



**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																																																																																															
School Curriculum for 21st Century	8820302334	Mata Kuliah Wajib Program Studi	T=2 P=0 ECTS=3.18	2	19 Februari 2025																																																																																															
OTORISASI	Pengembang RPS	Koordinator RMK	Koordinator Program Studi																																																																																																	
	Dr. Ririn pusparini, M.Pd	Esti Kurniasih, 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-2	Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan																																																																																																		
	CPL-4	Mengembangkan diri secara berkelanjutan dan berkolaborasi.																																																																																																		
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																																			
	CPMK - 1	Understand the concepts of the principle of curriculum, as well as the history and development of the English curriculum from national and global perspectives.																																																																																																		
	CPMK - 2	Arrange, carry out and analyze needs, situations, goals and course design appropriately.																																																																																																		
	CPMK - 3	Apply critical thinking and analytical skills in solving problems related to the implementation of the English curriculum in Indonesia.																																																																																																		
	Matrik CPL - CPMK																																																																																																			
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td></td> <td>CPMK</td> <td>CPL-2</td> <td>CPL-4</td> </tr> <tr> <td>CPMK-1</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>CPMK-3</td> <td></td> <td></td> <td>✓</td> </tr> </table>					CPMK	CPL-2	CPL-4	CPMK-1		✓		CPMK-2			✓	CPMK-3			✓																																																																															
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	<table border="1" style="width: 100%; text-align: center;"> <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> <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									✓	✓	✓	✓	✓	✓	✓	✓
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Deskripsi Singkat MK	This subject introduces the definition, the notion, the concepts and aspects of a curriculum. This course also explains and analyses the kinds of curriculum, the historical background of curriculum development, the principles of curriculum development, and the government policy of recent curriculum (freedom curriculum). Then, the curriculum is analyzed based on the competencies, kinds of syllabuses, the indicators of receptive and productive skills, and kinds of texts. The teaching and learning activity is conducted through discussion, case study, and presentation in group.																																																																																																			
Pustaka	Utama :																																																																																																			
	<ol style="list-style-type: none"> 1. Depdiknas. (2013). Kurikulum 2013: Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas 2. Keputusan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus 3. Panduan Pembelajaran Asesmen. Pendidikan Anak Usia Dini, Pendidikan Dasar dan Pendidikan Menengah. 2022. Badan Standar, Kurikulum, dan Asesmen pendidikan. Kementerian Pendidikan, kebudayaan, Riset, dan Teknologi RI 4. Jack C. Richard. (2001). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press. 5. Capaian Pembelajaran Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka. 2024 6. Cambridge curriculum 																																																																																																			
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	1. 7. https://www.literacyideas.com/different-text-types . Accessed on September 2020.																																																																																																			
Dosen Pengampu	Dr. Ririn Pusparini, S.Pd., M.Pd. Esti Kurniasih, S.Pd., M.Pd. Arik Susanti, S.Pd., M.Pd.																																																																																																			
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	Explain the goal and purpose of curriculum development	1.1. Being able to explain the goal of curriculum development 2.2. Being able to explain the purpose of curriculum development	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif	Discussing about the importance of curriculum 2x50	Reading the material	Materi: The goal of curriculum development Pustaka: 4. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press.	5%
