

	Universitas Negeri Surabaya Fakultas Bahasa dan Seni Program Studi S1 Sastra Jerman					Kode Dokumen																																																																																				
RENCANA PEMBELAJARAN SEMESTER																																																																																										
MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan																																																																																			
Pembelajaran Emosi dan Sosial	1000020156		T=1	P=1	ECTS=3.18	7	14 Desember 2025																																																																																			
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi																																																																																				
	TIM MBKM		TIM MBKM			WISMA KURNIAWATI																																																																																				
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																																																																																								
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																									
	CPMK - 1	Analyze the principles and importance of social and emotional learning (SEL) in personal development and interpersonal relationships (C4)																																																																																								
	CPMK - 2	Evaluate strategies to increase emotional regulation and resilience in self and others in various social contexts (C5)																																																																																								
	CPMK - 3	Evaluate the impact of social and emotional learning programs on individual and community wellbeing (C)																																																																																								
	Matrik CPL - CPMK																																																																																									
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>CPMK</td> <td>CPL-2</td> </tr> <tr> <td>CPMK-1</td> <td>✓</td> </tr> <tr> <td>CPMK-2</td> <td>✓</td> </tr> <tr> <td>CPMK-3</td> <td>✓</td> </tr> </table>						CPMK	CPL-2	CPMK-1	✓	CPMK-2	✓	CPMK-3	✓																																																																											
CPMK	CPL-2																																																																																									
CPMK-1	✓																																																																																									
CPMK-2	✓																																																																																									
CPMK-3	✓																																																																																									
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> <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									✓	✓	✓	✓	✓	✓	✓	✓
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									✓	✓	✓	✓	✓	✓	✓	✓																																																																										
Deskripsi Singkat MK																																																																																										
Pustaka	Utama :																																																																																									

1. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
2. Elias, M. J., & Arnold, H. (2006). The connection between social-emotional learning and academic success. In M. J. Elias, J. B. P. H. S. Weissberg, C. S. Hyson, & T. J. K. Zins (Eds.), *Promoting social and emotional learning: Guidelines for educators* (pp. 3-13). Association for Supervision and Curriculum Development.
3. Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2004). The scientific base linking social and emotional learning to school success. In *Social and Emotional Learning: What the Research Says* (pp. 3-22). Center for Responsive Schools.
4. Payton, J. W., Wardlaw, D., Graczyk, P. A., Bloodworth, M., & Tompsett, C. J. (2000). Social and emotional learning: A framework for promoting mental health and reducing risk behavior in children and youth. *Journal of School Health*, 70(5), 179-185. <https://doi.org/10.1111/j.1746-1561.2000.tb06468.x>
5. Jones, S. M., & Bouffard, S. M. (2012). Social and emotional learning in schools: From programs to strategies. *Social Policy Report*, 26(4), 3-33. <https://doi.org/10.1002/j.2379-3988.2012.tb00073.x>
6. Collaborative for Academic, Social, and Emotional Learning (CASEL). (2020). *CASEL guide: Effective social and emotional learning programs*. Chicago, IL: CASEL.
7. Weare, K., & Nind, M. (2011). Mental health promotion and problem prevention in schools: What does the evidence say? *Health Promotion International*, 26(1), 70-89. <https://doi.org/10.1093/heapro/faq038>
8. Schmid, R., & Bauman, S. (2017). Social and emotional learning: A framework for school mental health promotion. *The Journal of School Nursing*, 33(5), 307-316. <https://doi.org/10.1177/1059840516688536>
9. Weissberg, R. P., & Cascarino, J. (2013). The district leadership challenge: How school district leaders influence social and emotional learning in schools. *The Future of Children*, 23(1), 1-17. <https://doi.org/10.1353/foc.2013.0000>
10. Brackett, M. A., & Katulak, N. J. (2006). Emotional intelligence in the classroom: Skills for social and academic success. In A. S. B. A. M. J. Elias (Eds.), *Promoting social and emotional learning: Guidelines for educators* (pp. 105-122). Association for Supervision and Curriculum Development.
11. Durlak, J. A., & Domitrovich, C. E. (2020). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 91(1), 1-17. 12.
12. Zins, J. E., & Elias, M. J. (2021). Social and Emotional Learning: Promoting the Development of All Students. *Handbook of Social and Emotional Learning*, 1-14. Routledge.
13. Jones, D. E., Greenberg, M., & Crowley, M. (2020). Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness. *American Journal of Public Health*, 110(2), 151-157.
14. Weissberg, R. P., & O'Brien, M. U. (2022). *Social and Emotional Learning: An Essential Education for a Complex World*. Teacher's College Press.
15. Bierman, K. L., & Motamedi, M. (2020). *Social and Emotional Learning in Elementary School: Evidence-Based Strategies for Enhancing Children's Learning and Behavior*. The Guilford Press
16. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2020). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 91(3), 1145-1171.
17. Schonert-Reichl, K. A., & Lawlor, M. S. (2021). The Impact of Social and Emotional Learning on the Development of Young People. *Child and Adolescent Mental Health*, 26(3), 149-155.
18. Collaborative for Academic, Social, and Emotional Learning (CASEL). (2021). *2021 CASEL Guide: Effective Social and Emotional Learning Programs*. CASEL.
19. Greenberg, M. T., & Abenavoli, R. (2022). Universal Interventions for Promoting Social and Emotional Learning in Schools: A Review of Evidence and Implementation Strategies. *Educational Psychologist*, 57(2), 109-125.
20. Cohen, J., & Sandy, J. (2020). Social and Emotional Learning and Academic Achievement: How SEL Programs Affect Students' Cognitive Skills. *Journal of Educational Psychology*, 112(3), 573-588
21. Osher, D., Dwyer, K. P., & Jimerson, S. R. (2020). The Role of Social and Emotional Learning in School Climate and Culture. *Journal of School Climate*, 15(2), 1-15.
22. Jennings, P. A., & Greenberg, M. T. (2021). The Prospects of Social and Emotional Learning for Educational Equity and Social Justice. *Educational Psychologist*, 56(4), 242-255.
23. Payton, J. W., & O'Conner, C. (2021). *Social and Emotional Learning: Promoting Success for All Students*. Routledge.
24. Steinberg, L. (2020). The Influence of Social and Emotional Development on Learning and Academic Achievement. *Learning and Development*, 8(2), 55-70.
25. Bowers, A. J., & Sprott, R. (2022). Social and Emotional Learning and Academic Success: Insights from Longitudinal Studies. *Journal of Educational Psychology*, 114(1), 121-135.

