	Universitas Negeri Surabaya S1 Pendidikan Bahasa Inggris	Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
Syllabus Design	8820303262		2				25 Oktober 2026

OTORISASI	Pengembang RPS	Koordinator RMK	Koordinator Program Studi
	Dr. Ririn Pusparini, S.Pd., M.Pd.	Esti Kurniasih, M.Pd	HIMMAWAN ADI NUGROHO

Deskripsi Singkat MK

The Syllabus Design course is designed to develop students' knowledge and skills in analyzing, designing, developing, and evaluating English language teaching syllabi based on the recent curriculum (Emancipated Curriculum). Students will analyze learning outcomes (Capaian Pembelajaran), formulate learning objectives based on CP, examine them in relation to learning needs, and construct the learning objectives flow (ATP/Alur Tujuan Pembelajaran). Through theoretical discussion, critical analysis, collaboration, and practical projects, students are expected to design relevant, systematic, learner-centered, inclusive, and context-sensitive English language teaching syllabi that respond to the diverse needs of 21st-century learners. The course also promotes the integration of Sustainable Development Goals (SDGs), particularly SDG 4: Quality Education, by emphasizing inclusive and equitable learning opportunities; SDG 5: Gender Equality, through the development of gender-responsive learning materials and practices; SDG 8: Decent Work and Economic Growth, by developing professional competencies relevant to future careers; and SDG 17: Partnerships for the Goals, by encouraging collaboration and partnerships in curriculum and syllabus development. Through these experiences, students are expected to develop the capacity to design responsible and sustainable English language education that contributes to educational quality and social development.

Capaian Pembelajaran (CP)

CPL-PRODI yang dibebankan pada MK

CPL-7	Menunjukkan pemahaman yang baik tentang konsep pembelajaran bahasa Inggris dari perspektif nasional dan global.
CPL-9	Merencanakan, melaksanakan dan mengevaluasi pembelajaran Bahasa Inggris secara efektif dan kreatif.

Capaian Pembelajaran Mata Kuliah (CPMK)

CPMK-1	Able to identify and categorize various types of syllabi in English language teaching.
CPMK-2	Able to design and draft a systematic English syllabus for a specific context.
CPMK-3	Able to evaluate and make improvements to the English syllabus design.
CPMK-4	Conducting needs analysis and situational analysis to formulate specific and measurable English learning objectives.
CPMK-5	Constructing an English syllabus document systematically by integrating material selection, content organization, and evaluation methods.
CPMK-6	Evaluating and adapting the design of the English syllabus to ensure its relevance and effectiveness in the context of education in Indonesia.

Matrik CPL - CPMK

CPMK	CPL-7	CPL-9
CPMK-1	✔	
CPMK-2	✔	
CPMK-3	✔	
CPMK-4		✔
CPMK-5		✔
CPMK-6		✔

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)

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-4		✔			✔	✔	✔				✔					
CPMK-5				✔												
CPMK-6								✔		✔		✔	✔	✔		

Pustaka

Utama :

1. Capaian Pembelajaran Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka. 2024
2. Bloom taxonomy
3. Panduan Pengembangan kurikulum operasional di satuan sekolah, 2021
4. Kebijakan Kurikulum Merdeka. 2021
5. Capaian Pembelajaran Revisi 2022

Pendukung :

1. Nation, I.S.P and Macalister, John. 2010. Language Curriculum Design. N.Y: Routledge

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (*offline*)	*Daring (online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Examining the characteristics of content-based, skill-based, and method-based syllabi.	1. Accuracy in identifying the theoretical foundations and organizational patterns of a content-based syllabus. 2. Precision in describing the specific instructional goals and competency focuses of a skill-based syllabus. 3. Ability to explain the distinct implementation strategies and task-oriented nature of a method-based syllabus.	Criteria: Analytical depth, theoretical accuracy, and clarity of synthesis. Form of assessment: Comparative analysis report and objective written test.	Case-based learning involving the examination of authentic syllabus documents followed by interactive group discussions.	1. Constructing a comparative matrix that categorizes the strengths and limitations of content, skill, and method-based designs. 2. Analyzing a provided syllabus sample and justifying its classification based on the characteristics discussed in the session.	1. Conceptual framework and structural features of Content-based Syllabi. 2. Core elements and pedagogical objectives of Skill-based Syllabi. 3. Operational principles and procedural focus of Method-based Syllabi.	5%
2	Designing a needs analysis instrument for a specific target of English language learners.	1. Accuracy in identifying and defining relevant TSA and LSA variables for a specific learner population. 2. Technical proficiency and logical coherence in the construction of survey items and interview questions.	Criteria: Alignment of instrument items with learner goals, clarity of language, and structural validity. Form of assessment: Project-based assessment (Needs Analysis Instrument Portfolio).	Project-Based Learning (PjBL), collaborative small-group discussions, and simulated instrument testing.	1. Identification and justification of a specific learner target group via the Learning Management System (LMS) forum. 2. Submission of a digital draft of the needs analysis instrument for peer and instructor feedback.	1. Conceptual frameworks of Target Situation Analysis (TSA) and Learning Situation Analysis (LSA) in syllabus design. 2. Technical principles for designing structured surveys, semi-structured interview guides, and observation protocols for diverse learner profiles.	5%