2	Explain the goal and purpose of curriculum development	Being able to explain the Origins of Language Curriculum Development	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	1. Presenting the result of summarizing 2. Asking and questioning about their presentation 3. Giving reinforcement about the materials 2x50	1. Reading the materials 2. Summarizing the Origins of Language Curriculum Development	Materi: the Origins of Language Curriculum Development Pustaka: 4. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press.	5%
3	Explain from Syllabus Design to Curriculum Development	Being able to explain from Syllabus Design to Curriculum Development	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	1. Presenting the result of summarizing 2. Asking and questioning about their presentation 3. Giving reinforcement about the materials. 2x50	1. Reading the materials 2. Summarizing the materials	Materi: from Syllabus Design to Curriculum Development Pustaka: 4. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press.	5%
4	Apply need analysis for a particular case	1.1. Being able to explain the importance of need analysis, 2.2. Being able to analyze the case 3.3. Being able to arrange need analysis for a particular case	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	1. Presenting the result of summarizing 2. Asking and questioning about their presentation 3. Giving reinforcement about the materials. 2x50	1. Reading the materials 2. Summarizing the materials	Materi: Apply need analysis for a particular case Pustaka: 4. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press. Materi: need analysis Pustaka: 4. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press.	5%
5	Apply situation analysis for a particular case	1.1. Being able to explain the importance of situation analysis, 2.2. Being able to analyze the case 3.3. Being able to arrange situation analysis for a particular case	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	1. Presenting the result of summarizing 2. Asking and questioning about their presentation 3. Giving reinforcement about the materials. 2x50	1. Reading the materials 2. Summarizing the materials	Materi: situation analysis Pustaka: 4. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press.	5%
6	Analyze learning goals and learning outcomes	1.1. Being able to explain the importance of learning goals and outcomes, 2.2. Being able to analyze the case 3.3. Being able to arrange learning goals and learning outcomes for a particular case	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	1. Presenting the result of summarizing 2. Asking and questioning about their presentation 3. Giving reinforcement about the materials. 2x50	1. Reading the materials 2. Summarizing the materials	Materi: situation analysis Pustaka: 4. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press. Materi: learning goals and learning outcomes Pustaka: 4. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press.	5%
7	Analyze learning goals and learning outcomes	1.1. Being able to explain the importance of Course Planning and Syllabus Design, 2.2. Being able to analyze the case 3.3. Being able to arrange Course Planning and Syllabus Design for a particular case	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	1. Presenting the result of summarizing 2. Asking and questioning about their presentation 3. Giving reinforcement about the materials. 2x50	1. Reading the materials 2. Summarizing the materials	Materi: Course Planning and Syllabus Design Pustaka: 4. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press.	5%

8	Solve a problem dealing with the notion of curriculum development	Being able to solve a problem dealing with the notion of curriculum development	Kriteria: The highest score is for the appropriate answers to solve a problem: Content, Organization, Vocabulary, language Use Bentuk Penilaian : Tes	Case study 2x50		Materi: Case analysis Pustaka: 4. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press.	12%
9	Analyze the basic competences of 2013 curriculum	1.1. Being able to explain the basic competences of 2013 curriculum 2.2. Being able to classify the basic competences of 2013 curriculum	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif	1. Presenting the result of summarizing 2. Asking and questioning 2x50	1. Reading the materials 2. Summarizing the materials	Materi: the basic competences of 2013 curriculum Pustaka: 1. Depdiknas. (2013). <i>Kurikulum 2013: Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS</i> . Jakarta: Depdiknas	5%
