



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																																																																												
Principles of Education	8820302282	Mata Kuliah Wajib Program Studi	T=2	P=0	ECTS=3.18	1	18 Januari 2025																																																																												
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi																																																																													
	Henny Dwi Iswati, M.Pd.		Arik Susanti, S.Pd., M.Pd.			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																																																													
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																																																																																		
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CPMK-2										✓	✓	✓	✓	✓	✓	✓																																																																			
Deskripsi Singkat MK	This course provides a comprehensive introduction to the foundational principles of education, with a particular focus on their application in English language teaching. The course is structured to allow students to explore and understand key educational concepts such as learner-centered approaches, active learning, and inclusivity, which are crucial for effective teaching in both national and global contexts. In the latter part of the course, students will examine various English language teaching methods and learn how to creatively plan, implement, and evaluate instruction. Through case studies, discussions, and presentations, students will build both theoretical knowledge and practical skills, preparing them to become effective and reflective English language educators																																																																																		
Pustaka	Utama : <ol style="list-style-type: none"> 1. Graves, K. (2000). Designing Language Courses: A Guide for Teachers. Heinle & Heinle. 2. Brown, H. D. (2007). Teaching by Principles: An Interactive Approach to Language Pedagogy (3rd ed.). Pearson Education. 3. Ellis, R. (2003). Task-Based Language Learning and Teaching. Oxford University Press. 4. Stoller, F. L., & Grabe, W. (1997). Content-Based Instruction: Research Foundations. In M. A. Snow & D. M. Brinton (Eds.), The Content-Based Classroom (pp. 5-21). Longman. 5. Richards, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press. 6. Bonwell, C. C., & Eison, J. A. (1991). Active Learning: Creating Excitement in the Classroom. ASHE-ERIC Higher Education Report. 7. Harmer, J. (2007). The Practice of English Language Teaching (4th ed.). Pearson Longman. 8. Bruner, J. (1996). The Culture of Education. Harvard University Press. 9. Piaget, J. (1952). The Origins of Intelligence in Children. International Universities Press. 10. Banks, J. A., & Banks, C. A. M. (Eds.). (2004). Handbook of Research on Multicultural Education. Jossey-Bass. 11. Black, P., & Wiliam, D. (1998). Inside the Black Box: Raising Standards Through Classroom Assessment. Phi Delta Kappan. 12. Dewey, J. (1938). Experience and Education. Kappa Delta Pi. 13. Bredekamp, S., & Copple, C. (Eds.). (1997). Developmentally Appropriate Practice in Early Childhood Programs. NAEYC. 14. Kohlberg, L. (1981). Essays on Moral Development, Vol. I: The Philosophy of Moral Development. Harper & Row. 15. Sterling, S. (2001). Sustainable Education: Re-visioning Learning and Change. Green Books. 16. Larsen-Freeman, D., & Anderson, M. (2011). Techniques and Principles in Language Teaching (3rd ed.). Oxford University Press. 17. Littlewood, W. (1981). Communicative Language Teaching: An Introduction. Cambridge University Press. 18. Ellis, R. (2003). Task-Based Language Learning and Teaching. Oxford University Press. 19. Graves, K. (2000). Designing Language Courses: A Guide for Teachers. Heinle & Heinle. 																																																																																		

