



**Universitas Negeri Surabaya  
Fakultas Bahasa dan Seni  
Program Studi S2 Pendidikan Bahasa Inggris**

Kode Dokumen

**RENCANA PEMBELAJARAN SEMESTER**

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
Instructional Design	8810303012		T=2	P=1	ECTS=6.72	3	14 Agustus 2023
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
	Ahmad Munir, Ph.D		Ahmad Munir, Ph.D			Ahmad Munir, S.Pd., M.Ed., Ph.D.	

<b>Model Pembelajaran</b>	<b>Project Based Learning</b>
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<b>Capaian Pembelajaran (CP)</b>	<b>CPL-PRODI yang dibebankan pada MK</b>
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<b>CPL-6</b>	Mampu menghasilkan desain atau model pembelajaran yang inovatif dan teruji berbasis teknologi pembelajaran untuk bahasa Inggris umum atau bahasa Inggris untuk tujuan tertentu
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<b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>	
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<b>CPMK - 1</b>	Memanfaatkan ipteks sebagai alat bantu penerapan desain pembelajaran bahasa Inggris
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<b>CPMK - 2</b>	Menguasai kaitan kurikulum pendidikan bahasa Inggris, manajemen pembelajaran bahasa Inggris, dan desain pembelajaran bahasa Inggris sebagai dasar untuk menerapkan desain pembelajaran bahasa Inggris
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<b>CPMK - 3</b>	Mengambil keputusan strategis dalam menerapkan desain pembelajaran bahasa Inggris
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<b>CPMK - 4</b>	Bertanggung jawab dan berkarakter iman, cerdas, mandiri, jujur, peduli, dan tangguh dalam penyelesaian tugas yang terkait dengan penyusunan desain pembelajaran bahasa Inggris
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<b>Matrik CPL - CPMK</b>	
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CPMK	CPL-6										
CPMK-1	✓										
CPMK-2	✓										
CPMK-3	✓										
CPMK-4	✓										

<b>Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</b>	
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<b>Deskripsi Singkat MK</b>	This course provides the students with theoretical and practical knowledge of the use of English in specific fields of science and technology; curriculum design; approaches, methods and techniques; types of authentic texts of different generic structures and language features; material development; and principles in teaching and learning in GE and ESP contexts. In this course, the students have the opportunity to develop his/her own course as a final project of the semester. This course uses project-based learning.
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<b>Pustaka</b>	<b>Utama :</b>
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1. Brown, H. D., & Lee, H. (2015). Chapter 9 Curriculum and Course Design, Chapter 10 Lesson Planning in Teaching by Principles (pp.178-218) . Melbourne: Pearson Education Australia
2. Richards, J.C. 2017. Curriculum development in language teaching second edition. Cambridge: CUP
3. Kurikulum Merdeka 2022
4. Kurikulum MBKM perguruan tinggi

Pendukung :

**Dosen Pengampu**

Dr. Ali Mustofa, S.S., M.Pd.  
Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.  
Ahmad Munir, S.Pd., M.Ed., Ph.D.

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	To explain related terms: language curriculum, language program, syllabus, and design of language instruction and their links	To explain related terms: language curriculum, language program, syllabus, and design of language instruction and their links.	<p><b>Kriteria:</b> To explain the links between curriculum and syllabus accurately will get 100 points</p> <p><b>Bentuk Penilaian :</b> Praktik / Unjuk Kerja</p>	Note taking for definitions of: language curriculum, language program, syllabus, and design of language instruction. Discussing links among language curriculum, language program, syllabus, and design of language instruction. 3 X 50		<p><b>Materi:</b> definition of curriculum and syllabus</p> <p><b>Pustaka:</b> <i>Brown, H. D., &amp; Lee, H. (2015). Chapter 9 Curriculum and Course Design, Chapter 10 Lesson Planning in Teaching by Principles (pp.178-218) . Melbourne: Pearson Education Australia</i></p> <p><b>Materi:</b> Curriculum development processess</p> <p><b>Pustaka:</b> <i>Richards, J.C. 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i></p>	5%
2	1.To list syllabus models of English language teaching 2.To explain popular syllabus models of English language teaching in Indonesia	1.To list syllabus models of English language teaching 2.To explain popular syllabus models of English language teaching in Indonesia	<p><b>Kriteria:</b> Llisting all 10 sybbaus models will get 100 points</p> <p><b>Bentuk Penilaian :</b> Praktik / Unjuk Kerja</p>	Reading syllabus models and their features 3 X 50		<p><b>Materi:</b> Syllabus models</p> <p><b>Pustaka:</b> <i>Richards, J.C. 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i></p>	5%

