



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																																																																																															
School Curriculum	8820303254	Mata Kuliah Wajib Program Studi	T=2 P=0 ECTS=3.18	3	21 Januari 2025																																																																																															
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi																																																																																															
	Dr. Ririn pusparini, M.Pd		Esti Kurniasih, 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-2	Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan																																																																																																		
	CPL-4	Mengembangkan diri secara berkelanjutan dan berkolaborasi.																																																																																																		
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																																			
	CPMK - 1	Understand the concepts of the principle of curriculum, as well as the history and development of the English curriculum from national and global perspectives.																																																																																																		
	CPMK - 2	Arrange, carry out and analyze needs, situations, goals and course design appropriately.																																																																																																		
	CPMK - 3	Apply critical thinking and analytical skills in solving problems related to the implementation of the English curriculum in Indonesia.																																																																																																		
	Matrik CPL - CPMK																																																																																																			
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>CPMK</td> <td>CPL-2</td> <td>CPL-4</td> <td></td> <td></td> </tr> <tr> <td>CPMK-1</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>CPMK-2</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>CPMK-3</td> <td></td> <td></td> <td>✓</td> <td></td> </tr> </table>				CPMK	CPL-2	CPL-4			CPMK-1	✓				CPMK-2	✓	✓			CPMK-3			✓																																																																												
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	<table border="1" style="width: 100%; text-align: center;"> <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									✓	✓	✓	✓	✓	✓		✓
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Deskripsi Singkat MK	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 of recent curriculum (freedom curriculum). Then, the curriculum is analyzed based on the competencies, kinds of syllabuses, the indicators of receptive and productive skills, and kinds of texts. The teaching and learning activity is conducted through discussion, case study, and presentation in group.																																																																																																			
Pustaka	Utama :																																																																																																			
	<ol style="list-style-type: none"> Depdiknas. (2013). Kurikulum 2013: Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas Keputusan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus Panduan Pembelajaran Asesmen. Pendidikan Anak Usia Dini, Pendidikan Dasar dan Pendidikan Menengah. 2022. BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI REPUBLIK INDONESIA Jack C. Richard. (2001). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press. CAPAIAN PEMBELAJARAN PADA PENDIDIKAN ANAK USIA DINI, JENJANG PENDIDIKAN DASAR, DAN JENJANG PENDIDIKAN MENENGAH PADA KURIKULUM MERDEKA. 2024 																																																																																																			
	Pendukung :																																																																																																			
	<ol style="list-style-type: none"> https://www.literacyideas.com/different-text-types. Accessed on September 2020. Cambridge curriculum 																																																																																																			

Dosen Pengampu		Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd. Dr. 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		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	Explain the goal and purpose of curriculum development	1. Being able to explain the goal of curriculum development 2. Being able to explain the purpose of curriculum development	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipasif	Discussing about the importance of curriculum 2 X 50	Reading the material	Materi: The importance of curriculum Pustaka: Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching.</i> Cambridge: Cambridge University Press.	5%
2	Explain the Origins of Language Curriculum Development	Being able to explain the Origins of Language Curriculum Development	Kriteria: The highest score is for the appropriate response to a question Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Presenting the result of summarizing Asking and questioning about their presentation Giving reinforcement about the materials. 2 X 50	Reading the materials Summarizing the Origins of Language Curriculum Development 2 X 50	Materi: The Origins of Language Curriculum Development Pustaka: Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching.</i> Cambridge: Cambridge University Press.	5%
3	Explain from Syllabus Design to Curriculum Development	Being able to explain from Syllabus Design to Curriculum Development	Kriteria: The highest score is for the appropriate response to a question Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Presenting the result of summarizing using PPT. Asking and questioning about their presentation. Giving reinforcement about the materials. 2 X 50	Reading the materials Summarizing the materials of From Syllabus Design to Curriculum Development 2 X 50	Materi: From Syllabus Design to Curriculum Development Pustaka: Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching.</i> Cambridge: Cambridge University Press.	5%
4	Apply need analysis for a particular case	1. Being able to explain the importance of need analysis 2. Being able to analyze the case 3. Being able to arrange need analysis for a particular case	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Presenting the result of summarizing Asking and questioning about their presentation Giving reinforcement about the materials. 2 X 50	Reading materials in LMS SIDIA Summarizing the materials of need analysis 2 X 50	Materi: Need analysis Pustaka: Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching.</i> Cambridge: Cambridge University Press.	5%
5	Apply situation analysis for a particular case	1. Being able to explain the importance of situation analysis 2. Being able to analyze the case 3. Being able to arrange situation analysis for a particular case	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Presenting the result of summarizing Asking and questioning about their presentation Giving reinforcement about the materials. 2 X 50	Reading materials Summarizing the materials of need analysis 2 X 50	Materi: Need analysis Pustaka: Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching.</i> Cambridge: Cambridge University Press.	5%
6	Analyze learning goals and learning outcomes	1. Being able to explain the importance of learning goals and outcomes, 2. Being able to analyze the case 3. Being able to arrange learning goals and outcomes for a particular case	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Presenting the result of summarizing Asking and questioning about their presentation Giving reinforcement about the materials. 2 X 50	Reading the materials Summarizing the materials of need analysis 2 X 50	Materi: Need analysis Pustaka: Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching.</i> Cambridge: Cambridge University Press.	5%