10	Analyze the indicators of receptive and productive skills	1.1. Being able to identify the indicators of receptive and productive skills 2.2. Being able to classify indicators of receptive and productive skills	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	1. Presenting the result of summarizing 2. Asking and questioning about their presentation 3. Giving reinforcement about the materials. 2x50	1. Reading the materials 2. Summarizing the materials	Materi: the indicators of receptive and productive skills Pustaka: 1. Depdiknas. (2013). <i>Kurikulum 2013: Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS</i> . Jakarta: Depdiknas	5%
11	Analyze the kinds of texts	1.1. Being able to identify the kinds of texts 2.2. Being able to classify the kinds of texts	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	1. Presenting the result of summarizing 2. Asking and questioning about their presentation 3. Giving reinforcement about the materials. 2x50	1. Reading the materials 2. Summarizing the materials	Materi: Kinds of texts Pustaka: 7. https://www.literacyideas.com/... Accessed on September 2020.	5%
12	Analyze the development of the recent curriculum in Indonesia (Kurmer)	1.1. Being able to identify the curriculum development 2.2. Being able to compare the recent curriculum with the previous ones	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif	Discussing the materials. 2x50	1. Reading the materials 2. Summarizing the materials	Materi: Kurikulum dalam kondisi khusus Pustaka: 2. Keputusan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus Materi: Overview Kurmer Pustaka: 3. Panduan Pembelajaran Asesmen. Pendidikan Anak Usia Dini, Pendidikan Dasar dan Pendidikan Menengah. 2022. Badan Standar, Kurikulum, dan Asesmen pendidikan. Kementerian Pendidikan, kebudayaan, Riset, dan Teknologi RI	6%
13	Analyze the curriculum structure and Pancasila student profile	1.1. Being able to identify the curriculum structure and Pancasila student profile 2.2. Being able to analyze the curriculum structure and Pancasila student profile	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipatif	Discussing the materials. 2x50	1. Reading the materials 2. Summarizing the materials	Materi: Kurikulum dalam kondisi khusus Pustaka: 2. Keputusan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus Materi: Overview Kurmer Pustaka: 3. Panduan Pembelajaran Asesmen. Pendidikan Anak Usia Dini, Pendidikan Dasar dan Pendidikan Menengah. 2022. Badan Standar, Kurikulum, dan Asesmen pendidikan. Kementerian Pendidikan, kebudayaan, Riset, dan Teknologi RI	6%

14	Analyze the learning outcomes (capaian pembelajaran/CP)	1.1. Being able to identify the learning outcomes (capaian pembelajaran/CP) 2.2. Being able to classify the learning outcomes (capaian pembelajaran/CP)	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipasif	Discussing the materials. 2x50	1. Reading the materials 2. Summarizing the materials	Materi: Kurikulum dalam kondisi khusus Pustaka: 2. Keputusan Menteri Pendidikan Dan Kebudayaanrepublik Indonesia Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus Materi: Overview Kurmer Pustaka: 3. Panduan Pembelajaran Asesmen. Pendidikan Anak Usia Dini , Pendidikan Dasar dan Pendidikan Menengah. 2022. Badan Standar, Kurikulum, dan Asesmen pendidikan. Kementerian Pendidikan, kebudayaan, Riset, dan Teknologi RI Materi: Capaian Pembelajaran (CP) Pustaka: 5. Capaian Pembelajaran Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka. 2024	6%
15	Analyze the Cambridge curriculum	1.1. Being able to identify identify the structure of the Cambridge curriculum 2.2. Being able to classify the Cambridge curriculum	Kriteria: The highest score is for the appropriate response to a question. Bentuk Penilaian : Aktifitas Partisipasif	Discussing the materials. 2x50	1. Reading the materials 2. Summarizing the materials	Materi: Cambridge Curriculum Pustaka: 6. Cambridge curriculum	5%
16	Solve a problem related to the Kurmer application	Being able to solve a problem dealing with the application of Kurmer	Bentuk Penilaian : Tes	Case study 2x50		Materi: Kurikulum dalam kondisi khusus Pustaka: 2. Keputusan Menteri Pendidikan Dan Kebudayaanrepublik Indonesia Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus Materi: Kurmer Pustaka: 3. Panduan Pembelajaran Asesmen. Pendidikan Anak Usia Dini , Pendidikan Dasar dan Pendidikan Menengah. 2022. Badan Standar, Kurikulum, dan Asesmen pendidikan. Kementerian Pendidikan, kebudayaan, Riset, dan Teknologi RI Materi: Capaian Pembelajaran Pustaka: 5. Capaian Pembelajaran Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka. 2024 Materi: Kinds of Texts Pustaka: 7. https://www.literacyideas.com/... Accessed on September 2020.	15%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	53%
2.	Praktik / Unjuk Kerja	20%
3.	Tes	27%
		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.