

Deskripsi Singkat MK	This course introduces basic philosophical foundations in general philosophy and philosophy of language education covering basic principles of the philosophy of language as they relate to how language is taught and learned. This course also provides the students with some understandings that the relationship between philosophy and language education is a complex system which connects to other systems: social, political, and cultural. Topics commonly covered will be dealt with within the framework of English education and teacher professionalism. Students taking this course are introduced to the fact that language is a characteristic of human beings and expected to look into certain philosophical problems and activities in language teaching and learning. Lecture activities are carried out through group presentations, discussions, and workshops on cases of philosophy of language education. This course uses Case-Method Learning.						
Pustaka	Utama :						
	1. Keeney, B. (2006). The Philosophy of Education: An Introduction. Routledge 2. Apple, M. W., & Au, W. (Eds.). (2019). The Routledge International Handbook of Critical Education. Routledge. 3. Miller, J. L. (2017). Educational Philosophy and Theory: Current Issues and Debates. Springer. 4. Gergen, K. J. (2015). The Self and the Other: Philosophical and Social Perspectives on Education. Sage Publications. 5. Davis, L. J., & Scott, J. (Eds.). (2021). Disability and the Philosophy of Education: Theoretical and Practical Perspectives. Routledge.						
	Pendukung :						
1. Searle, J. R. (1969). Speech Acts: An Essay in the Philosophy of Language. Cambridge University Press. 2. Freire, P. (1994). Education for Critical Consciousness. Continuum. 3. Vygotsky, L. S. (1986). Thought and Language. MIT Press. 4. Bakhtin, M. M. (1981). The Dialogic Imagination: Four Essays. University of Texas Press. 5. Saussure, F. de (1983). The Nature of the Linguistic Sign. In Semiotics: An Introductory Anthology. Indiana University Press. 6. Foucault, M. (1980). Power/Knowledge: Selected Interviews and Other Writings 1972-1977. Pantheon Books. 7. Piaget, J. (1970). Piaget's Theory. In Readings on the Development of Children, edited by M. Greenfield & R. Cocking. W.H. Freeman. 8. Noddings, N. (2012). Education and Democracy in the 21st Century. Teachers College Press. 9. Spivak, G. C. (1988). Can the Subaltern Speak? In Marxism and the Interpretation of Culture, edited by C. Nelson & L. Grossberg. University of Illinois Press. 10. Sterling, S. (2011). Sustainable Education: Re-visioning Learning and Change. Green Books. 11. Freire, P. (2000). Pedagogy of the Oppressed. Continuum. 12. Eagleton, T. (1983). Literary Theory: An Introduction.							
Dosen Pengampu	Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd. OIKUREMA PURWATI Dr. Ali Mustofa, S.S., M.Pd.						
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	1.By the end of the course, the students are able to discuss key philosophical theories of meaning, reference, and language use. 2.By the end of the course, the students are able to explore the historical development of language philosophy.	Ability to articulate foundational concepts and their relevance to education.	Kriteria: 1.Participation and Activity 2.Portofolio Profile 3.Oral Test Bentuk Penilaian : Aktifitas Partisipatif	Offline 2x50		Materi: Key philosophical theories of meaning, reference, and language use. Pustaka: Searle, J. R. (1969). <i>Speech Acts: An Essay in the Philosophy of Language</i> . Cambridge University Press. Materi: The historical development of language philosophy. Pustaka: Keeney, B. (2006). <i>The Philosophy of Education: An Introduction</i> . Routledge	3%

2	1.By the end of the course, the students are able to discuss key philosophical theories of meaning, reference, and language use. 2.By the end of the course, the students are able to explore the historical development of language philosophy.	Ability to articulate foundational concepts and their relevance to education.	Kriteria: 1.Participation and Activity 2.Portofolio Profile 3.Oral Test Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Offline 2x50		Materi: Key philosophical theories of meaning, reference, and language use. Pustaka: Searle, J. R. (1969). <i>Speech Acts: An Essay in the Philosophy of Language</i>. Cambridge University Press. Materi: The historical development of language philosophy. Pustaka: Keeney, B. (2006). <i>The Philosophy of Education: An Introduction</i>. Routledge	3%
3	By the end of the course, the students are able to analyze the role of language in shaping cultural identity and power relations.	The ability to critically engage with issues of power and identity in language education.	Kriteria: Analytical and critical ideas in the form of reflective response Bentuk Penilaian : Aktifitas Partisipatif	Offline 2x50		Materi: Cultural Identity and Power Relations in Language Education Pustaka: Foucault, M. (1980). <i>Power/Knowledge: Selected Interviews and Other Writings 1972-1977</i>. Pantheon Books.	3%
4	By the end of the course, the students are able to analyze the role of language in shaping cultural identity and power relations.	The ability to critically engage with issues of power and identity in language education.	Kriteria: Analytical and critical ideas in the form of reflective response Bentuk Penilaian : Aktifitas Partisipatif	Offline 2x50		Materi: Cultural Identity and Power Relations in Language Education Pustaka: Foucault, M. (1980). <i>Power/Knowledge: Selected Interviews and Other Writings 1972-1977</i>. Pantheon Books.	3%