7	Analyze Course Planning and Syllabus Design	<ol style="list-style-type: none"> 1. Being able to explain the importance of Course Planning and Syllabus Design 2. Being able to analyze the case 3. Being able to arrange Course Planning and Syllabus Design for a particular case 	<p>Kriteria: The highest score is for the appropriate response to a question.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>	Presenting the result of summarizing Asking and questioning about their presentation Giving reinforcement about the materials. 2 X 50	Reading the materials Summarizing the materials of need analysis 2 X 50	<p>Materi: Need analysis</p> <p>Pustaka: Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i>. Cambridge: Cambridge University Press.</p>	5%
8	Solve a problem dealing with the notion of curriculum development	Being able to solve a problem dealing with the notion of curriculum development	<p>Kriteria: The highest score is for the appropriate answers to solve a problem: Content, Organization, Vocabulary, language Use</p> <p>Bentuk Penilaian : Tes</p>	case study 2 X 50		<p>Materi: all chapters</p> <p>Pustaka: Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i>. Cambridge: Cambridge University Press.</p>	12%
9	Analyze the basic competences of 2013 curriculum	To explain the basic competences of 2013 curriculum	<p>Kriteria: Penilaian partisipasi dengan memperhatikan keaktifan peserta didik dalam berdiskusi</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	<ol style="list-style-type: none"> 1. Presenting the result of summarizing 2. Asking and questioning about their presentation 3. Giving reinforcement about the materials. 2 X 50	Reading the materials Complete the learning log	<p>Materi: Kompetensi dasar pembelajaran bahasa Inggris</p> <p>Pustaka: Depdiknas. (2013). <i>Kurikulum 2013: Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas</i></p>	5%
10	Analyze the indicators of receptive and productive skills	<ol style="list-style-type: none"> 1. Being able to identify the indicators of receptive and productive skills 2. Being able to classify indicators of receptive and productive skills 	<p>Kriteria: The highest score is for the appropriate response to a question.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	<ol style="list-style-type: none"> 1. Presenting the result of summarizing 2. Asking and questioning about their presentation 3. Giving reinforcement about the materials. 2 X 50	Reading the materials Completing the learning log	<p>Materi: Kompetensi dasar pembelajaran bahasa Inggris</p> <p>Pustaka: Depdiknas. (2013). <i>Kurikulum 2013: Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas</i></p>	5%
11	Analyze the kinds of texts	<ol style="list-style-type: none"> 1. Being able to identify the kinds of texts 2. Being able to classify the kinds of texts 	<p>Kriteria: The highest score is for the appropriate response to a question.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	<ol style="list-style-type: none"> 1. Presenting the result of summarizing 2. Asking and questioning about their presentation 3. Giving reinforcement about the materials. 2 X 50	Reading the materials Completing the learning log	<p>Materi: Kompetensi dasar pembelajaran bahasa Inggris</p> <p>Pustaka: Depdiknas. (2013). <i>Kurikulum 2013: Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas</i></p>	5%
12	Analyze the development of the recent curriculum in Indonesia (Kurmer)	<ol style="list-style-type: none"> 1. Being able to identify the curriculum development 2. Being able to compare the recent curriculum with the previous ones 	<p>Kriteria: . The highest score is for the appropriate response to a question</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio</p>	Discussing the materials. 2 X 50	Reading materials Completing the learning log 2 X 50	<p>Materi: The development of emergency curriculum</p> <p>Pustaka: Keputusan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus</p>	5%

