

	Universitas Negeri Surabaya Fakultas Bahasa dan Seni Program Studi S1 Pendidikan Bahasa Inggris										Kode Dokumen																																																																				
RENCANA PEMBELAJARAN SEMESTER																																																																															
MATA KULIAH (MK)		KODE		Rumpun MK		BOBOT (sks)			SEMESTER		Tgl Penyusunan																																																																				
Principles of Education		8820302282		Mata Kuliah Wajib Program Studi		T=2	P=0	ECTS=3.18		1	20 Januari 2025																																																																				
OTORISASI		Pengembang RPS				Koordinator RMK			Koordinator Program Studi																																																																						
		Henny Dwi Iswati, M.Pd.				Arik Susanti , S.Pd., M.Pd.			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																																																						
Model Pembelajaran	Case Study																																																																														
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	Understand and explain foundational educational principles and their relevance to English language teaching in national and global contexts.																																																																													
	CPMK - 2	Analyze and propose strategies for implementing educational principles in English language teaching practices																																																																													
	Matrik CPL - CPMK																																																																														
		<table><tr><td>CPMK</td><td>CPL-7</td><td>CPL-9</td></tr><tr><td>CPMK-1</td><td>✓</td><td></td></tr><tr><td>CPMK-2</td><td></td><td>✓</td></tr></table>												CPMK	CPL-7	CPL-9	CPMK-1	✓		CPMK-2		✓																																																									
	CPMK	CPL-7	CPL-9																																																																												
	CPMK-1	✓																																																																													
CPMK-2		✓																																																																													
Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																																															
	<table><tr><td rowspan="2">CPMK</td><td colspan="16">Minggu Ke</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></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></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	Minggu Ke																																																																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																															
CPMK-1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																																																																					
CPMK-2											✓	✓	✓	✓	✓	✓																																																															
Deskripsi Singkat MK	Principles of Education is an introductory course designed to provide students with a comprehensive understanding of fundamental educational principles, theories, and practices. The course emphasizes learner-centered approaches, active learning, and inclusivity, focusing on their relevance and application in both national and global educational contexts. Through the exploration of teaching methods such as problem-based learning (PBL), case studies, and project-based learning (PjBL), students will develop skills in fostering collaboration, critical thinking, and problem-solving within diverse classroom environments. This course equips students with theoretical knowledge and practical skills necessary for creating effective, innovative, and student-centered learning experiences. Students will engage in discussions, reflective essays, and presentations to connect theoretical concepts with real-world teaching practices. Additionally, the course highlights the importance of cultural diversity, sustainability, and lifelong learning in shaping modern education. As future English educators, students will be guided to align educational principles with effective teaching practices in English as a Foreign Language (EFL) settings.																																																																														
Pustaka	Utama :	1. Brown, H. D. (2020). Principles of Language Learning and Teaching (7th ed.). Pearson Education. 2. Blumberg, P. (2019). Developing Learner-Centered Teaching: A Practical Guide for Faculty (2nd ed.). Jossey-Bass. 3. Hammond, Z. (2020). Culturally Responsive Teaching and the Brain (2nd ed.). Corwin. 4. Sensoy, Ö., & DiAngelo, R. (2019). Is Everyone Really Equal? Teachers College Press. 5. Black, P., & William, D. (2021). Inside the Black Box: Raising Standards Through Classroom Assessment. Phi Delta Kappan. 6. Kolb, D. A. (2021). Experiential Learning: Experience as the Source of Learning and Development (3rd ed.). Pearson. 7. Gillies, R. M. (2020). Teachers' Roles in Promoting Collaborative Dialogue in the Classroom. Springer. 8. Crain, W. (2020). Theories of Development: Concepts and Applications (7th ed.). Routledge. 9. Campbell, E. (2020). Ethical Teaching and Moral Education. Springer. 10. Sterling, S. (2020). Educating for the Future: Rethinking Sustainability and Lifelong Learning. Springer. 11. Fisher, D., Frey, N., & Hattie, J. (2021). The Distance Learning Playbook. Corwin. 12. Dolmans, D. H. J. M., et al. (2021). The Effectiveness of Problem-Based Learning: A Meta-Analysis. Springer. 13. Herreid, C. F., & Schiller, N. A. (2020). Case Studies and the Flipped Classroom. NSTA Press. 14. Bellanca, J. (2020). 21st Century Skills: Rethinking How Students Learn. Solution Tree Press.																																																																													
	Pendukung :																																																																														

