



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

Kode Dokumen

## RENCANA PEMBELAJARAN SEMESTER

<b>MATA KULIAH (MK)</b>	<b>KODE</b>	<b>Rumpun MK</b>	<b>BOBOT (sks)</b>	<b>SEMESTER</b>	<b>Tgl Penyusunan</b>																																																																																				
School Curriculum	8820303254	Mata Kuliah Wajib Program Studi	T=2 P=0 ECTS=3.18	3	29 September 2024																																																																																				
<b>OTORISASI</b>	<b>Pengembang RPS</b>		<b>Koordinator RMK</b>		<b>Koordinator Program Studi</b>																																																																																				
	Arik Susanti, S.Pd, M.Pd		Esti Kurniasih, S.Pd., M.Pd		Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																																																																				
<b>Model Pembelajaran</b>	Project Based Learning																																																																																								
<b>Capaian Pembelajaran (CP)</b>	<b>CPL-PRODI yang dibebankan pada MK</b>																																																																																								
	<b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>																																																																																								
	<b>CPMK - 1</b>	Master the concepts of principle of curriculum, historical and development English curriculum in national and global perspectives.																																																																																							
	<b>CPMK - 2</b>	Plan, carry out and evaluate need, situational analysis, goals and course design effectively and creatively.																																																																																							
	<b>CPMK - 3</b>	Apply critical thinking and analytical skills in solving problems related to historical of English curriculum in Indonesia.																																																																																							
	<b>Matrik CPL - CPMK</b>																																																																																								
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>CPMK</td></tr> <tr><td>CPMK-1</td></tr> <tr><td>CPMK-2</td></tr> <tr><td>CPMK-3</td></tr> </table>	CPMK	CPMK-1	CPMK-2	CPMK-3																																																																																			
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<b>Deskripsi Singkat MK</b>	This subject introduces the definition, the notion, the concepts and aspects of a curriculum. This course also explains and analyses the kinds of curriculum, the historical background of curriculum development, the principles of curriculum development, and the government policy toward English national curriculum(s), from 1949 to independent curriculum. Then the changes of the curriculum are analyzed based on the notion, concept and aspects The teaching and learning activity is conducted through discussion, case study, and presentation in group.																																																																																								
<b>Pustaka</b>	<b>Utama :</b>																																																																																								
	<ol style="list-style-type: none"> <li>1. 1. Jack C. Richard. (2001). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press.</li> <li>2. 2. Depdiknas. (2013). Kurikulum 2013: Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas</li> <li>3. 3. Keputusan Menteri Pendidikan Dan Kebudayaanrepublik Indonesia Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus</li> <li>4. 4. BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI REPUBLIK INDONESIA 2022. Capaian Pembelajaran Bahasa Inggris Fase A-Fase F</li> <li>5. 5. Pandualan Pembelajaran Asesmen. Pendidikan Anak Usia Dini , Pendidikan Dasar dan Pendidikan Mengengah. 2022. BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI REPUBLIK INDONESIA</li> <li>6. 7. Yudi, Bambang and Utami, Sri. (2016). History of Indonesian Curriculum. Malang. Malang University Press.</li> </ol>																																																																																								
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<b>Dosen Pengampu</b>		Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd. Ririn Pusparini, S.Pd., M.Pd. Esti Kurniasih, S.Pd., M.Pd. Arik Susanti, S.Pd., M.Pd.					
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan 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 concepts and aspects background of curriculum)	To explain the notion of curriculum (definition, principles, and concepts and aspects background of curriculum)	<b>Kriteria:</b> skor 1-100  <b>Bentuk Penilaian</b> : Aktifitas Partisipasif	Presenting the result of summarizing Asking and questioning about their presentation Giving reinforcement about that materials. 2 X 50	Reading materials in Sidia Summarising the the concept of 2013vcriculum using graphic organizer 2 X 50	<b>Materi:</b> Kompetensi inti dan kompetensi dasar kurikulum 2013 <b>Pustaka:</b> 2. Depdiknas. (2013). Kurikulum 2013: Kurikukum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas	2%
2	1.To analyse syllabus design to curriculum development 2.To explain the changing needs for foreign language in Europe 3.To explain the concept of English for Specific purposes	To explain the concepts of 2013 curriculum)	<b>Kriteria:</b> skor 1-100  <b>Bentuk Penilaian</b> : Aktifitas Partisipasif	Presenting the result of summarizing Asking and questioning about their presentation Giving reinforcement about that materials. 2 X 50	Reading materials in SIDIA Summmarizing the the concept the changing needs for foreign language in Europe and the concept of English for Specific purposes 2 X 50	<b>Materi:</b> Kompetensi dasar kelas 7 dan kelas 8 <b>Pustaka:</b> 2. Depdiknas. (2013). Kurikulum 2013: Kurikukum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas	2%
3	To analyse need analysis	To explain the concept of independent curriculum (CPL)	<b>Kriteria:</b> skor 1-100  <b>Bentuk Penilaian</b> : Aktifitas Partisipasif, Tes	Presenting the result of summarizing using PPT. Asking and questioning about their presentation. Giving reinforcement about that materials. 2 X 50	Reading materials in LMS SIDIA Summmarizing the the concept of need analysis and kinds of need analysis 2 X 50	<b>Materi:</b> Kompetensi dasar sekolah menengah atas kelas 10,11, dan 12 <b>Pustaka:</b> 2. Depdiknas. (2013). Kurikulum 2013: Kurikukum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas	2%
4	To analyse situation analysis	To analyse situation analysis	<b>Kriteria:</b> skor 1-100  <b>Bentuk Penilaian</b> : Aktifitas Partisipasif, Tes	Presenting the result of summarizing Asking and questioning about their presentation Giving reinforcement about that materials. 2 X 50	Reading materials in LMS SIDIA Summmarizing the the concept of situation analysis and kinds of situation analysis 2 X 50	<b>Materi:</b> Kurikulum merdeka tentang Capaian Pembelajaran <b>Pustaka:</b> 3. Keputusan Menteri Pendidikan Dan Kebudayaanrepublik Indonesia Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus	2%

