



Universitas Negeri Surabaya
Fakultas Bahasa dan Seni
Program Studi S1 Sastra Inggris (Kampus Kabupaten Magetan)

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|-------------------------------------|----------------|-----------|-----------------|-----|-----------|-------------------------------|----------------|
| Literature in the School Curriculum | 7922102082 | | T=2 | P=0 | ECTS=3.18 | 7 | 10 April 2025 |
| OTORISASI | Pengembang RPS | | Koordinator RMK | | | Koordinator Program Studi | |
| | | | | | | Lisetyo Ariyanti, S.S., M.Pd. | |

| Model Pembelajaran | Project Based Learning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|-----------|--------|--------|--------|---|---|---|----|----|----|----|----|----|----|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Capaian Pembelajaran (CP) | CPL-PRODI yang dibebankan pada MK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 1 | Critically analyze the role of literature in school curricula and its influence on student learning. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 2 | Design lesson plans and assessments that incorporate literature to enhance students' critical thinking and empathy. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 3 | Evaluate various literary genres for their potential to engage diverse student populations. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 4 | Synthesize educational theories and research to advocate for literature's place in school education. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Matrik CPL - CPMK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>CPMK</td></tr> <tr><td>CPMK-1</td></tr> <tr><td>CPMK-2</td></tr> <tr><td>CPMK-3</td></tr> <tr><td>CPMK-4</td></tr> </table> | CPMK | CPMK-1 | CPMK-2 | CPMK-3 | CPMK-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <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> <tr><td>CPMK-4</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> </tbody> </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 | | | | | | | | | | | | | | | | | CPMK-4 | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Deskripsi Singkat MK This course explores the role of literature in the school curriculum, focusing on how literary works can be used to shape students' understanding of culture, history, and personal identity. The course also examines strategies for integrating literary studies into broader educational goals, developing critical thinking, empathy, and communication skills. Students will engage with pedagogical theories, analyze diverse literary genres, and design curriculum plans that align with learning objectives and assessment standards.

Pustaka

Utama :

1. Journal of Curriculum Studies: Articles on curriculum theory, literature integration, and educational policies.
2. Educational Researcher: Studies on pedagogical strategies and educational outcomes.
3. English Journal (NCTE): Discussions and research on teaching English and literature in secondary schools.
4. Research in the Teaching of English: Peer-reviewed articles on the intersection of literacy, literature, and education.
5. Harvard Educational Review: Research on literature's role in promoting critical thinking and empathy in education.

| | | Pendukung : | | | | | |
|-----------------------|---|---|---|--|--------------------------|--|---------------------|
| | | 1. mendeley | | | | | |
| Dosen Pengampu | | | | | | | |
| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [<i>Estimasi Waktu</i>] | | Materi Pembelajaran [<i>Pustaka</i>] | Bobot Penilaian (%) |
| | | Indikator | Kriteria & Bentuk | Luring (<i>offline</i>) | Daring (<i>online</i>) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Critical Engagement with Literary Texts | Analyze literary texts from different genres (e.g., novels, poetry, drama). | Kriteria: 1.Written analysis: 30% 2.Participation: 10% 3.Presentation: 10% Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes | Offline | Online | Materi: Critical Engagement with Literary Texts Pustaka: <i>Journal of Curriculum Studies: Articles on curriculum theory, literature integration, and educational policies.</i> | 5% |
| 2 | Critical Engagement with Literary Texts | Discuss the historical and cultural contexts of literature taught in schools. | Kriteria: 1.Written analysis: 30% 2.Participation: 10% 3.Presentation: 10% 4.Exam: 20% Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes | Offline | Online | Materi: Critical Engagement with Literary Texts Pustaka: <i>Journal of Curriculum Studies: Articles on curriculum theory, literature integration, and educational policies.</i> | 5% |
| 3 | Critical Engagement with Literary Texts | Assess how literary texts can foster critical thinking in students. | Kriteria: 1.Written analysis: 30% 2.Participation: 10% 3.Presentation: 10% 4.Exam: 20% Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes | Offline | Online | Materi: Critical Engagement with Literary Texts Pustaka: <i>Journal of Curriculum Studies: Articles on curriculum theory, literature integration, and educational policies.</i> | 5% |

| | | | | | | | |
|---|---|--|---|---------|--------|--|----|
| 4 | Critical Engagement with Literary Texts | Compare different interpretations of literary works in an educational setting. | Kriteria: 1.Written analysis: 30% 2.Participation: 10% 3.Presentation: 10% 4.Exam: 20% Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes | Offline | Online | Materi: Critical Engagement with Literary Texts Pustaka: <i>Journal of Curriculum Studies: Articles on curriculum theory, literature integration, and educational policies.</i> | 5% |
| 5 | Curriculum Design with Literature | Design a curriculum plan that integrates literature into the school syllabus. | Kriteria: 1.Curriculum design: 35% 2.Justification essay: 15% 3.Peer review: 10% Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes | Offline | Online | Materi: Curriculum Design with Literature Pustaka: <i>Educational Researcher: Studies on pedagogical strategies and educational outcomes.</i> | 5% |
| 6 | Curriculum Design with Literature | Identify appropriate texts for specific grade levels and learning outcomes | Kriteria: 1.Curriculum design: 35% 2.Justification essay: 15% 3.Peer review: 10% Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes | Offline | Online | Materi: Curriculum Design with Literature Pustaka: <i>Educational Researcher: Studies on pedagogical strategies and educational outcomes.</i> | 5% |
| 7 | Curriculum Design with Literature | Justify the inclusion of specific literary works based on educational goals. | Kriteria: 1.Curriculum design: 35% 2.Justification essay: 15% 3.Peer review: 10% Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes | Offline | Online | Materi: Curriculum Design with Literature Pustaka: <i>Educational Researcher: Studies on pedagogical strategies and educational outcomes.</i> | 5% |
| 8 | Curriculum Design with Literature | Align learning activities with state/national education standards. | Kriteria: 1.Curriculum design: 35% 2.Justification essay: 15% 3.Peer review: 10% Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes | Offline | Online | Materi: Curriculum Design with Literature Pustaka: <i>Educational Researcher: Studies on pedagogical strategies and educational outcomes.</i> | 5% |