		Pendukung :					
		<ol style="list-style-type: none"> 1. Gay, G. (2018). <i>Culturally Responsive Teaching: Theory, Research, and Practice</i>. Teachers College Press. 2. Brookhart, S. M. (2008). <i>How to Give Effective Feedback to Your Students</i>. ASCD. 3. Richards, J. C. (2015). <i>Key Issues in Language Teaching</i>. Cambridge University Press. 4. Tomlinson, C. A. (2001). <i>How to Differentiate Instruction in Mixed-Ability Classrooms</i>. ASCD 5. Nucci, L. P., & Narvaez, D. (Eds.). (2008). <i>Handbook of Moral and Character Education</i>. Routledge. 6. Candy, P. C. (1991). <i>Self-Direction for Lifelong Learning: A Comprehensive Guide to Theory and Practice</i>. Jossey-Bass. 7. Richards, J. C., & Rodgers, T. S. (2014). <i>Approaches and Methods in Language Teaching (3rd ed.)</i>. Cambridge University Press. 8. Savignon, S. J. (2002). <i>Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education</i>. Yale University Press. 					
Dosen Pengampu		OIKUREMA PURWATI Sumarningsih, S.Pd., M.Pd. Dr. Yuri Lolita, S.Pd., M.Pd. Henny Dwi Iswati, S.S., M.Pd. Rahayu Kuswardani, S.Pd., M.AppL. Sifia Asningtias, S.Pd., M.TESOL.					
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Identify and describe the learner-centered approach and its relevance to teaching.	<ol style="list-style-type: none"> 1. Clarity in defining the purpose of education. 2. Ability to identify different roles of education in both personal and societal contexts. 	Kriteria: <ol style="list-style-type: none"> 1. Correctness and clarity in defining educational concepts. (50%) 2. Depth of understanding in identifying the roles and importance of education. (50%) Bentuk Penilaian : Aktifitas Partisipatif	Metode Pembelajaran Kegiatan Pembelajaran Menggunakan Metode Luring (Offline): case study Lecture: Introduction to the basic concepts of education and its importance in society. Discussion: Group discussions on the different roles education plays in personal and societal development. Estimasi Waktu Luring: 2 x 50 menit (100 menit) 2 X 50		Materi: Introduction to the Purpose of Education: Definitions and importance of education in both individual development and societal advancement. Pustaka: <i>Merriam, S. B., & Bierema, L. L. (2013). Adult Learning: Linking Theory and Practice. Jossey-Bass.</i> <hr/> Materi: Educational Principles Overview: Basic introduction to educational principles, such as humanism, constructivism, and inclusivity, and their relevance in contemporary educational practices. Pustaka: <i>Merriam, S. B., & Bierema, L. L. (2013). Adult Learning: Linking Theory and Practice. Jossey-Bass.</i>	6%

2	Understand and describe key educational principles and their relevance to English language teaching.	<ol style="list-style-type: none"> 1.Understanding of humanism and its key principles. 2.Ability to relate humanistic principles to classroom practices. 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.Accuracy in explaining humanism. (50%) 2.Ability to apply humanistic principles in hypothetical teaching scenarios. (50%) <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	<p>Metode Pembelajaran case study Kegiatan Pembelajaran Menggunakan Metode Luring (Offline):</p> <p>Lecture: Introduction to humanism in education. Discussion: Small group discussions on how humanism can be applied in English language teaching. Estimasi Waktu Luring:</p> <p>2 x 50 menit (100 menit) 2 X 50</p>		<p>Materi: Humanism in Education: Definition, key concepts, and the role of the teacher in a humanistic classroom. Pustaka: <i>Noddings, N. (2005). The Challenge to Care in Schools: An Alternative Approach to Education (2nd ed.). Teachers College Press.</i></p>	6%
3	Describe how knowledge is constructed and the implications for teaching (Constructivism).	<ol style="list-style-type: none"> 1.Understanding of constructivist principles. 2.Ability to identify constructivist practices in classroom scenarios. 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.Accuracy in describing constructivism. (50%) 2.Application of constructivism in classroom examples. (50%) <p>Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>	<p>Metode Pembelajaran Case Study Kegiatan Pembelajaran Menggunakan Metode Luring (Offline):</p> <p>Lecture: Introduction to constructivism in education. Discussion: Examples of constructivist teaching methods in English language classrooms. Estimasi Waktu Luring:</p> <p>2 x 50 menit (100 menit) 2 X 50</p>		<p>Materi: Constructivism in Education: Key principles, teacher roles, and practical applications in ELT. Pustaka: <i>Brooks, J. G., & Brooks, M. G. (1999). In Search of Understanding: The Case for Constructivist Classrooms. ASCD.</i></p>	5%
4	Understand the importance of making education accessible to all students (Inclusivity and Equity). Discuss the principle of inclusivity and its application in creating equitable learning opportunities.	<ol style="list-style-type: none"> 1.Understanding of inclusivity in education. 2.Ability to propose strategies for inclusive teaching practices. 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.Clarity in discussing inclusivity. (50%) 2.Relevance and practicality of proposed strategies. (50%) <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	<p>Lecture, discussion, presentation 2 X 50</p>		<p>Materi: Inclusivity in Education: Concepts, strategies, and the role of teachers in promoting equity. Pustaka: <i>Westwood, P. (2013). Inclusive and Adaptive Teaching: Meeting the Challenge of Diversity in the Classroom. Routledge.</i></p>	6%