13	Analyze the curriculum structure and Pancasila student profile	<ol style="list-style-type: none"> 1. Being able to identify the curriculum structure and Pancasila student profile 2. Being able to analyze the curriculum structure and Pancasila student profile 	<p>Kriteria: The highest score is for the appropriate response to a question.</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio</p>	Discussing the materials. 2 X 50	Reading materials Completing the learning log 2 X 50	<p>Materi: The curriculum structure and Pancasila profile</p> <p>Pustaka: <i>Panduan 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>	5%
14	Analyze the learning outcomes (capaian pembelajaran/CP)	<ol style="list-style-type: none"> 1. Being able to identify the learning outcomes (capaian pembelajaran/CP) 2. Being able to classify the learning outcomes (capaian pembelajaran/CP) 	<p>Kriteria: The highest score is for the appropriate response to a question</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio</p>	Discussing the materials. 2 X 50	Reading materials Completing the learning log 2 X 50	<p>Materi: The curriculum structure and Pancasila profile</p> <p>Pustaka: <i>Panduan 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> <hr/> <p>Materi: Capaian Pembelajaran</p> <p>Pustaka: <i>CAPAIAN PEMBELAJARAN PADA PENDIDIKAN ANAK USIA DINI, JENJANG PENDIDIKAN DASAR, DAN JENJANG PENDIDIKAN MENENGAH PADA KURIKULUM MERDEKA. 2024</i></p>	6%
15	Analyze the Cambridge curriculum	<ol style="list-style-type: none"> 1. Being able to identify the structure of the Cambridge curriculum 2. Being able to classify the Cambridge curriculum 	<p>Kriteria: The highest score is for the appropriate response to a question</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio</p>	Discussing the materials. 2 X 50	Reading materials Completing the learning log 2 X 50	<p>Materi: Curriculum structure</p> <p>Pustaka: <i>Cambridge curriculum</i></p>	7%

16	Able to solve a problem related to the Kurmer application	To solve a problem related to the Kurmer application	Kriteria: Content, Organization, Vocabulary, language Use Bentuk Penilaian : Tes	Case study 2 X 50		Materi: 2013 curriculum, kurikulum merdeka an text types Pustaka: 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> Materi: Capaian pembelajaran Pustaka: <i>CAPAIAN PEMBELAJARAN PADA PENDIDIKAN ANAK USIA DINI, JENJANG PENDIDIKAN DASAR, DAN JENJANG PENDIDIKAN MENENGAH PADA KURIKULUM MERDEKA. 2024</i>	15%
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Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	46.5%
2.	Penilaian Portofolio	11.5%
3.	Praktik / Unjuk Kerja	15%
4.	Tes	27%
		100%

Catatan

- 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.
- 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.
- 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.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamatikan dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- 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.
- 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.
- Bentuk penilaian:** tes dan non-tes.
- 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.
- 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.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

Koordinator Program Studi S1
Pendidikan Bahasa Inggris



Dr. Him'mawan Adi Nugroho,
S.Pd., M.Pd.
NIDN 0017117503

UPM Program Studi S1
Pendidikan Bahasa Inggris



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



File PDF ini digenerate pada tanggal 30 Januari 2025 Jam 04:46 menggunakan aplikasi RPS OBE SiDia Unesa