| | | | | | | | |
|----|--|---|--|-----------------|------------------|---|----|
| 9 | Pedagogical Strategies for Teaching Literature | Analyze different teaching methods (e.g., discussion-based, project-based, etc.) for teaching literature. | Kriteria: 1.Lesson plan: 20% 2.Simulation: 10% 3.Reflection: 15% | Offline 2x50 | Online 2 X 50 | Materi: Pedagogical Strategies for Teaching Literature Pustaka: <i>English Journal (NCTE): Discussions and research on teaching English and literature in secondary schools.</i> | 5% |
| 10 | Pedagogical Strategies for Teaching Literature | Create lesson plans that incorporate inclusive and differentiated teaching strategies. | Kriteria: 1.Lesson plan: 20% 2.Simulation: 10% 3.Reflection: 15% | Offline 2x50 | Online 2 X 50 | Materi: Pedagogical Strategies for Teaching Literature Pustaka: <i>English Journal (NCTE): Discussions and research on teaching English and literature in secondary schools.</i> | 0% |
| 11 | Pedagogical Strategies for Teaching Literatur | Demonstrate how literature can be used to develop students' critical thinking and empathy. | Kriteria: 1.Lesson plan: 20% 2.Simulation: 10% 3.Reflection: 15% Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes | Offline 2x50 | Online 2 X 50 | Materi: Pedagogical Strategies for Teaching Literature Pustaka: <i>English Journal (NCTE): Discussions and research on teaching English and literature in secondary schools.</i> | 5% |
| 12 | Pedagogical Strategies for Teaching Literatur | Evaluate teaching effectiveness using formative and summative assessment techniques. | Kriteria: 1.Lesson plan: 20% 2.Simulation: 10% 3.Reflection: 15% Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes | Offline 2x50 | Online 2 X 50 | Materi: Pedagogical Strategies for Teaching Literature Pustaka: <i>English Journal (NCTE): Discussions and research on teaching English and literature in secondary schools.</i> | 5% |

| | | | | | | | |
|----|---|--|---|-------------------|------------------|--|----|
| 13 | Research and Advocacy in Literature Education | Conduct research on current trends in literature education. | Kriteria: 1.Lesson plan: 20% 2.Simulation: 10% 3.Reflection: 15% Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Tes | Offline 2x50 | Online 2 X 50 | Materi: Research and Advocacy in Literature Education Pustaka: <i>Harvard Educational Review: Research on literature's role in promoting critical thinking and empathy in education.</i> | 5% |
| 14 | Research and Advocacy in Literature Education | Advocate for the role of literature in modern educational settings through a research paper. | Kriteria: 1.Lesson plan: 20% 2.Simulation: 10% 3.Reflection: 15% Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Tes | Offline 2x50 | Online 2 X 50 | Materi: Research and Advocacy in Literature Education Pustaka: <i>Harvard Educational Review: Research on literature's role in promoting critical thinking and empathy in education.</i> | 5% |
| 15 | Research and Advocacy in Literature Education | Analyze and present findings from peer-reviewed sources on literature education. | Kriteria: 1.Lesson plan: 20% 2.Simulation: 10% 3.Reflection: 15% Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Tes | Offline 2x50 | Online 2 X 50 | Materi: Research and Advocacy in Literature Education Pustaka: <i>Harvard Educational Review: Research on literature's role in promoting critical thinking and empathy in education.</i> | 5% |
| 16 | The final semester assessment will include a comprehensive project where students must design a detailed curriculum module that integrates a selected piece of literature into a specific grade level's educational goals | Align the literary work with educational standards and student learning outcomes. | Kriteria: 1.Final Project: 30% 2.Presentation and Defense: 10% Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes | Offline 2 x 50 | Online 2 X 50 | Materi: Align the literary work with educational standards and student learning outcomes. Pustaka: <i>Harvard Educational Review: Research on literature's role in promoting critical thinking and empathy in education.</i> | 5% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|----|--|------------|
| 1. | Penilaian Hasil Project / Penilaian Produk | 25.87% |
| 2. | Penilaian Portofolio | 18.37% |
| 3. | Tes | 25.87% |
| | | 70.11% |

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.

RPS ini telah divalidasi pada tanggal 15 Oktober 2024

Koordinator Program Studi S1
Sastra Inggris (Kampus
Kabupaten Magetan)

UPM Program Studi S1
Sastra Inggris (Kampus
Kabupaten Magetan)



Lisetyo Ariyanti, S.S., M.Pd.
NIDN 0024048105



Lisetyo Ariyanti, S.S., M.Pd.
NIDN 0024048105



File PDF ini digenerate pada tanggal 10 April 2025 Jam 02:28 menggunakan aplikasi RPS-OBE SiDia Unesa