5	Explain the role of continuous assessment in student progress.	<ol style="list-style-type: none"> 1.Ability to identify student needs and learning styles. 2.Effectiveness in designing a student survey. 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.Accuracy in identifying key learner needs. (50%) 2.Clarity and effectiveness of survey design. (50%) <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	<p>Metode Pembelajaran Case Study Kegiatan Pembelajaran Menggunakan Metode Luring (Offline):</p> <p>Lecture: Understanding learner diversity in the classroom. Discussion: Practical methods for gathering information about students. Estimasi Waktu Luring: 2 X 50</p>		<p>Materi: Understanding Learners: Methods for assessing students' backgrounds, interests, and needs. Pustaka: <i>Lightbown, P. M., & Spada, N. (2013). How Languages are Learned (4th ed.). Oxford University Press.</i></p>	6%
6	Recognize the significance of contextualizing learning to enhance student engagement (Relevance and Contextual Learning).	<ol style="list-style-type: none"> 1.Understanding of how environment affects learning. 2.Ability to propose strategies for creating supportive learning environments. 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.Clarity in discussing the impact of the environment on learning. (50%) 2.Relevance and effectiveness of proposed strategies. (50%) <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	<p>Metode Pembelajaran Case Study Kegiatan Pembelajaran Menggunakan Metode Luring (Offline):</p> <p>Lecture: Introduction to classroom environment and its impact on learning. Discussion: Techniques for creating a positive learning environment. Estimasi Waktu Luring: 2 x 50 menit (100 menit) 2 X 50</p>		<p>Materi: Classroom Environment: Strategies for building supportive and effective learning spaces. Pustaka: <i>Wright, T. (2005). Classroom Management in Language Education. Palgrave Macmillan.</i></p>	6%

7	Understand the role of collaboration and social interaction in learning.	<p>1.Student can explain the importance of collaboration and social interaction in enhancing learning outcome</p> <p>2.Students can give example on the implementation in Indonesian context</p>	<p>Kriteria:</p> <p>1.Ketepatan Jawaban (50%): Indikator: Mahasiswa mampu menjawab soal dengan tepat, menunjukkan pemahaman yang baik terhadap teks. Nilai Penuh: Mayoritas jawaban benar, dengan sedikit atau tanpa kesalahan. Nilai Sebagian: Jawaban sebagian besar benar, tetapi ada beberapa kesalahan. Nilai Minimum: Banyak jawaban yang salah atau menunjukkan kurangnya pemahaman.</p> <p>2.Ketepatan Jawaban (50%): Indikator: Mahasiswa mampu menjawab soal dengan tepat, menunjukkan pemahaman yang baik terhadap teks. Nilai Penuh: Mayoritas jawaban benar, dengan sedikit atau tanpa kesalahan. Nilai Sebagian: Jawaban sebagian besar benar, tetapi ada beberapa kesalahan. Nilai Minimum: Banyak jawaban yang salah atau menunjukkan kurangnya pemahaman.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Lecture, discussion, presentation 2 X 50	<p>Materi: Collaboration and Social interaction in learning</p> <p>Pustaka: <i>Bonwell, C. C., & Eison, J. A. (1991). Active Learning: Creating Excitement in the Classroom. ASHE-ERIC Higher Education Report.</i></p>	2%
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8	Explain the importance of aligning educational activities with the developmental stage of learners.	Group discussion (40%): Evaluated based on participation and idea contribution. Presentation (30%): Evaluated on structure, content, and delivery. Essay assignment (30%): Evaluated on clarity, argumentation, and relevance to the topic.	Kriteria: Score 80-100: Concepts are explained very clearly, concrete examples are provided, and the student actively contributes to the discussion. Score 60-79: Concepts are explained somewhat clearly, examples have limited relevance, and the student contributes occasionally. Score Bentuk Penilaian : Aktifitas Partisipasif, Tes	Offline Class Learning Methods Group discussion Case studies Student presentations Learning Activities Introduction (10-15 minutes): The lecturer provides a brief explanation of the topic. Review of a short video or article related to the topic. Main Session (60 minutes): Group discussion on case studies related to the implementation of the topic in the field. Each group presents their discussion outcomes. Closing (15 minutes): Collective reflection on the discussion conclusions. Assignment: Write a short essay on the topic. 2 X 50		Materi: Philosophy of Modern Education Pustaka:	10%
9	Describe how education can foster ethical and moral development in students.	To explain the role of education in shaping the national character	Kriteria: skor 1-100 Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	lecture, discussion, presentation 2 X 50		Materi: the role of education in shaping the national character Pustaka: Kohlberg, L. (1981). <i>Essays on Moral Development, Vol. I: The Philosophy of Moral Development.</i> Harper & Row.	7%
10	Recognize the importance of promoting sustainability and lifelong learning in education.	To explain the role of education in shaping the national character	Kriteria: skor 1-100 Bentuk Penilaian : Praktik / Unjuk Kerja	Lecture, discussion, presentation 2 X 50		Materi: the importance of promoting sustainability and lifelong learning in education Pustaka: Sterling, S. (2001). <i>Sustainable Education: Re-visioning Learning and Change.</i> Green Books.	7%