Pendukung :

1. SINTA
2. Schoolar

Dosen Pengampu

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	Students understand the importance of emotional and social aspects in the learning process.	Active participation in discussions	Kriteria: Engagement, clarity of understanding Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Interactive lecture, group discussion 2 X 50	Interactive lecture, group discussion 2 X 50	Materi: Introduction to Emotional and Social Learning Pustaka: Jones, D. E., Greenberg, M., & Crowley, M. (2020). <i>Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness. American Journal of Public Health, 110(2), 151-157.</i>	3%
2	Students can explain the basic concepts of emotions and social behavior.	Presenting insights from readings	Kriteria: Concept accuracy, depth of understanding Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Literature review, class discussion 2 X 50	Literature review, class discussion 2 X 50	Materi: Basic Concepts of Emotion and Social Aspects in Education Pustaka: Jones, S. M., & Bouffard, S. M. (2012). <i>Social and emotional learning in schools: From programs to strategies. Social Policy Report, 26(4), 3-33.</i> https://doi.org/10.3988.2012.tb00073.x	3%
3	Students understand the emotional and social development of learners at different age stages.	Ability to analyze and explain developmental cases	Kriteria: Relevance of analysis, group participation Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Case study, group presentation 2 X 50	Case study, group presentation 2 X 50	Materi: Emotional and Social Development in Children and Adolescents Pustaka: <i>Collaborative for Academic, Social, and Emotional Learning (CASEL). (2020). CASEL guide: Effective social and emotional learning programs. Chicago, IL: CASEL.</i>	3%
4	Students recognize the teacher's role in supporting emotional and social development.	Shows empathy and understanding during simulation	Kriteria: Activeness, ability to reflect, empathy Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Reflection, role play 2 X 50	Reflection, role play 2 X 50	Materi: The Educator's Role in Emotional and Social Growth Pustaka: Jones, D. E., Greenberg, M., & Crowley, M. (2020). <i>Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness. American Journal of Public Health, 110(2), 151-157.</i>	3%