5	By the end of the course, the students are able to evaluate postcolonial critiques of language education and their implications.	Ability to integrate postcolonial theories into language teaching practices.	Kriteria: 1.Presentation and participation 2.Portofolio Profile 3.Oral Test Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja	Offline 2x50		Materi: Postcolonialism and language teaching Pustaka: Keeney, B. (2006). <i>The Philosophy of Education: An Introduction</i> . Routledge Materi: Postcolonial critiques of language education and their implications. Pustaka: Spivak, G. C. (1988). <i>Can the Subaltern Speak? In Marxism and the Interpretation of Culture</i> , edited by C. Nelson & L. Grossberg. University of Illinois Press.	3%
6	By the end of the course, the students are able to evaluate postcolonial critiques of language education and their implications.	Ability to integrate postcolonial theories into language teaching practices.	Kriteria: 1.Presentation and participation 2.Creativity and Originality 3.Oral Test Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja	Offline 2x50		Materi: Postcolonialism and language teaching Pustaka: Keeney, B. (2006). <i>The Philosophy of Education: An Introduction</i> . Routledge Materi: Postcolonial critiques of language education and their implications. Pustaka: Spivak, G. C. (1988). <i>Can the Subaltern Speak? In Marxism and the Interpretation of Culture</i> , edited by C. Nelson & L. Grossberg. University of Illinois Press.	3%

7	By the end of the course, the students are able to explore the philosophical foundations of green teaching in the context of language education.	Ability to apply green teaching principles in language education.	Kriteria: 1.Participation and Activity 2.Creativity and Originality 3.Portofolio Profile 4.Oral Test Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	Offline 2x50		Materi: The philosophical foundations of green teaching in the context of language education. Pustaka: Sterling, S. (2011). <i>Sustainable Education: Re-visioning Learning and Change. Green Books.</i> Materi: How language education can promote sustainability and environmental consciousness. Pustaka: Sterling, S. (2011). <i>Sustainable Education: Re-visioning Learning and Change. Green Books.</i>	3%
8	By the end of the course, the students are able to explore the philosophical foundations of green teaching in the context of language education.	Ability to apply green teaching principles in language education.	Kriteria: 1.Reflective Practive and written reflection 2.Creativity and Originality 3.Written reflective assignment Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Offline 2x50		Materi: The philosophical foundations of green teaching in the context of language education. Pustaka: Sterling, S. (2011). <i>Sustainable Education: Re-visioning Learning and Change. Green Books.</i> Materi: How language education can promote sustainability and environmental consciousness. Pustaka: Sterling, S. (2011). <i>Sustainable Education: Re-visioning Learning and Change. Green Books.</i>	20%

