

**COURSE LEARNING OUTCOME EVALUATION REPORT OF
LESSON PLANNING**



**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGES, ARTS, AND HUMANITIES
HAMZANWADI UNIVERSITY**

2024

1. IDENTITY

Study program	: Department of English Language Education
Course title	: Lesson Planning
Course Cluster	: Research on English Language Teaching (ELT).
Course code	: -
Credit units	: 2 units
Level of Study	: Undergraduate
Semester	: Even (V)
Academic year	: 2024/2025
Lecturer	: Dr. Yulia Agustina

2. PROGRAM LEARNING OUTCOMES (PLOS), COURSE LEARNING OUTCOMES (CLOS) AND SUB- COURSE LEARNING OUTCOMES SUB-(CLOS).

Program Learning Outcomes (PLOS) Mapped to the Course.	
Lo1	Demonstrates religious values, upholds humanitarian principles, morals, and academic ethics, and integrates Islamic values into linguistic, pedagogical, and professional practices grounded in social responsibility
Lo2	Applies critical, creative, systematic, and innovative thinking, along with nationalist values, in developing multimodality-based English language instruction to address 21st-century educational challenges.
Lo3	Able to use general and academic English equivalent to B2 CEFR level orally and in writing for academic and professional communication effectively, accurately, critically, and adaptively in multicultural and digital environments at local, regional, and global levels.
Lo4	Able to apply English for Specific Purposes (ESP) at B2 CEFR level to meet workplace, industry, and entrepreneurship needs based on English proficiency.
Lo5	Able to design, implement, evaluate, and develop adaptive, inclusive, and technology-based English language teaching based on pedagogical, psychological principles, and national quality standards
Lo8	Able to collaborate, communicate effectively, demonstrate leadership, conduct self-reflection and self-evaluation, and take responsibility for individual and team performance in professional contexts.
Lo9	Able to integrate emerging educational technologies critically, creatively, and ethically to enhance the quality of English language teaching.
Course Learning Outcomes (CLOs)	
CLo1	The students are able to analyze pedagogical theories, psychological principles, and national education standards to provide a foundation for inclusive and adaptive English lesson designs.

Clo 2	The students are able to design comprehensive and innovative lesson plans (multimodality-based) that integrate 21st-century skills and creative thinking to address global educational challenges.
Clo 3	The students are able to integrate religious values, academic ethics, and social responsibility into instructional materials and classroom activities.
Clo 4	The students are able to incorporate emerging educational technologies critically and ethically to enhance the delivery and interaction of English language teaching.
Clo 5	The students are able to develop English for Specific Purposes (ESP) lesson components that align with workplace and industry needs using B2 CEFR level proficiency.
Clo 6	The students are able to construct technology-based assessment tools to evaluate student learning outcomes accurately and inclusively.
Clo 7	The students are able to demonstrate professional communication and collaborative leadership through peer-teaching, micro-teaching, or group project presentations.
Clo 8	The students are able to perform systematic self-reflection and evaluation on designed lesson plans to ensure continuous improvement in teaching quality.
Sub-Course Learning Outcomes (Sub-CLOs)	
Clo 1	(Lo5) Students are able to analyze (C4) the intersection of pedagogical principles, psychological theories of learning, and national quality standards in ELT.
Clo 2	(Lo1) Students are able to integrate (C6) religious values, humanitarian principles, and academic ethics into the design of linguistic and pedagogical practices.
Clo 3	(Lo2) Students are able to deconstruct (C4) 21st-century educational challenges to identify multimodality-based solutions for English language instruction.
Clo 4	(Lo3, Lo4) Students are able to develop (C6) English for Specific Purposes (ESP) lesson components at a B2 CEFR level to meet industry and entrepreneurship needs.
Clo 5	(Lo9) Students are able to evaluate (C5) the ethical and critical use of emerging educational technologies to enhance the quality of English teaching.
Clo 6	(Lo5,Lo9) Students are able to select (C4) adaptive and inclusive technology-based tools that align with diverse learner needs and psychological principles.
Clo 7	(Lo2, Lo5) Students are able to design (C6) comprehensive lesson plans (RPP/Modul Ajar) using critical and creative thinking to address multicultural and digital environments.
Clo8	(Lo5, Lo9) Students are able to construct (C6) technology-based assessment instruments that accurately measure English proficiency levels (B2 CEFR).
Clo9	(Lo3) Students are able to execute (C3) professional presentations of lesson designs orally and in writing using effective academic English.
Clo10	(Lo8) Students are able to demonstrate (C3) leadership and collaborative communication while performing team-based tasks in professional contexts.
Clo11	(Lo8) Students are able to critique (C5) individual and team performance through systematic self-reflection and self-evaluation to ensure continuous professional growth.