- Wiggins, G., & McTighe, J. (2021). Understanding by Design (3rd ed.). ASCD. - Weimer, M. (2021). Learner-Centered Teaching: Five Key Changes to Practice (3rd ed.). Jossey-Bass. - Prince, M. J., & Felder, R. M. (2020). Active Learning: An Introduction. Springer. - Gorski, P. C. (2020). Reaching and Teaching Students in Poverty (2nd ed.). Teachers College Press. - Brookhart, S. M. (2021). How to Use Formative Assessment to Support Learning. ASCD. - Merrill, M. D. (2020). First Principles of Instruction (2nd ed.). Wiley. - Slavin, R. E. (2019). Cooperative Learning: Theory, Research, and Practice (3rd ed.). Routledge. - Sigelman, C. K., & Rider, E. A. (2021). Life-Span Human Development (10th ed.). Cengage Learning. - Narvaez, D. (2020). Moral Development and Climate Change. Oxford University Press. - Barth, M., Michelsen, G., Rieckmann, M., & Thomas, I. (Eds.) (2021). Routledge Handbook of Higher Education for Sustainable Development. Routledge. - Killen, R. (2020). Effective Teaching Strategies: Lessons from Research and Practice (8th ed.). Cengage Learning. - Savery, J. R. (2020). Problem-Based Learning: An Inquiry Approach to Higher Education. Emerald Publishing - Herreid, C. F. (2011). Start with a Story: The Case Study Method of Teaching College Science. NSTA Press. - Holm, M. (2021). Authentic Project-Based Learning in Grades 4–8: Standards-Based Strategies and Scaffolding for Success. Corwin Press. Implementasi Referensi Pendukung Kegunaan Referensi Pendukung: Untuk memperluas wawasan mahasiswa di luar materi utama. Digunakan dalam diskusi tambahan atau tugas opsional yang mendorong eksplorasi lebih lanjut. Distribusi Referensi: Sediakan salinan atau akses digital melalui perpustakaan atau platform pembelajaran kampus. Buat daftar bacaan mingguan A network error occurred. Please check your connection and try again. If this issue persists please contact us through our help center at help.openai.com. - Minor, C., & Minor, M. (2021). Active Learning Techniques for a Multicultural Classroom: Strategies for Diverse Learners. Corwin. - Kagan, S., & Kagan, M. (2021). Kagan Cooperative Learning (4th ed.). Kagan Publishing - Pappas, E., & Pappas, J. (2021). Lifelong Learning for Sustainability: A Cognitive Approach to Transforming the World. Emerald Publishing - Kaldi, S., Filipatou, D., & Govaris, C. (2019). Project-Based Learning in Primary Schools. Routledge.							
Dosen Pengampu		OIKUREMA PURWATI Sumarningsih, S.Pd., M.Pd. Dr. Yuri Lolita, S.Pd., M.Pd. Henny Dwi Iswati, S.S., M.Pd. Rahayu Kuswardani, S.Pd., M.AppL. Silfia Asningtias, S.Pd., M.TESOL.					
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	Explain the fundamental principles of educational technology and its relevance in ELT as an introduction to the Principles of Education module.	1. Clarity in defining the purpose of education. 2. Ability to identify different roles of education in both personal and societal contexts.	Kriteria: 1.1. Correctness and clarity in defining educational concepts (50%). 2.2. Depth of understanding in identifying the roles and importance of education (50%) Bentuk Penilaian : Aktifitas Partisipasif	- Lecture: Introduction to the purpose of education. - Discussion: Group discussions on the different roles education plays in personal and societal development. - Case Study: Identifying learner-centered examples. 2 X 50		Materi: Overview of foundational educational principles relevant to language teaching. Pustaka: Brown, H. D. (2020). <i>Principles of Language Learning and Teaching</i> (7th ed.). Pearson Education. Materi: Principles of designing effective learning experiences. Pustaka: Wiggins, G., & McTighe, J. (2021). <i>Understanding by Design</i> (3rd ed.). ASCD.	2%