11	Recognize different teaching methods and their theoretical backgrounds.	To have a deep understanding about the problems in national education and the solutions	Kriteria: skor 1-100 Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Lecture/discussion/ presentation 2 X 50		Materi: teaching methods and their theoretical backgrounds Pustaka: <i>Brown, H. D. (2007). Teaching by Principles: An Interactive Approach to Language Pedagogy (3rd ed.). Pearson Education.</i>	7%
12	Explain the principles of Communicative Language Teaching (CLT) and its impact on language learning.	To have a deep understanding about the problems in national education and the solutions	Kriteria: skor 1-100 Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Lecture, discussion, presentation 2 X 50		Materi: the principles of Communicative Language Teaching (CLT) and its impact on language learning Pustaka: <i>Savignon, S. J. (2002). Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education. Yale University Press.</i>	6%
13	Compare task-based learning with content-based instruction.	To have a deep understanding about the problems in national education and the solutions	Kriteria: skor 1-100 Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	lecture, discussion. presentation 2 X 50		Materi: task-based learning with content-based instruction Pustaka: <i>Stoller, F. L., & Grabe, W. (1997). Content-Based Instruction: Research Foundations. In M. A. Snow & D. M. Brinton (Eds.), The Content-Based Classroom (pp. 5-21). Longman.</i>	6%

14	Synthesize the principles of education with practical teaching methods.	To have a deep understanding about the problems in national education and the solutions	Kriteria: skor 1-100 Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Learning Materials: Discussion on how to integrate educational principles with English language teaching methods. Group presentation on the application of these principles in selected teaching methods. 2 X 50		Materi: Integrating Educational Principles with Teaching Methods Pustaka: <i>Graves, K. (2000). Designing Language Courses: A Guide for Teachers. Heinle & Heinle.</i> Materi: Integrating Educational Principles with Teaching Methods Pustaka: <i>Brown, H. D. (2007). Teaching by Principles: An Interactive Approach to Language Pedagogy (3rd ed.). Pearson Education.</i>	4%
15	Conduct a comprehensive review of the course content, reflecting on the integration of educational principles and teaching methods.	1.Kemampuan melakukan tinjauan menyeluruh atas materi kursus. 2.Refleksi yang mendalam tentang integrasi prinsip-prinsip pendidikan dan metode pengajaran.	Kriteria: 1 .Kedalaman refleksi dan analisis. 2.Kejelasan dan akurasi dalam peninjauan akhir. Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Model Pembelajaran: Case Study & Review Session Kegiatan Mahasiswa: Review seluruh materi yang telah dipelajari selama semester. Diskusi dan refleksi tentang bagaimana prinsip-prinsip pendidikan dan metode pengajaran saling terkait dan diterapkan dalam pengajaran bahasa Inggris. Estimasi Waktu Luring: 2 x 50 menit 2 X 50		Materi: educational principles and teaching methods Pustaka: <i>Brown, H. D. (2007). Teaching by Principles: An Interactive Approach to Language Pedagogy (3rd ed.). Pearson Education.</i>	6%
16	Synthesize and present a comprehensive understanding of educational principles and teaching methods	1.Kemampuan presentasi dan pemahaman keseluruhan. 2.Refleksi kritis terhadap umpan balik dan diskusi.	Kriteria: 1.Kejelasan dan koherensi dalam presentasi. 2.Kemampuan menerima dan menggunakan umpan balik secara konstruktif. Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Tes	Model Pembelajaran: Project Presentation Kegiatan Mahasiswa: Presentasi final dari proyek konsep pendidikan. Diskusi dan umpan balik dari sesama mahasiswa dan dosen. Estimasi Waktu Luring: 2 x 50 menit 2 X 50		Materi: Presentasi proyek akhir dan refleksi terhadap pembelajaran selama semester. Diskusi umpan balik dari dosen dan sesama mahasiswa Pustaka: <i>Savignon, S. J. (2002). Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education. Yale University Press.</i>	10%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	57.5%
2.	Penilaian Hasil Project / Penilaian Produk	5%
3.	Praktik / Unjuk Kerja	27.5%
4.	Tes	10%
		100%

Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang 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 8 Desember 2024

Koordinator Program Studi S1
Pendidikan Bahasa Inggris



Dr. Him'mawan Adi Nugroho,
S.Pd., M.Pd.
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UPM Program Studi S1
Pendidikan Bahasa Inggris



Nur Chakim, S.Pd., M.Pd.
NIDN 0024077704

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