	Universitas Negeri Surabaya **S1 Pendidikan Bahasa Inggris**	**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan
MICROTEACHING	8820302148		2		14 November 2026

OTORISASI	Pengembang RPS	Koordinator RMK	Koordinator Program Studi
	Dr. Nur Chakim, S.Pd., M.Pd.	Dr. Wiwiet Eva Savitri, S.Pd., M.Pd.	Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.

Deskripsi Singkat MK	The course emphasizes the development and application of fundamental teaching skills, including opening and closing lessons, questioning, explaining, providing reinforcement, varying instructional strategies, managing classrooms, facilitating small-group discussions, guiding individual and group learning, and providing constructive feedback. Students are encouraged to integrate innovative and learner-centered teaching approaches, such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Project-Based Learning (PjBL), Problem-Based Learning (PBL), Cooperative Learning, Genre-Based Approach (GBA), differentiated instruction, and technology-enhanced language learning. Through structured peer-teaching activities at all four educational levels (SD, SMP, SMA, and SMK), students gain practical experience in adapting instructional objectives, teaching materials, learning activities, classroom interactions, and assessment strategies to learners' developmental characteristics, language proficiency levels, and educational needs. Peer observation, collaborative feedback, and reflective discussions are integrated throughout the course to strengthen students' pedagogical reasoning, teaching confidence, and professional development. As a project-based component, students are required to plan, conduct, record, edit, and produce microteaching videos demonstrating the effective integration of innovative teaching methods and essential teaching skills. These videos are uploaded to YouTube as digital teaching portfolios to support self-reflection, peer evaluation, and continuous professional improvement. In alignment with Sustainable Development Goal 4 (SDG 4): Quality Education, this course promotes inclusive, equitable, and quality English language education by preparing prospective teachers to design accessible, engaging, innovative, and learner-centered learning experiences that accommodate diverse learners' abilities, backgrounds, and educational contexts. Through reflective practice, collaboration, digital literacy, and continuous pedagogical innovation, students are expected to develop the professional competencies necessary to become adaptive, creative, inclusive, and
Capaian Pembelajaran (CP)	**CPL-PRODI yang dibebankan pada MK**	
	CPL-1	Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya
	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	Demonstrating sincerity and commitment to develop students' attitudes, values and abilities
	CPMK-2	Employing logical, critical, systematic, and innovative thinking in the context of the development of science and technology and considering the values of humanities
	CPMK-3	Mastering linguistic concepts, learning methodology, TEFL concept in national and global perspective as well as demonstrating written, visual, and oral presentation skills to communicate the language
	Matrik CPL - CPMK	

CPMK	CPL-1	CPL-7	CPL-9
CPMK-1	✔		
CPMK-2		✔	
CPMK-3			✔

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					✔	✔	✔		✔	✔	✔		✔	✔	✔	

Pustaka

Utama :

1. Kemendikbud, 2017. Kurikulum 2013 Yang Direvisi - Standar Proses. Kementrian Pendidikan RI. Kementrian Pendidikan RI. 2017. PP no 64 ttg Standar Proses.
2. Wina. 2012. Perencanaan dan Desain Sistem Pembelajaran. Jakarta: Kencana Prenada Media Group
3. Willis, Jane. (1981). Teaching English through English: A Course in Classroom Language and Techniques. Longman
4. Tim. (2020). Standard operational procedures of micro-teaching implementation. Surabaya: UNESA

Pendukung :

1. Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. (2007). Practical Classroom English. New York. Oxford University Press.

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	Explaining the concept of microteaching	1. Identifying the concept of microteaching 2. Describing the teaching and learning practices 3. Explaining the ecthics of conducting microteaching	Creativity, Innovation, Teaching Skills, Language Use, Technology Use	Lecturing and Discussion			1%
2	Developing English lesson plan by applying artificial intelligence (AI)	1. Determining the learning objectives 2. Selecting interesting relevant materials 3. Determining teaching strategies 4. Determining interactive learning media 5. Setting teaching scenario 6. Planning assessment	Creativity, Innovation, Teaching Skills, Language Use, Technology Use	Lecturing and discussion			1%

3	Understanding effective classroom language skills	1. Practicing how to open and close the lesson 2. Practicing how to explain materials 3. Demonstrating questioning techniques 4. Managing how to manage small group discussion	Creativity, Innovation, Teaching Skills, Language Use, Technology Use	Lecturing and discussion			1%
5	Explaining how to conduct effective peer-teaching for junior high school students	1. Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2. Demonstrating skills in conducting effective peer-teaching for junior high school students	Creativity, Innovation, Teaching Skills, Language Use, Technology Use	Lecturing and discussion			1%
6	Explaining how to conduct effective peer-teaching for junior high school students	1. Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2. Demonstrating skills in conducting effective peer-teaching for junior high school students	Creativity, Innovation, Teaching Skills, Language Use, Technology Use	Lecturing and discussion			1%
7	Explaining how to conduct effective peer-teaching for junior high school students	1. Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2. Demonstrating skills in conducting effective peer-teaching for junior high school students	Creativity, Innovation, Teaching Skills, Language Use, Technology Use	Lecturing and discussion			1%
9	Explaining how to conduct effective peer-teaching for senior high school students	1. Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2. Demonstrating skills in conducting effective peer-teaching for senior high school students	Creativity, Innovation, Teaching Skills, Language Use, Technology Use	Lecturing and discussion			1%
10	Explaining how to conduct effective peer-teaching for senior high school students	1. Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2. Demonstrating skills in conducting effective peer-teaching for senior high school students	Creativity, Innovation, Teaching Skills, Language Use, Technology Use	Lecturing and discussion			1%

11	Explaining how to conduct effective peer-teaching for senior high school students	1. Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2. Demonstrating skills in conducting effective peer-teaching for senior high school students	Creativity, Innovation, Teaching Skills, Language Use, Technology Use	Lecturing and discussion			1%
13	Explaining how to conduct effective peer-teaching for vocational high school students	1. Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2. Demonstrating skills in conducting effective peer-teaching for vocational high school students	Creativity, Innovation, Teaching Skills, Language Use, Technology Use	Creativity, Innovation, Teaching Skills, Language Use, Technology Use			1%
14	Explaining how to conduct effective peer-teaching for vocational high school students	1. Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2. Demonstrating skills in conducting effective peer-teaching for vocational high school students	Creativity, Innovation, Teaching Skills, Language Use, Technology Use	Creativity, Innovation, Teaching Skills, Language Use, Technology Use			1%
15	Explaining how to conduct effective peer-teaching for vocational high school students	1. Demonstrating teaching skills, materials, methods, and digital media for effective peer-teaching 2. Demonstrating skills in conducting effective peer-teaching for vocational high school students	Creativity, Innovation, Teaching Skills, Language Use, Technology Use	Creativity, Innovation, Teaching Skills, Language Use, Technology Use			1%
4							
8							
12							
16							

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.