3	To explain the place of lesson planning in syllabus implementation	To explain the place of lesson planning in syllabus implementation	<p><b>Kriteria:</b> Explain syllabus design and classroom implementation accurately will get 100 points</p> <p><b>Bentuk Penilaian :</b> Praktik / Unjuk Kerja</p>	Reading and discussion 3 X 50		<p><b>Materi:</b> Lesson plan versus syllabus</p> <p><b>Pustaka:</b> <i>Brown, H. D., &amp; Lee, H. (2015). Chapter 9 Curriculum and Course Design, Chapter 10 Lesson Planning in Teaching by Principles (pp.178-218) . Melbourne: Pearson Education Australia</i></p>	5%
4	To develop syllabus for ELT at schools	To develop syllabus for ELT at schools	<p><b>Kriteria:</b> Draft of syllabus of English subject in a school</p> <p><b>Bentuk Penilaian :</b> Praktik / Unjuk Kerja</p>	Reading curriculum and syllabus model 3 X 50		<p><b>Materi:</b> CP element</p> <p><b>Pustaka:</b> <i>Kurikulum Merdeka 2022</i></p>	2%
5	Developing school syllabus (including language strands): learning outcomes and objectives	To develop learning outcomes into objectives	<p><b>Kriteria:</b> Developing accurately 4 objectives from a learning outcome will get 100 points</p> <p><b>Bentuk Penilaian :</b> Praktik / Unjuk Kerja</p>	Reading and workshop 3 X 50		<p><b>Materi:</b> Capaian pembelajaran and learning objectives</p> <p><b>Pustaka:</b> <i>Kurikulum Merdeka 2022</i></p>	3%
6	Developing school syllabus (including language strands): learning outcomes and objectives	To develop learning outcomes into objectives	<p><b>Kriteria:</b> Developing accurately 4 objectives from a learning outcome will get 100 points</p> <p><b>Bentuk Penilaian :</b> Praktik / Unjuk Kerja</p>	Reading and workshop 3 X 50		<p><b>Materi:</b> Capaian pembelajaran and learning objectives</p> <p><b>Pustaka:</b> <i>Kurikulum Merdeka 2022</i></p>	3%
7	Developing university syllabus: learning outcomes and objectives	To develop learning outcomes into objectives in a university syllabus	<p><b>Kriteria:</b> Developing accurately 4 objectives from a learning outcome will get 100 points</p> <p><b>Bentuk Penilaian :</b> Praktik / Unjuk Kerja</p>	Reading and workshop 3 X 50		<p><b>Materi:</b> Capaian pembelajaran and learning objectives</p> <p><b>Pustaka:</b> <i>Kurikulum Merdeka 2022</i></p>	2%