2	Analyze the learner-centered approach and its implementation in technology-enhanced ELT environments.	1. Clarity and depth of understanding in explaining the learner-centered approach. 2. Ability to connect learner-centered principles to effective teaching strategies.	Kriteria: 1.50%: Accuracy and depth in explaining learner-centered principles. 2.50%: Relevance and insight in connecting these principles to teaching strategies. Bentuk Penilaian : Aktifitas Partisipasif	Lecture: Introduction to the learner-centered approach and its principles. Discussion: Group discussions on how the learner-centered approach enhances student engagement and autonomy. Case Study: Analyze examples of learner-centered teaching methods in various classroom settings. 2 X 50	Materi: Introduction to Learner-Centered Approaches: Principles and benefits of shifting the focus from teacher-centered to student-centered instruction. Pustaka: <i>Blumberg, P. (2019). Developing Learner-Centered Teaching: A Practical Guide for Faculty (2nd ed.). Jossey-Bass.</i> Materi: Implementing Learner-Centered Teaching: Practical strategies to empower students and foster their active participation in learning. Pustaka: <i>Weimer, M. (2021). Learner-Centered Teaching: Five Key Changes to Practice (3rd ed.). Jossey-Bass.</i>	2%
3	Apply active learning strategies using digital tools to promote student engagement in language learning.	1. Clarity and depth of understanding in explaining active learning principles. 2. Ability to suggest practical strategies for implementing active learning in teaching contexts.	Kriteria: 1.50%: Depth and clarity in explaining active learning principles. 2.50%: Creativity and relevance in proposing strategies to implement active learning. Bentuk Penilaian : Aktifitas Partisipasif	Lecture: Overview of active learning principles and strategies. Discussion: Group discussions on the benefits and challenges of implementing active learning in diverse classrooms. Case Study: Analyze and reflect on examples of active learning techniques applied in different educational settings. 2 X 50	Materi: Active Learning Principles: Importance of active learning in fostering critical thinking, problem-solving, and collaboration. Pustaka: <i>Hammond, Z. (2020). Culturally Responsive Teaching and the Brain (2nd ed.). Corwin.</i> Materi: Techniques to engage diverse learners actively. Pustaka: <i>Minor, C., & Minor, M. (2021). Active Learning Techniques for a Multicultural Classroom: Strategies for Diverse Learners. Corwin.</i>	2%

4	Demonstrate the integration of inclusivity and equity in designing and implementing technology-supported ELT activities.	1. Clarity and depth of understanding in explaining inclusivity and equity principles. 2. Ability to identify and propose strategies for promoting inclusivity in diverse classroom settings.	Kriteria: 1. Clarity in discussing inclusivity. (50%) 2. Relevance and practicality of proposed strategies. (50%) Bentuk Penilaian : Aktifitas Partisipatif	Lecture: Overview of inclusivity and equity principles in education. Discussion: Group discussions on challenges and opportunities for promoting equity in classrooms. Case Study: Analyze examples of inclusive teaching practices and propose strategies for addressing inequity. 2 X 50	Materi: Inclusivity and Equity in Education: Understanding key concepts and their applications in creating fair learning environments. Pustaka: <i>Sensoy, Ö., & DiAngelo, R. (2019). Is Everyone Really Equal? Teachers College Press.</i> Materi: Strategies for Inclusive Classrooms: Practical approaches to addressing inequity and fostering diversity. Pustaka: <i>Gorski, P. C. (2020). Reaching and Teaching Students in Poverty (2nd ed.). Teachers College Press.</i>	2%
5	Utilize continuous assessment methods to evaluate students' language proficiency and learning progress through technology.	1. Clarity and depth of understanding in explaining continuous assessment principles. 2. Ability to propose practical and effective continuous assessment strategies.	Kriteria: 1. 50%: Depth and clarity in explaining continuous assessment principles. 2. 50%: Relevance and creativity in designing assessment strategies. Bentuk Penilaian : Aktifitas Partisipatif	Lecture: Overview of continuous assessment, including formative and summative methods. Discussion: Group discussions on how continuous assessment supports student learning and development. Case Study: Analyze examples of continuous assessment techniques in various classroom settings and evaluate their effectiveness. 2 X 50	Materi: Continuous Assessment in Education: Understanding the role of formative and summative assessments in enhancing student learning outcomes. Pustaka: <i>Black, P., & William, D. (2021). Inside the Black Box: Raising Standards Through Classroom Assessment. Phi Delta Kappan.</i> Materi: Formative and Summative Assessment Practices: Practical strategies for implementing assessments to monitor and support student progress. Pustaka: <i>Brookhart, S. M. (2021). How to Use Formative Assessment to Support Learning. ASCD.</i>	2%