5	o analyse kurikulum merdeka tentang phase A, B, C	To analyse kurikulum merdeka tentang phase A, B, C	<b>Kriteria:</b> skor 1-100  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Portofolio	1. Giving orientation for problem to students about a certain case about ESP. Aftar that ask students do solve the problem based on the case 2. Organizing students Dividing the class into several group Helping students how to solve problem based on the case in group collaboratively 3. Guiding students to conduct a research Providing students works sheet and many literature or theory to solve that problem deciding the solution 2 X 50	4. Continuing, developing and uploading their group work in SIDIA 2 X 50	<b>Materi:</b> Kurikulum merdeka tentang Capaian Pembelajaran Phase A, B, C <b>Pustaka:</b> 3. <i>Keputusan Menteri Pendidikan Dan Kebudayaanrepublik Indonesia Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus</i>  <b>Materi:</b> Kurikulum merdeka tentang Capaian Pembelajaran. Phase D <b>Pustaka:</b> 5. <i>Pandualan Pembelajaran Asesmen. Pendidikan Anak Usia Dini , Pendidikan Dasar dan Pendidikan Mengengah. 2022. BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI REPUBLIK INDONESIA</i>	15%
6	To analyse planning goals, learning outcomes, course planning and syllabus design	To analyse planning goals, learning outcomes, course planning and syllabus design	<b>Kriteria:</b> skor1-100  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Presenting their work based on the PPT that they have created Giving comments or feedback when other group present Writing reflective journal about the concept of curriculum 2 X 50	Analysing and Evaluating Revising their work based on their friends' feedback and comments Publish their work in wall galery Write their relection the teaching of learning process today 2 X 50	<b>Materi:</b> Kurikulum merdeka CP tentang phase D <b>Pustaka:</b> 2. <i>Depdiknas. (2013). Kurikulum 2013: Kurikukum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas</i>	20%
7	To analyse the independent curriculum in phase E	To analyse independent curriculum phase E	<b>Kriteria:</b> skor 1-100  <b>Bentuk Penilaian :</b> Penilaian Portofolio	Presenting the result of summarizing Asking and questioning about their presentation Giving reinforcement about that materials. 2 X 50	Reading materials in LMS SIDIA Presenting independent curriculum phase E 2 X 50	<b>Materi:</b> Kurikulum merdeka tentang Capaian Pembelajaran Phase E <b>Pustaka:</b> 4. <i>BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI REPUBLIK INDONESIA 2022. Capaian Pembelajaran Bahasa Inggris Fase A-Fase F</i>	5%