9	By the end of the course, the students are able to critically examine the philosophical arguments for inclusivity and diversity in language teaching.	Ability to design inclusive language teaching practices.	Kriteria: 1.Written reflective assignment 2.Portofolio Profile 3.Oral Test Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Offline 2x50		Materi: Strategies for creating inclusive and diverse language classrooms. Pustaka: Noddings, N. (2012). <i>Education and Democracy in the 21st Century</i> . Teachers College Press. Materi: The ethical implications of inclusivity in language education. Pustaka: Noddings, N. (2012). <i>Education and Democracy in the 21st Century</i> . Teachers College Press.	3%
10	By the end of the course, the students are able to critically examine the philosophical arguments for inclusivity and diversity in language teaching.	Ability to design inclusive language teaching practices.	Kriteria: 1.Written reflective assignment 2.Portofolio Profile 3.Oral Test Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio, Praktik / Unjuk Kerja	Offline 2x50		Materi: Strategies for creating inclusive and diverse language classrooms. Pustaka: Noddings, N. (2012). <i>Education and Democracy in the 21st Century</i> . Teachers College Press. Materi: The ethical implications of inclusivity in language education. Pustaka: Noddings, N. (2012). <i>Education and Democracy in the 21st Century</i> . Teachers College Press.	5%
11	By the end of the course, the students are able to investigate the role of literature in language education from a philosophical perspective.	Ability to critically assess the role of literature in language education	Kriteria: 1.Written reflection 2.Portofolio Profile Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	Offline 2x50		Materi: The benefits and challenges of integrating literature into the language curriculum. Pustaka: Eagleton, T. (1983). <i>Literary Theory: An Introduction</i> . Materi: Different approaches to teaching literature in schools and universities. Pustaka: Miller, J. L. (2017). <i>Educational Philosophy and Theory: Current Issues and Debates</i> . Springer.	5%

12	By the end of the course, the students are able to investigate the role of literature in language education from a philosophical perspective.	Ability to critically assess the role of literature in language education	Kriteria: 1.Written reflection 2.Portofolio Profile Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	Offline 2x50		Materi: The benefits and challenges of integrating literature into the language curriculum. Pustaka: Eagleton, T. (1983). <i>Literary Theory: An Introduction</i> . Materi: Different approaches to teaching literature in schools and universities. Pustaka: Miller, J. L. (2017). <i>Educational Philosophy and Theory: Current Issues and Debates</i> . Springer.	5%
13	By the end of the course, students are able to examine the philosophical foundations of curriculum development in language education.	The ability to examine the philosophical foundations of curriculum development in language education.	Kriteria: 1.Reflective feedback 2.Written reflection 3.Portofolio Profile Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	Offline 2x50		Materi: Different philosophical approaches to designing language curricula in schools and universities. Pustaka: Freire, P. (2000). <i>Pedagogy of the Oppressed</i> . Continuum. Materi: A coherent philosophy of curriculum development that incorporates inclusivity, diversity, and sustainability. Pustaka: Sterling, S. (2011). <i>Sustainable Education: Re-visioning Learning and Change</i> . Green Books.	4%

14	By the end of the course, students are able to examine the philosophical foundations of curriculum development in language education.	Ability to construct a philosophically grounded curriculum.	Kriteria: 1. Reflective feedback 2. Written reflection 3. Portfolio Profile Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja	Offline 2x50		Materi: Different philosophical approaches to designing language curricula in schools and universities. Pustaka: Freire, P. (2000). <i>Pedagogy of the Oppressed. Continuum.</i> Materi: A coherent philosophy of curriculum development that incorporates inclusivity, diversity, and sustainability. Pustaka: Sterling, S. (2011). <i>Sustainable Education: Re-visioning Learning and Change. Green Books.</i>	3%
15	Students are able to examine the philosophical underpinnings of curriculum development, particularly in relation with literature and linguistics	Ability to synthesize and apply course content.	Kriteria: 1. Participation in review sessions 2. Portfolio Profile 3. Written reflective assignment Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes	Offline 2x50		Materi: Compilation of lecture notes and readings. Pustaka: Apple, M. W., & Au, W. (Eds.). (2019). <i>The Routledge International Handbook of Critical Education. Routledge.</i> Materi: Lecture notes and readings Pustaka: Keeney, B. (2006). <i>The Philosophy of Education: An Introduction. Routledge</i>	3%
16	The students can demonstrate comprehensive understanding of course materials.	Ability to synthesize and apply knowledge	Kriteria: 1. Final Exam: Written reflection 2. Portfolio Profile Bentuk Penilaian : Aktifitas Partisipatif	Offline 2x50		Materi: SDGs Pustaka: Sterling, S. (2011). <i>Sustainable Education: Re-visioning Learning and Change. Green Books.</i>	30%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	53.02%
2.	Penilaian Hasil Project / Penilaian Produk	29.85%
3.	Penilaian Portofolio	4.52%
4.	Praktik / Unjuk Kerja	11.02%
5.	Tes	0.6%
		99.01%

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 17 Oktober 2024

Koordinator Program Studi S2
Pendidikan Bahasa Inggris



Ahmad Munir, S.Pd., M.Ed.,
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UPM Program Studi S2
Pendidikan Bahasa Inggris



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