3. ASSESSMENT METHODS AND INSTRUMENTS

No	CLOS	Assessment Type	Assessment Instrument
1	CLO 1 & 3 (Analyze pedagogical theories and integrate religious/academic ethics)	Participation & Case Study Analysis	Document Analysis Checklist & Ethics Case Study Rubric
2	CLO 2 (Design innovative multimodality-based lesson plans)	Project-Based Learning (PjBL)	Lesson Plan (Modul Ajar) Draft 1 Rubric
3	CLO 5 (Develop ESP components at B2 CEFR level)	Written Assignment & Practice	SMART Objectives Worksheet & ESP Alignment Rubric
4	CLO 4 (Integrate emerging educational technologies critically)	Technical Review & Exploration	Ethical Tech Review Rubric (AI & LMS)
5	CLO 6 (Construct technology-based assessment tools)	Digital Product Creation	Digital Quiz Design & Authentic Assessment Rubric
6	CLO 7 (Demonstrate professional communication & leadership)	Performance & Simulation	Peer-Teaching Simulation Rubric & Presentation Scale
7	CLO 8 (Perform systematic self-reflection on teaching quality)	Reflective Practice	Deep Learning Reflective Journal & Peer-Review Log
8	Comprehensive Mastery (All CLOs)	Final Portfolio	Holistic Multimodality Portfolio Rubric

4. ASSESSMENT METHODS AND INSTRUMENTS

CLO	Target Achievement	Actual Achievement	Status
CLO 1	≥ 85% of students score ≥ 71 (Proficient)	88% of students score ≥ 71	Achieved
CLO 2	≥ 80% of students score ≥ 70	≥ 83% of students score ≥ 70	Achieved
CLO 3	≥ 75% of students score ≥ 71 (Proficient)	79% of students score ≥ 71	Achieved
CLO 4	≥ 75% of students score ≥ 70	77% of students score ≥ 70	Achieved
CLO 5	≥ 70% of students score ≥ 70	74% of students score ≥ 70	Achieved
CLO 6, 7, 8	≥ 85% of students score ≥ 71 (Good-Excellent)	89% of students score ≥ 71	Achieved

5. ANALYSIS OF LEARNING OUTCOMES ACHIEVEMENT

The analysis of learning outcomes for the Lesson Planning course indicates a successful integration of theoretical pedagogical foundations and practical instructional design skills. Students demonstrated a strong command of CLO 1, 2, and 3 by effectively intersecting pedagogical theories with the Kurikulum Merdeka framework while seamlessly embedding Islamic and humanitarian values into their lesson designs. The achievement in CLO 4 and 6 highlights students' proficiency in utilizing emerging educational technologies such as AI and LMS not only as delivery tools but also for constructing innovative, technology-based authentic assessments. Furthermore, the development of ESP-based components (CLO 5) at a B2 CEFR level shows that students can align academic objectives with professional workplace needs. The culmination of the course (CLO 7 & 8) through peer-teaching simulations and systematic deep-learning reflections (6Cs) confirms that students have developed the necessary leadership, collaborative communication, and self-evaluative skills required for continuous professional growth in multicultural and digital environments. Overall, the high actual achievement rates (74%–89%) across all CLOs reflect a comprehensive readiness among students to implement inclusive, adaptive, and multimodality-based instruction in 21st-century ELT contexts.

6. IDENTIFIED PROBLEM AND IMPROVEMENT PLAN

No	Identified Problem	Improvement Plan
1	Students struggle to interpret and deconstruct the Kurikulum Merdeka framework (CP and ATP) into concrete learning objectives.	Conduct intensive document analysis workshops and interactive lectures focusing on the Kurikulum Merdeka framework.
2	Difficulty in seamlessly integrating religious and humanitarian values into the lesson flow without making them feel "tacked on".	Use asynchronous discussion forums and case studies to practice logical value integration into ELT contexts.
3	Challenges in formulating SMART objectives that are specifically aligned with B2 CEFR levels for General English and ESP.	Implement specialized writing workshops using a "SMART Rubric" to ensure precision in objective setting.
4	Limited critical and ethical evaluation when selecting emerging technologies (AI/LMS) for differentiated learning.	Organize synchronous tech-exploration sessions and provide "Ethical Rubrics" for reviewing digital tools.
5	Inconsistency in designing student-centered "Deep Learning" sequences, often reverting to traditional teacher-centered models.	Utilize Project-Based Learning (PjBL) and Gallery Walks to encourage peer-feedback on lesson logic and engagement strategies.

- | | | |
|---|--|--|
| 6 | Anxiety and lack of professional clarity when executing team-based teaching or micro-planning simulations. | Increase the frequency of micro-planning simulations and team-based teaching tasks with structured peer-review sessions. |
| 7 | Difficulty in constructing authentic and technology-based assessment tools that accurately match learning objectives. | Host digital assessment workshops focused on designing innovative formative and summative tools. |
| 8 | Minimal depth in self-reflection, with students often being descriptive rather than analytical about their own teaching performance. | Implement systematic "Deep Learning" reflection journals and one-on-one mentoring to foster critical self-evaluation. |

7. CONCLUSION

The Lesson Planning course effectively bridges pedagogical theory and practical instructional design by aligning Program Learning Outcomes (Lo1–Lo9) with specific Course Learning Outcomes (CLO1–CLO8). The analysis of learning achievement confirms that students have attained a high level of professional readiness, with actual achievement scores between 74% and 89% in designing inclusive, multimodality-based lesson plans that integrate 21st-century skills and Islamic values. While students excelled in constructing technology-based formative assessments and demonstrating leadership through team teaching, identified challenges such as the precision of SMART objectives for ESP contexts and the depth of analytical self-reflection are addressed through a targeted improvement plan involving intensive writing workshops and systematic "Deep Learning" reflection journals. Ultimately, this course ensures that students are not only capable of creating comprehensive lesson portfolios (Modul Ajar) aligned with Kurikulum Merdeka standards but also possess the critical and ethical mindset required to leverage emerging technologies for enhancing English language teaching in diverse digital environments.