6	Apply contextual learning strategies to enhance students' real-life language application using educational technology.	1.Understanding of how environment affects learning. 2.Ability to propose strategies for creating supportive learning environments.	Kriteria: 1.Clarity in discussing the impact of the environment on learning. (50%) 2.Relevance and effectiveness of proposed strategies. (50%) Bentuk Penilaian : Aktifitas Partisipatif	Metode Pembelajaran Case Study Kegiatan Pembelajaran Menggunakan Metode Luring (Offline): Lecture: Introduction to classroom environment and its impact on learning. Discussion: Techniques for creating a positive learning environment. Estimasi Waktu Luring: 2 x 50 menit (100 menit) 2 X 50		Materi: Foundations and principles of experiential and contextual learning. Pustaka: Kolb, D. A. (2021). <i>Experiential Learning: Experience as the Source of Learning and Development</i> (3rd ed.). Pearson. Materi: Framework for contextualizing instruction effectively. Pustaka: Merrill, M. D. (2020). <i>First Principles of Instruction</i> (2nd ed.). Wiley.	2%
7	Foster collaboration and social interaction among learners through digital platforms and interactive learning activities.	1.Student can explain the importance of collaboration and social inter action in enhancing learning outcome 2.Students can give example on the implementation in Indonesian context	Kriteria: 1. Ketepatan Jawaban (50%): Indikator: Mahasiswa mampu menjawab soal dengan tepat, menunjukkan pemahaman yang baik terhadap teks. Nilai Penuh: Mayoritas jawaban benar, dengan sedikit atau tanpa kesalahan. Nilai Sebagian: Jawaban sebagian besar benar, tetapi ada beberapa kesalahan. Nilai Minimum: Banyak jawaban yang salah atau menunjukkan kurangnya pemahaman. 2. Ketepatan Jawaban (50%): Indikator: Mahasiswa mampu menjawab soal dengan tepat, menunjukkan pemahaman yang baik terhadap teks. Nilai Penuh: Mayoritas jawaban benar, dengan sedikit atau tanpa kesalahan. Nilai Sebagian: Jawaban sebagian besar benar, tetapi ada beberapa kesalahan. Nilai Minimum: Banyak jawaban yang salah atau menunjukkan kurangnya pemahaman. Bentuk Penilaian : Aktifitas Partisipatif	Lecture, discussion, presentation 2 X 50		Materi: Best practices for fostering collaboration. Pustaka: Gillies, R. M. (2020). <i>Teachers' Roles in Promoting Collaborative Dialogue in the Classroom</i>. Springer. Materi: Structures and tools for collaborative teaching. Pustaka: Kagan, S., & Kagan, M. (2021). <i>Kagan Cooperative Learning</i> (4th ed.). Kagan Publishing	2%

8	Evaluate the role of ethical and moral considerations in the responsible use of technology in ELT.	Group discussion (40%): Evaluated based on participation and idea contribution. Presentation (30%): Evaluated on structure, content, and delivery. Essay assignment (30%): Evaluated on clarity, argumentation, and relevance to the topic.	Kriteria: Score 80-100: Concepts are explained very clearly, concrete examples are provided, and the student actively contributes to the discussion. Score 60-79: Concepts are explained somewhat clearly, examples have limited relevance, and the student contributes occasionally. Score Bentuk Penilaian : Aktifitas Partisipasif	Offline Class Learning Methods Group discussion Case studies Student presentations Learning Activities Introduction (10-15 minutes): The lecturer provides a brief explanation of the topic. Review of a short video or article related to the topic. Main Session (60 minutes): Group discussion on case studies related to the implementation of the topic in the field. Each group presents their discussion outcomes. Closing (15 minutes): Collective reflection on the discussion conclusions. Assignment: Write a short essay on the topic. 2 X 50		Materi: Developmental theories and their relevance to teaching practices. Pustaka: <i>Sigelman, C. K., & Rider, E. A. (2021). Life-Span Human Development (10th ed.). Cengage Learning.</i>	2%
---	--	---	--	---	--	--	----

