i>Critical issues in teaching english and language education: International research perspectives</i> . Springer Nature. 2 X 50		Materi: 8 Standar Nasional Pendidikan Pustaka: <i>Presiden Republik Indonesia. 2021. Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan.</i> Materi: Contoh-contoh issues dalam daftar isi Pustaka: Troudi, S. (Ed.). 2020. <i>Critical issues in teaching english and language education: International research perspectives</i> . Springer Nature. Materi: Contoh-contoh policy dalam daftar isi buku Pustaka: Crandall, J.J. & Bailey, K.M. eds., 2018. <i>Global perspectives on language education policies</i> . New York: Routledge.	2%
2	To describe education system in Indonesia run by two ministries	By the end of this session, students will be able to describe education system in Indonesia	Kriteria: Giving description of education system in Indonesia accurately will get 100 Bentuk Penilaian : Aktifitas Partisipasif	Reading Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan 2 X 50		Materi: Jenis-jenis pendidikan di Indonesia Pustaka: <i>Presiden Republik Indonesia. 2021. Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan.</i>	3%
3	To explain graduation standard in Indonesia	By the end of this session, students will be able to explain graduation standard among different categories of students	Kriteria: Listing graduation standard for formal, non formal, informal, normal and special education score 100 Bentuk Penilaian : Aktifitas Partisipasif	Reading Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan 2 X 50		Materi: Standar kompetensi lulusan Pustaka: <i>Presiden Republik Indonesia. 2021. Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan.</i>	2%
4	To explain graduation standard in Indonesia for Students with special needs	To explain graduation standard in Indonesia for Students' with special needs	Kriteria: Describing graduation standards for students with special education accurately get 100 points Bentuk Penilaian : Aktifitas Partisipasif	Reading the peraturan pemerintah and listing graduation standard for students with special needs 2 X 50		Materi: SKL untuk SLB Pustaka: <i>Mendikbud RI. 2020. Kepmendikbud Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus.</i>	3%

5	To explain the position of pesantren in Indonesian education system and the government support for students with disability	to explain the position of pesantren in Indonesian education system and the government support for students with disability	Kriteria: Explaining the position of pesantren and government support for disability student accurately will get 100 Bentuk Penilaian : Aktifitas Partisipatif	Reading, listing graduation standard, discussion 2 X 50		Materi: Macam-macam pesantren dan pengakuan lulusannya Pustaka: Menag. 2020. Permen PMA no 30 Tahun 2020 Tentang Pendirian dan Penyelenggaraan Pesantren Materi: Bentuk-bentuk dukungan pemerintah kepada anak disabilitas Pustaka: MenPPA. 2017. Permen PPPA no 4 Tahun 2017 tentang Perlindungan Khusus bagi anak penyandang disabilitas	5%
6	To describe content standard	By the end of this session, students will be able to describe content standard for English subject in Indonesia	Kriteria: Giving description of content standards for English for PS, JHS, SHS accurately will get 100 points Bentuk Penilaian : Aktifitas Partisipatif	Reading legal document of Standar Nasional Pendidikan Indonesia dan SK Kepada BSKAP about Kurikulum Merdeka 2 X 50		Materi: Definisi Standar Isi Pustaka: Presiden Republik Indonesia. 2021. Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan. Materi: Deskripsi lulusan SD, SMP, SMA, PT Pustaka: Presiden Republik Indonesia. 2012. Peraturan Presiden RI Nomor 8 Tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia (KKNI) Materi: Deskripsi Fase A-F umum dan Lanjut Pustaka: KEPUTUSAN KEPALA BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI NOMOR 008/H/KR/2022 TENTANG CAPAIAN PEMBELAJARAN PADA PENDIDIKAN ANAK USIA DINI, JENJANG PENDIDIKAN DASAR, DAN JENJANG PENDIDIKAN MENENGAH PADA KURIKULUM MERDEKA	5%
7	To brainstorm issues that might be possible about the topics discussed in Meetings 1-6	To brainstorm issues that might be possible about the topics discussed in Meetings 1-6	Kriteria: Producing list of issues at least 4 will get 100 points Bentuk Penilaian : Aktifitas Partisipatif	Brainstorming in small group Orientation to the problem Organising the learning (of problem) 2 X 50		Materi: Examples of Issues Pustaka: Troudi, S. (Ed.). 2020. Critical issues in teaching english and language education: International research perspectives. Springer Nature.	5%
8	To brainstorm issues that might be possible about the topics discussed in Meetings 1-6	To answer the essay writing task on issues discussed in meetings 1-6	Kriteria: 1.Task completion (30%): should be in essay format, within expected length, following academic writing criteria including citations and references 2.Contents (50%): The issues raised refer to one of the 6 listed above, explicitly stated, supported by evidence (in any forms), offering solution to the issues 3.Language (20%): use of concise language which can accurately assist the delivery of issues with error free grammar and typological errors	Essay writing test 2 X 50		Materi: Contoh esai tentang issues Pustaka: Troudi, S. (Ed.). 2020. Critical issues in teaching english and language education: International research perspectives. Springer Nature.	20%