8	Kurikulum merdeka tentang Capaian Pembelajaran Phase F	Kurikulum merdeka tentang Capaian Pembelajaran Phase F	<b>Bentuk Penilaian</b> : Aktifitas Partisipasif	2 X 50		<b>Materi:</b> Kurikulum merdeka tentang Capaian Pembelajaran Phase F <b>Pustaka:</b> 3. Keputusan Menteri Pendidikan Dan Kebudayaanrepublik Indonesia Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus  <b>Materi:</b> Kurikulum merdeka tentang Capaian Pembelajaran Phase F <b>Pustaka:</b> 4. BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI REPUBLIK INDONESIA 2022. Capaian Pembelajaran Bahasa Inggris Fase A-Fase F	8%
9	To explain 2013 curriculum	To explain 2013 curriculum	<b>Kriteria:</b> skor 1-100  <b>Bentuk Penilaian</b> : Tes	2 X 50		<b>Materi:</b> 2013 curriculum <b>Pustaka:</b> 2. Depdiknas. (2013). Kurikulum 2013: Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas	7%
10	To explain The origin of Language Curriculum Development	To analyse 2013 curriculum	<b>Kriteria:</b> skor 1-100  <b>Bentuk Penilaian</b> : Penilaian Portofolio, Penilaian Praktikum	Presenting the result of summarizing of reason and purposes of 2013 curriculum Presnting the English basic cometeneces, assessment, and learning process based on 2013 curriculum Asking and questioning about their presentation Giving reinforcement about that materials. 2 X 50	Reading materials in LMS SIDIA Summmarizing the the concept of 2013 curriculum in Indonesia, English basic competence, graduate competence, basic competence, learning process and assessment	<b>Materi:</b> The origin of Language Curriculum Development <b>Pustaka:</b> 1. Jack C. Richard. (2001). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press.	5%

11	To explain from syllabus design to curriculum development	To explain emergency curriculum	<b>Kriteria:</b> skor 1-100  <b>Bentuk Penilaian</b> : Penilaian Portofolio	Presenting the result of syllabus design to curriculum development Asking and questioning about their presentation Giving reinforcement about that materials. 2 X 50	Reading materials in LMS SIDIA Summmarizing the the concept of emergency curriculum 2 X 50	<b>Materi:</b> from syllabus design to curriculum development <b>Pustaka:</b> 1. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press.	4%
12	To explain independent curriculum (kurikulum nerdeka)	To explain independent curriculum (kurikulum nerdeka)	<b>Kriteria:</b> skor 1-100  <b>Bentuk Penilaian</b> : Penilaian Portofolio	Presenting the result of summarizing Asking and questioning about their presentation Giving reinforcement about that materials. 2 X 50	Reading materials in LMS SIDIA Classifying the concept of need analysis Summmarizing the the concept of need analysis using PPT 2 X 50	<b>Materi:</b> need analysis <b>Pustaka:</b> 1. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press.	4%
13	To explain independent curriculum (kurikulum nerdeka)	To explain situation analysis	<b>Kriteria:</b> skor 1-100  <b>Bentuk Penilaian</b> : Aktifitas Partisipasif	Presenting the result of summarizing Asking and questioning about their presentation Giving reinforcement about that materials. Writing their reflection the teaching of learning process. 2 X 50	Reading materials in LMS SIDIA Classifying the concept of situation analysis Summmarizing the the concept of situation analysis using PPT 2 X 50	<b>Materi:</b> situation analysis <b>Pustaka:</b> 1. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press.	2%
14	To explain the variety of curriculum applied in Indonesia now	To explain the variety of curriculum applied in Indonesia now	<b>Kriteria:</b> skor 1-100  <b>Bentuk Penilaian</b> : Aktifitas Partisipasif	1. Giving orientation for problem to students about many types of English text and give assignment about planning goals and learning outcomes 2. Organizing students by dividing the class into several group and helping students how to explain the materials 3. Guiding students to conduct a research by providing scaffolding or students' worksheet to solve case study related to planning goals and learning outcomes 2 X 50	4. Continuing, developing and uploading their group work in SIDIA presenting Cretaing PPT and upload in SIDIA 2 X 50	<b>Materi:</b> planning goals and learning outcomes <b>Pustaka:</b> 1. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press.	15%

15	To explain course planning and syllabus design	To explain course planning and syllabus design	<b>Kriteria:</b> skor 1-100	Presenting their work based on the PPT that they have created Giving comments or feedback when other group present Writing note when their lecturer provides some comment or feedback. 2 X 50	5. Analyzing and Evaluating After students present their work, they revise their work in group collaboratively 6. Every students write their reflection the teaching of learning process 2 X 50		20%
16	FINAL ASSIGNMENT/FINAL TEST/UAS		<b>Bentuk Penilaian :</b> Tes	Tes 2 X 50		<p><b>Materi:</b> 2013 curriculum, kurikulum merdeka an text types</p> <p><b>Pustaka:</b> 5. <i>Pandualan Pembelajaran Asesmen. Pendidikan Anak Usia Dini , Pendidikan Dasar dan Pendidikan Mengengah. 2022. BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI REPUBLIK INDONESIA</i></p> <p><b>Materi:</b> planning goals, learning outcomes, course planning and syllabus design</p> <p><b>Pustaka:</b> 1. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching. Cambridge: Cambridge University Press.</i></p>	7%

#### Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	58.5%
2.	Penilaian Portofolio	23%
3.	Penilaian Praktikum	2.5%
4.	Tes	16%
		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 studinya 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.