



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

Kode
Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)		KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan																																																																																																				
Desain Program Mengajar di Sekolah		7920209093	Mata Kuliah Wajib Program Studi	T=0	P=4	ECTS=6.36	5	13 Desember 2025																																																																																																				
OTORISASI		Pengembang RPS		Koordinator RMK			Koordinator Program Studi																																																																																																					
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Model Pembelajaran	Project Based Learning																																																																																																											
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-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan																																																																																																										
	CPL-4	Mengembangkan diri secara berkelanjutan dan berkolaborasi.																																																																																																										
	CPL-6	Mampu memahami, menganalisis, dan menginterpretasikan karya sastra dan non-sastra dalam berbagai genre dan moda komunikasi																																																																																																										
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																																											
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	CPMK - 2	being able to Utilize educational technology to enhance teaching and learning.																																																																																																										
	CPMK - 3	being able to Develop assessment tools that effectively measure student progress.																																																																																																										
	CPMK - 4	being able to Collaborate with peers to share best practices and improve program design.																																																																																																										
	Matrik CPL - CPMK																																																																																																											
		<table><tr><td>CPMK</td><td>CPL-2</td><td>CPL-3</td><td>CPL-4</td><td>CPL-6</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><tr><td>CPMK-4</td><td></td><td></td><td>✓</td><td></td></tr></table>							CPMK	CPL-2	CPL-3	CPL-4	CPL-6	CPMK-1	✓				CPMK-2		✓			CPMK-3				✓	CPMK-4			✓																																																																												
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1. Understanding by Design by Grant Wiggins and Jay McTighe 2. The Differentiated Classroom by Carol Ann Tomlinson							
Pendukung :							
1. journal 2. mendeley referensec manager							
Dosen Pengampu							
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	students will be able to Understanding of curriculum standards and learning objectives.	1.Clear alignment of learning objectives with curriculum standards. 2.Inclusion of specific instructional strategies. 3.Identification of required materials and resources. 4.Clarity and coherence in lesson flow.	Kriteria: Create a lesson plan that meets specified curriculum standards. Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	offline		Materi: Program Design Fundamentals Pustaka: <i>Understanding by Design by Grant Wiggins and Jay McTighe</i>	5%
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5	students will be able to Ability to design lessons that accommodate diverse learning needs.	1.Identification of diverse student needs (e.g., learning styles, disabilities). 2.Integration of at least three differentiation strategies (e.g., varied content, process, product). 3.Evidence of student engagement strategies. 4.Adaptations for assessment and feedback	Kriteria: Develop a lesson plan that includes differentiated instruction techniques. Bentuk Penilaian : Praktik / Unjuk Kerja	offline 2x50		Materi: Inclusive Education Strategies Pustaka: <i>Understanding by Design</i> by Grant Wiggins and Jay McTighe	5%
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9	students will be able to Knowledge of various educational technologies and their applications	1. Effective use of technology to enhance learning objectives. 2. Clarity and effectiveness of multimedia components (e.g., videos, interactive activities) 3. Student engagement through technology	Kriteria: Create a multimedia lesson incorporating at least two different technologies. Bentuk Penilaian : Praktik / Unjuk Kerja	offline		Materi: Educational Technology Integration Pustaka: <i>The Differentiated Classroom</i> by Carol Ann Tomlinson	5%
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13	students will be able to Development of effective assessment tools and feedback strategies.	1.Clear criteria aligned with learning objectives. 2.Use of descriptive language to articulate performance levels. 3.Inclusion of both formative and summative assessment elements. 4. Consideration of student self-assessment and feedback opportunities.	Kriteria: Design a rubric for evaluating student projects or performances. Bentuk Penilaian : Praktik / Unjuk Kerja	offline 2x50		Materi: Assessment and Feedback Mechanisms Pustaka: <i>The Differentiated Classroom</i> by Carol Ann Tomlinson	5%
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16			Bentuk Penilaian : Praktik / Unjuk Kerja				25%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Penilaian Hasil Project / Penilaian Produk	10%
2.	Praktik / Unjuk Kerja	90%
		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 prodinya 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 diamati 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
Sastra Inggris



ALI MUSTOFA
NIDN 0014067509

UPM Program Studi S1
Sastra Inggris



NIDN 0023069001

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