9	to explain policies related to learning processes	By the end of this session, students will be able to explain policies related to learning processes	Kriteria: Listing process standard in full will get 100 points Bentuk Penilaian : Aktifitas Partisipatif	Reading legal document and discussion Individual and group investigation 2 X 50		Materi: Standar proses untuk semua level pendidikan Pustaka: <i>STANDAR PROSES_PERMENDIKBUDRISTEK No 16_2022</i>	2%
10	to explain learning facilities standard	By the end of this session, students will be able to explain learning facilities standard	Kriteria: Listing distinctive facilities standard for different level of education accurately will get 100 points Bentuk Penilaian : Aktifitas Partisipatif	Reading, discussion Development and presentation of the results of problem solving 2 X 50		Materi: Fasilitas wajib pembeda level pendidikan Pustaka: <i>Permendiknas no 24 2007 tentang fasilitas Pendidikan</i>	3%
11	to explain issues of ICT in education	By the end of this session, students will be able to explain ICT in education	Kriteria: Explaining ICT requirement in different levels of education accurately will get 100 points	Development and presentation of the results of problem solving 2 X 50		Materi: Contoh masalah ICT di daerah tertinggal Pustaka: Azis, Munawir. 2016. <i>Inspirasi Pendidik di Perbatasan menghadirkan teknologi Informasi, berjuang melampaui Keterbatasan. Jakarta: Pustekom Kemdikbud</i> Materi: Contoh penggunaan ICT/Kahoot Pustaka: Rojabi, A. R., Setiawan, S., Munir, A., Purwati, O., Safriyani, R., Hayuningtyas, N., . . . Amumpuni, R. S. (2022). Kahoot, is it fun or unfun? Gamifying vocabulary learning to boost exam scores, engagement, and motivation [Original Research]. <i>Frontiers in Education</i> , 7, 1-11. https://doi.org/... Materi: Contoh masalah penggunaan ICT yg tidak maksimal Pustaka: Savitri, W., & Munir, A. (2022). <i>The use of Xreading books & audios for extensive reading program. In Innovation on Education and Social Sciences</i> (pp. 42-48). Routledge. https://www.taylorfrancis.com/... Materi: Contoh guru yang punya potensi mengatasi masalah ICT Pustaka: Munir, A. (2022, 18 May 2023). <i>English Teachers' Personal Practical Theory During Pandemic. Advances in Social Science, Education and Humanities Research Proceedings of the 20th AsiaTEFL-68th TEFLIN-5th iNELTAL Conference (ASIAATEFL 2022)</i> , Malang, Indonesia.	2%
12	to describe teachers' qualification standard	By the end of this session, students will be able to describe teachers qualification standard	Kriteria: Giving English teachers' qualification standard accurately will get 100 points Bentuk Penilaian : Aktifitas Partisipatif	Reading legal documents Development and presentation of the results of problem solving 2 X 50		Materi: 4 standar kompetensi Guru Pustaka: <i>UU Tahun 2005 No 14 tentang Guru dan Dosen</i> Materi: Standar ke 5 kompetensi guru Pustaka: <i>Peraturan Pemerintah no 19 tahun 2017 Tentang Guru</i>	3%
13	To describe teachers' professional development	By the end of this session, students will be able to describe teachers' professional development	Kriteria: Listing at least 4 examples of professional development activities will get 100 points Bentuk Penilaian : Aktifitas Partisipatif	Development and presentation of the results of problem solving 2 X 50		Materi: standar pengembangan profesi Pustaka: <i>Peraturan Pemerintah no 19 tahun 2017 Tentang Guru</i>	5%
14	to describe education management and financial standard	By the end of this session, students will be able to describe education management and financial standard	Kriteria: Giving description of education management and financial standard accurately will get 100 points Bentuk Penilaian : Aktifitas Partisipatif	Lecture, discussion, assignment Development and presentation of the results of problem solving 2 X 50		Materi: Siapa yang mendanai sekolah Pustaka: <i>Peraturan Pemerintah no 48 Tahun 2008 tentang pendanaan pendidikan</i>	5%

15	to summarize issues and policies in Indonesian education	To argue for an issue that really exists and is worthy of consideration, demanding public attention as well as solution.	Kriteria: 1.Task completion (30%): should be in essay format, within expected length, following academic writing criteria including citations and references 2.Contents (50%): The issues raised refer to one of the 6 listed above, explicitly stated, supported by evidence (in any forms), offering solution to the issues 3.Language (20%): use of concise language which can accurately assist the delivery of issues with error free grammar and typological errors	Development and presentation of the results of problem solving Analysis and evaluation of problem solving process 2 X 50		Materi: contoh esai tentang issues and policies Pustaka: Crandall, J.J. & Bailey, K.M. eds., 2018. <i>Global perspectives on language education policies</i> . New York: Routledge.	5%
16	to argue for an issue or some issues worth considering about one or some of the following topics in our meeting 9-15	Your essay should convince the readers that the issue(s) you raise in the essay really exists as supported by anecdotal, empirical evidence as well as academic justification. You also need to suggest solutions to the issue(s) when applicable. Please write in about 1,500 words.	Kriteria: 1.Task completion (30%): should be in essay format, within expected length, following academic writing criteria including citations and references 2.Contents (50%): The issues raised refer to one or some of the 6 listed above, explicitly stated, supported by evidence (in any forms), offering solution to the issues when possible. 3.Language (20%): use of concise language which can accurately assist the delivery of issues with error free grammar and typological errors Bentuk Penilaian : Tes	Written test		Materi: contoh issues Pustaka: Troudi, S. (Ed.). 2020. <i>Critical issues in teaching english and language education: International research perspectives</i> . Springer Nature. Materi: contoh policies Pustaka: Crandall, J.J. & Bailey, K.M. eds., 2018. <i>Global perspectives on language education policies</i> . New York: Routledge.	30%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	43%
2.	Tes	30%
		73%

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.

RPS ini telah divalidasi pada tanggal 18 Oktober 2024

Koordinator Program Studi S1
Pendidikan Bahasa Inggris



HIMMAWAN ADI NUGROHO
NIDN 0017117503

UPM Program Studi S1 Pendidikan
Bahasa Inggris



NIDN 0024077704

File PDF ini digenerate pada tanggal 15 Desember 2025 Jam 01:33 menggunakan aplikasi RPS-OBE SiDia Unesa