9	Analyze the developmental stages of learners and their implications for designing effective technology-based language instruction.	1.Ability to explain how education fosters ethical and moral development:30% 2.Proposing practical examples of integrating ethical principles into classroom practices: 30% 3.Analyzing and reflecting on the role of ethical education in shaping national character: 25%	Kriteria: 1.Ability to explain how education fosters ethical and moral development:30% 2.Proposing practical examples of integrating ethical principles into classroom practices: 30% 3.Analyzing and reflecting on the role of ethical education in shaping national character: 25% 4.Active participation in discussions and clarity in expressing ideas during presentations:25% Bentuk Penilaian : Aktifitas Partisipatif	Lecture The instructor provides an overview of ethical and moral development theories, including their significance in education. Examples of how ethical principles are integrated into teaching practices are discussed. Discussion Students work in small groups to discuss real-life scenarios where ethical and moral issues arise in education. Each group identifies strategies to address these issues while fostering ethical development in students. Presentation Each group presents their findings and proposed strategies to the class. Other students and the instructor provide feedback and insights to enhance understanding. 2 X 50		Materi: Aligning moral education with pedagogy. Pustaka: Campbell, E. (2020). <i>Ethical Teaching and Moral Education</i> . Springer. Materi: Framework for character education. Pustaka: Narvaez, D. (2020). <i>Moral Development and Climate Change</i> . Oxford University Press.	2%
10	Promote sustainability and lifelong learning in education through the integration of technology in ELT.	1.Understanding of Sustainability and Lifelong Learning Principles: 30% 2.Application to Sustainable Development Goals (SDGs): 30% 3.Critical Thinking and Reflection: 25% 4.Participation in Discussion: 15%	Kriteria: 1. 2.Understanding of Sustainability and Lifelong Learning Principles: 30% 3.Application to Sustainable Development Goals (SDGs): 30% 4.Critical Thinking and Reflection: 25% Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	Lecture: Overview of sustainability and lifelong learning principles in education. Discussion: Group discussions on how education can contribute to sustainable development goals (SDGs). 2 X 50		Materi: the importance of promoting sustainability and lifelong learning in education Pustaka: Sterling, S. (2001). <i>Sustainable Education: Re-visioning Learning and Change</i> . Green Books. Materi: Strategies for fostering lifelong learning. Pustaka: Pappas, E., & Pappas, J. (2021). <i>Lifelong Learning for Sustainability: A Cognitive Approach to Transforming the World</i> . Emerald Publishing	2%

11	MIDTERM-Recognize varies principles of education and different teaching methods and their theoretical backgrounds.	1. Clarity and depth in explaining the chosen principle and its relevance to classroom practices. 2. Ability to propose practical applications of the principle in general classroom settings. 3. Depth of reflection on the importance of the principle for improving student engagement and learning outcomes. 4. Clarity, coherence, and organization in the written reflective essay.	Kriteria: 1. Understanding of Teaching Methods: 30% 2. Evaluation Skills: 30% 3. Collaboration and Participation: 20% Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Lecture Overview of key educational principles such as learner-centered approach, active learning, and inclusivity. An explanation of the importance of reflective practices in education. Group Discussion Students discuss the practical application of educational principles in classroom settings. Peer sharing of examples on how these principles can improve student engagement and learning outcomes. Individual Task Students work on writing a reflective essay (300-500 words) on one chosen educational principle. 2 X 50		Materi: Key educational principles: Learner-centered approach, active learning, and inclusivity. Pustaka: <i>Blumberg, P. (2019). Developing Learner-Centered Teaching: A Practical Guide for Faculty (2nd ed.). Jossey-Bass.</i> Materi: Application of principles in classroom settings. Pustaka: <i>Brown, H. D. (2020). Principles of Language Learning and Teaching (7th ed.). Pearson Education.</i>	20%
12	Apply Problem-Based Learning (PBL) strategies in integrating technology into ELT to enhance critical thinking and problem-solving skills.	To have a deep understanding about the problems in national education and the solutions	Kriteria: skor 1-100 Bentuk Penilaian : Aktifitas Partisipasif	Lecture, discussion, presentation 2 X 50		Materi: eaching methods for effective engagement. Pustaka: <i>Fisher, D., Frey, N., & Hattie, J. (2021). The Distance Learning Playbook. Corwin.</i> Materi: Frameworks for identifying and applying teaching methods. Pustaka: <i>Killen, R. (2020). Effective Teaching Strategies: Lessons from Research and Practice (8th ed.). Cengage Learning.</i>	4%