3	Analyzing the learning outcomes of subjects and the indicators of competency achievement in a measurable way.	1. Accuracy in identifying the cognitive, affective, and psychomotor levels within provided learning outcomes. 2. Precision in formulating measurable indicators that align with the complexity of the targeted learning outcomes.	Criteria: Accuracy of analysis, alignment with Bloom's Taxonomy, and linguistic precision in indicator formulation. Form of assessment: Analytical worksheet and performance rubric.	Case-Based Learning (CBL) and collaborative small group discussions.	1. Map the learning outcomes of a specific secondary school English syllabus into their respective cognitive domains. 2. Develop a minimum of three measurable indicators for a selected learning outcome and upload the draft to the Learning Management System (LMS).	1. Taxonomy and categorization of Learning Outcomes (Capaian Pembelajaran). 2. Formulating measurable Competency Achievement Indicators (Indikator Pencapaian Kompetensi) using Operational Verbs (KKO).	10%
4	Conducting selection and grading of English materials based on criteria of usefulness, frequency, and difficulty level.	1. Precision in selecting language items based on corpus frequency and situational usefulness for specific learner needs. 2. Accuracy in sequencing English materials from foundational to advanced difficulty levels. 3. Consistency in applying combined selection and grading criteria to produce a logical instructional flow.	Criteria: Logical consistency, selection accuracy, and grading coherence. Form of assessment: Analytical report and a syllabus design project.	Case-Based Method and Project-Based Learning.	1. Perform an analysis of a target language corpus to select high-frequency vocabulary and functional expressions for a specific syllabus. 2. Develop a sequenced module outline that demonstrates the application of difficulty-based grading for a 4-week instructional period.	1. Principles of material selection: Utilizing word frequency lists and functional utility in language acquisition. 2. Principles of material grading: Sequencing instructional content based on structural and conceptual difficulty levels. 3. Integrated application: Synthesizing selection and grading criteria to construct a coherent syllabus unit.	5%
5, 6, 7 dan 11	Deriving the results of CP analysis and needs into general goals and specific learning objectives, as well as designing the goal pathway (ATP)	1. Accuracy in translating results of CP analysis and needs into overarching general goals. 2. Precision in formulating specific learning objectives that fulfill technical educational standards. 3. Logical consistency and pedagogical flow in the design of the goal pathway (ATP).	Criteria: Clarity of objectives, alignment between goals and identified needs, and logical sequencing of the pathway. Form of assessment: Written assignment (Goal-Objective Hierarchy) and peer-evaluation rubric.	Collaborative Learning and Workshop-based Learning focusing on instructional design mapping.	1. Developing a structured document outlining general goals and specific objectives on the Learning Management System (LMS). 2. Creating a digital visualization of the Learning Goal Pathway (ATP) using collaborative mapping tools.	1. Principles of formulating general goals from CP analysis and identified needs. 2. Frameworks and taxonomies for writing specific, measurable learning objectives. 3. Structural design and sequencing logic of the Learning Goal Pathway (ATP).	5%
8, 12, 13 dan 14	Critiquing the syllabus draft using effective syllabus design criteria and national education standards.	1. Precision in identifying the alignment and internal consistency of components within a syllabus draft. 2. Accuracy in evaluating the compliance of a syllabus draft with the specific requirements of national education regulatory standards.	Criteria: Analytical depth, objectivity of evaluation, and clarity of argumentation. Form of assessment: Written critical review report and a rubric-based assessment.	Case-Based Method and Small Group Discussion.	1. Conduct an asynchronous peer-review exercise on a provided syllabus draft via the Learning Management System. 2. Submit a formal written critique report highlighting discrepancies between a syllabus sample and national education standards.	1. Principles of effective syllabus design: Alignment, balance, and pedagogical progression. 2. Indonesian National Education Standards (SN-Dikti) regarding learning plan components and structures.	5%
9, 15 dan 16	Conducting continuous revisions and development of the syllabus draft based on evaluation results or feedback.	1. Precision in identifying and incorporating relevant improvements based on peer and expert evaluation. 2. Accuracy in ensuring internal consistency and logical flow across all refined syllabus components.	Criteria: Responsiveness to feedback, logical consistency, and professional formatting. Form of assessment: Revision log and final syllabus portfolio.	Project-Based Learning (PjBL) and Collaborative Peer Review.	1. Documenting a comprehensive revision log that maps specific feedback to the changes implemented in the syllabus. 2. Uploading the finalized, professionally formatted syllabus draft to the Learning Management System.	1. Techniques for synthesizing qualitative feedback and evaluation data into actionable revision points. 2. Procedures for final technical adjustment and alignment check of syllabus components (Learning Outcomes, Assessment, and Learning Activities).	10%