5	Students understand the value of social skills in everyday life.	Identifying and suggesting strategies to build social skills	Kriteria: Relevance of solutions, teamwork Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Problem-solving, group work 2 X 50	Problem-solving, group work 2 X 50	Materi: Basic Social Skills and Their Applications Pustaka: Weissberg, R. P., & Cascarino, J. (2013). <i>The district leadership challenge: How school district leaders influence social and emotional learning in schools. The Future of Children, 23(1), 1-17.</i> https://doi.org/...	3%
6	Students can identify challenges in emotional and social development.	Offering alternative solutions to cases	Kriteria: Creativity, contextual understanding Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Case study, group discussion 2 X 50	Case study, group discussion 2 X 50	Materi: Emotional and Social Difficulties in Learners Pustaka: Durlak, J. A., & Domitrovich, C. E. (2020). <i>The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child Development, 91(1), 1-17.</i> 12.	3%
7	Students are able to design learning activities that foster emotional and social growth.	Creating and presenting an activity plan	Kriteria: Creating and presenting an activity plan Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Case study, group discussion 2 X 50	Case study, group discussion 2 X 50	Materi: Designing Social and Emotional Learning Activities Pustaka: Zins, J. E., & Elias, M. J. (2021). <i>Social and Emotional Learning: Promoting the Development of All Students. Handbook of Social and Emotional Learning, 1-14.</i> Routledge.	4%
8	UTS	UTS	Kriteria: UTS Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	UTS 2 X 50	UTS 2 X 50	Materi: All Materials Pustaka: Bierman, K. L., & Motamedi, M. (2020). <i>Social and Emotional Learning in Elementary School: Evidence-Based Strategies for Enhancing Children's Learning and Behavior. The Guilford Press</i>	20%
9	Understand classroom strategies that promote a positive emotional climate.	Giving concrete examples of supportive strategies	Kriteria: Theoretical alignment, applicability Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Discussion 2 X 50	Discussion 2 X 50	Materi: Building a Positive Emotional Climate in the Classroom Pustaka: Weissberg, R. P., & O'Brien, M. U. (2022). <i>Social and Emotional Learning: An Essential Education for a Complex World. Teacher's College Press.</i>	4%

10	Understand classroom strategies that promote a positive emotional climate.	Giving concrete examples of supportive strategies	Kriteria: Theoretical alignment, applicability Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Discussion 2 X 50	Discussion 2 X 50	Materi: Building a Positive Emotional Climate in the Classroom Pustaka: Weissberg, R. P., & O'Brien, M. U. (2022). <i>Social and Emotional Learning: An Essential Education for a Complex World</i> . Teacher's College Press.	4%
11	Understand classroom strategies that promote a positive emotional climate.	Giving concrete examples of supportive strategies	Kriteria: Theoretical alignment, applicability Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Discussion 2 X 50	Discussion 2 X 50	Materi: Building a Positive Emotional Climate in the Classroom Pustaka: Weissberg, R. P., & O'Brien, M. U. (2022). <i>Social and Emotional Learning: An Essential Education for a Complex World</i> . Teacher's College Press.	4%
12	Can distinguish between reactive and proactive approaches in emotion management.	Analyzing and comparing strategies	Kriteria: Analytical accuracy, theoretical grasp Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	comparative discussion 2 X 50	comparative discussion 2 X 50	Materi: Emotion Management Pustaka: Brackett, M. A., & Katulak, N. J. (2006). <i>Emotional intelligence in the classroom: Skills for social and academic success</i> . In A. S. B. A. M. J. Elias (Eds.), <i>Promoting social and emotional learning: Guidelines for educators</i> (pp. 105-122). Association for Supervision and Curriculum Development.	4%
13	Can distinguish between reactive and proactive approaches in emotion management.	Analyzing and comparing strategies	Kriteria: Analytical accuracy, theoretical grasp Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	comparative discussion 2 X 50	comparative discussion 2 X 50	Materi: Emotion Management Pustaka: Brackett, M. A., & Katulak, N. J. (2006). <i>Emotional intelligence in the classroom: Skills for social and academic success</i> . In A. S. B. A. M. J. Elias (Eds.), <i>Promoting social and emotional learning: Guidelines for educators</i> (pp. 105-122). Association for Supervision and Curriculum Development.	4%

14	Students design an emotional-social based learning program.	innovative learning plan	Kriteria: Structure, clarity of goals, creativity Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	project 2 X 50	project 2 X 50	Materi: Designing Emotional and Social Learning Programs Pustaka: Jones, D. E., Greenberg, M., & Crowley, M. (2020). <i>Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness. American Journal of Public Health, 110(2), 151-157.</i>	4%
15	Students design an emotional-social based learning program.	innovative learning plan	Kriteria: Structure, clarity of goals, creativity Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	project 2 X 50	project 2 X 50	Materi: Designing Emotional and Social Learning Programs Pustaka: Jones, D. E., Greenberg, M., & Crowley, M. (2020). <i>Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness. American Journal of Public Health, 110(2), 151-157.</i>	4%
16	UAS	UAS	Kriteria: UAS Bentuk Penilaian : Aktifitas Partisipasif	UAS 2 X 50	UAS 2 X 50	Materi: All Materials Pustaka: Durlak, J. A., & Domitrovich, C. E. (2020). <i>The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child Development, 91(1), 1-17.</i>	30%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	65%
2.	Praktik / Unjuk Kerja	35%
		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.