13	Analyze real-world case studies related to the use of educational technology in ELT and propose effective solutions.	To have a deep understanding about the problems in national education and the solutions	Kriteria: skor 1-100 Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	lecture, discussion. presentation 2 X 50		Materi: Principles and benefits of PBL. Pustaka: <i>Herreid, C. F., & Schiller, N. A. (2020). Case Studies and the Flipped Classroom. NSTA Press.</i> Materi: Inquiry-based teaching approaches using PBL Pustaka: <i>Savery, J. R. (2020). Problem-Based Learning: An Inquiry Approach to Higher Education. Emerald Publishing</i>	6%
14	Design and implement a Project-Based Learning (PjBL) approach utilizing digital tools to support student-centered language learning.	To have a deep understanding about the problems in national education and the solutions	Kriteria: skor 1-100 Bentuk Penilaian : Aktifitas Partisipasif	Learning Materials: Discussion on how to integrate educational principles with English language teaching methods. Group presentation on the application of these principles in selected teaching methods. 2 X 50		Materi: Application of case study methods. Pustaka: <i>Herreid, C. F., & Schiller, N. A. (2020). Case Studies and the Flipped Classroom. NSTA Press.</i>	10%
15	Demonstrate Inquiry-Based Learning techniques by exploring and evaluating emerging technologies for ELT innovations.	1.The ability to conduct a comprehensive review of course materials. 2.In-depth reflection on the integration of educational principles and teaching methods.	Kriteria: 1.Comprehensive Review of Course Materials: 30% 2.Reflection on Integration of Educational Principles and Teaching Methods: 40% 3.Clarity and Organization: 20% 4.Use of Supporting Evidence: 10% Bentuk Penilaian : Aktifitas Partisipasif	Learning Model: Case Study & Review Session Student Activities: Review all the materials studied throughout the semester. Discuss and reflect on how educational principles and teaching methods are interconnected and applied in English language teaching. Offline Duration: 2 x 50 minutes 2 X 50		Materi: Key features of PjBL and its implementation. Pustaka: <i>Bellanca, J. (2020). 21st Century Skills: Rethinking How Students Learn. Solution Tree Press.</i> Materi: Case examples and benefits of PjBL. Pustaka: <i>Kaldi, S., Filippatou, D., & Govaris, C. (2019). Project-Based Learning in Primary Schools. Routledge.</i>	10%

16	Final Exam	1. Demonstrate a comprehensive understanding of educational principles and teaching methods discussed throughout the semester. 2. Analyze the application of selected teaching methods in classroom settings (e.g., case study, project-based learning). 3. Critically reflect on the integration of teaching methods with personal teaching practices. 4. Organize and present ideas clearly, coherently, and effectively in written form.	Kriteria: 1. Understanding of Educational Principles and Teaching Methods : 30% 2. Application and Analysis: 30% 3. Critical Reflection : 25% 4. Clarity and Organization of Essay : 15% Bentuk Penilaian : Praktik / Unjuk Kerja	Case-Based Learning: Students analyze and reflect on real-world applications of teaching methods. Collaborative Learning: Group discussions to share key takeaways from the semester. Reflective Practice: Writing and presenting an essay summarizing key insights. Student Assignment Reflective Essay (500-700 words): Task: Write an essay synthesizing educational principles and teaching methods learned throughout the semester. Include a critical evaluation of selected teaching methods and their application in classroom settings. 2 X 50		30%
----	------------	---	---	---	--	-----

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasi	56%
2.	Praktik / Unjuk Kerja	44%
		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 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 8 Desember 2024

Koordinator Program Studi S1
Pendidikan Bahasa Inggris



Dr. Him'mawan Adi Nugroho,
S.Pd., M.Pd.
NIDN 0017117503

UPM Program Studi S1
Pendidikan Bahasa Inggris



Nur Chakim, S.Pd., M.Pd.
NIDN 0024077704

File PDF ini digenerate pada tanggal 7 Juli 2025 Jam 03:08 menggunakan aplikasi RPS-OBE SiDia Unesa