10	Adapt or modify the syllabus based on the diverse needs of students in the classroom.	1. Ability to accurately identify and categorize diverse student needs within a given classroom scenario. 2. Ability to apply specific syllabus modification techniques (such as addition, deletion, or simplification) that align with identified student needs.	Criteria: Analytical precision in identifying learner needs, pedagogical soundness of modifications, and coherence of the adapted syllabus. Form of assessment: Case study report and a syllabus modification project.	Case-based learning, collaborative group discussions, and workshop-style syllabus redesign.	1. Participate in an asynchronous discussion forum analyzing a hypothetical classroom profile and proposing preliminary adaptation strategies. 2. Upload a comparative document featuring an original syllabus alongside a revised version that highlights specific modifications for diverse learners.	1. Learner Profiling and Needs Analysis in Diverse Classrooms. 2. Principles and Strategies for Syllabus Adaptation and Modification.	5%

SDGS (Sustainable Development Goals)



Catatan

1. **Capaian Pembelajaran Lulusan Program Studi (CPL-Prodi)** adalah rumusan kemampuan yang harus dimiliki oleh lulusan program studi yang mencakup sikap, penguasaan pengetahuan, keterampilan umum, dan keterampilan khusus sesuai dengan jenjang kualifikasi, yang diperoleh melalui proses pembelajaran.
2. **CPL-Prodi yang dibebankan pada Mata Kuliah** adalah bagian dari CPL-Prodi yang dipilih dan relevan untuk dikembangkan melalui suatu mata kuliah, sebagai dasar perumusan capaian pembelajaran mata kuliah.
3. **Capaian Pembelajaran Mata Kuliah (CPMK)** adalah kemampuan yang dirumuskan secara spesifik dan diturunkan dari CPL-Prodi yang dibebankan pada mata kuliah, serta menggambarkan kompetensi yang harus dicapai mahasiswa setelah menyelesaikan mata kuliah.
4. **Sub-CPMK** adalah kemampuan akhir yang direncanakan pada setiap tahap pembelajaran, sebagai penjabaran lebih rinci dari CPMK, bersifat terukur dan dapat diamati sesuai dengan materi pembelajaran.
5. **Indikator Penilaian** adalah pernyataan spesifik dan terukur yang digunakan untuk menilai ketercapaian Sub-CPMK, baik dari proses maupun hasil belajar mahasiswa, yang didukung dengan bukti penilaian.
6. **Kriteria Penilaian** adalah tolok ukur yang digunakan untuk menentukan tingkat ketercapaian hasil belajar mahasiswa berdasarkan indikator penilaian, guna menjamin penilaian yang objektif, konsisten, dan adil. Kriteria penilaian dapat bersifat kuantitatif dan/atau kualitatif.
7. **Bentuk Penilaian** meliputi penilaian tes dan non-tes sesuai dengan karakteristik capaian pembelajaran.
8. **Bentuk Pembelajaran** meliputi kuliah, responsi, tutorial, seminar atau bentuk lain yang setara, praktikum, praktik studio, praktik bengkel, praktik lapangan, penelitian, dan pengabdian kepada masyarakat.
9. **Metode Pembelajaran** merupakan cara penyampaian pembelajaran yang digunakan untuk mencapai capaian pembelajaran, antara lain Small Group Discussion, Project Based Learning, Case Based Learning, Collaborative Learning, Discovery Learning, Self-Directed Learning, serta metode lain yang relevan.
10. **Materi Pembelajaran** adalah bahan kajian yang disusun secara sistematis dalam bentuk pokok dan sub-pokok bahasan untuk mendukung pencapaian Sub-CPMK.
11. **Bobot Penilaian** adalah persentase kontribusi setiap komponen penilaian terhadap nilai akhir mata kuliah, yang ditetapkan secara proporsional sesuai tingkat kompleksitas dan ketercapaian Sub-CPMK, dengan total keseluruhan sebesar 100%.
12. TM = Tatap Muka, PT = Penugasan Terstruktur, BM = Belajar Mandiri.