8	1.To develop syllabus for ELT at schools 2.To develop syllabus for ELT at university	To develop syllabus for ELT at schools and university	<b>Kriteria:</b> Submitting the developed syllabus for ELT at schools and university will get 100 points  <b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk	Written test 3 X 50		<b>Materi:</b> Syllabus examples <b>Pustaka:</b> <i>Richards, J.C. 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i>  <b>Materi:</b> Panduan penyusunan kurikulum MBKM <b>Pustaka:</b> <i>Kurikulum MBKM perguruan tinggi</i>	20%
9	1.To develop a language program 2.To pan for a language program syllabus (including commercial English courses), needs-based	Producing plan for developing language program syllabus	<b>Kriteria:</b> Producing plan for developing language program syllabus will get 100 points  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Reading-discussion 3 X 50		<b>Materi:</b> Examples of language program syllabus <b>Pustaka:</b> <i>Richards, J.C. 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i>	5%
10	To determine goal, objectives and program structure	Producing need analysis data collection to be converted into goals	<b>Kriteria:</b> Producing need analysis data collection to be converted into goals will get 100 points  <b>Bentuk Penilaian :</b> Praktik / Unjuk Kerja	Doing needs analyses research 3 X 50		<b>Materi:</b> need analysis and goals <b>Pustaka:</b> <i>Richards, J.C. 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i>	5%
11	To determine materials and assessment for the syllabus of language program	Producing materials and assessment for the syllabus	<b>Kriteria:</b> Producing materials and assessment for the syllabus will get 100 points  <b>Bentuk Penilaian :</b> Praktik / Unjuk Kerja	Developing syllabus 3 X 50		<b>Materi:</b> need analysis and goals <b>Pustaka:</b> <i>Richards, J.C. 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i>	2%

12	To determine materials and assessment for the syllabus of language program	Producing materials and assessment for the syllabus	<p><b>Kriteria:</b> Producing materials and assessment for the syllabus will get 100 points</p> <p><b>Bentuk Penilaian :</b> Praktik / Unjuk Kerja</p>	Developing syllabus 3 X 50		<p><b>Materi:</b> need analysis and goals <b>Pustaka:</b> <i>Richards, J.C. 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i></p>	2%
13	to develop hybrid syllabus for language program at university	Drafting hybrid syllabus	<p><b>Kriteria:</b> Complete drafting of hybrid syllabus for language program at university will get 100 points</p> <p><b>Bentuk Penilaian :</b> Praktik / Unjuk Kerja</p>	Developing hybrid syllabus 3 X 50		<p><b>Materi:</b> University program <b>Pustaka:</b> <i>Richards, J.C. 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i></p> <hr/> <p><b>Materi:</b> RPS OBE <b>Pustaka:</b> <i>Kurikulum MBKM perguruan tinggi</i></p>	3%
14	to develop hybrid syllabus for language program at university	Drafting hybrid syllabus	<p><b>Kriteria:</b> Complete drafting of hybrid syllabus for language program at university will get 100 points</p> <p><b>Bentuk Penilaian :</b> Praktik / Unjuk Kerja</p>	Developing hybrid syllabus 3 X 50		<p><b>Materi:</b> University program <b>Pustaka:</b> <i>Richards, J.C. 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i></p> <hr/> <p><b>Materi:</b> RPS OBE <b>Pustaka:</b> <i>Kurikulum MBKM perguruan tinggi</i></p>	3%

15	to develop hybrid syllabus for language program at university	Drafting hybrid syllabus	<b>Kriteria:</b> Complete drafting of hybrid syllabus for language program at university will get 100 points  <b>Bentuk Penilaian :</b> Praktik / Unjuk Kerja	Developing hybrid syllabus 3 X 50		<b>Materi:</b> University program <b>Pustaka:</b> <i>Richards, J.C. 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i>  <b>Materi:</b> RPS OBE <b>Pustaka:</b> <i>Kurikulum MBKM perguruan tinggi</i>	5%
16	1.To develop syllabus for ELT at schools 2.To develop syllabus for ELT at university 3.To develop a commercial language program	Submitting all syllabus of English for school, university and commercial language program	<b>Kriteria:</b> Submitting all syllabus of English for school, university and commercial language program will get 100 points  <b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk	Submission of portofolio 3 X 50		<b>Materi:</b> examples of syllabus <b>Pustaka:</b> <i>Richards, J.C. 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i>	30%

#### Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	5%
2.	Penilaian Hasil Project / Penilaian Produk	50%
3.	Praktik / Unjuk Kerja	45%
		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 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.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria 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.

RPS ini telah divalidasi pada tanggal 23 Februari 2024

Koordinator Program Studi S2  
Pendidikan Bahasa Inggris



Ahmad Munir, S.Pd., M.Ed.,  
Ph.D.  
NIDN 0004087605

**UPM** Program Studi S2  
Pendidikan Bahasa Inggris



Dr. Widvastuti, S.S., M.Pd.  
NIDN 0026067204

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