



UNIVERSITAS HAMZANWADI
FAKULTAS BAHASA SENI DAN HUMANIORA
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Kode Dokumen
PBI-25

SEMESTER LESSON PLAN

COURSE		COURSE CODE	COURSE GROUP	SKS		SEMESTER	DATE OF REVISION
Lesson Planning		PBI6757	Pendidikan (Akademik)	T=4	P=0	7	19 Februari 2025
Authorization		Developer of Semester Learning Plan		Coordinator of Course Group		Head of Study Program	
		(Dr. Yulia Agustina, M.Pd.)		ttd (Nama)		(M. Adib Nazri, M.Pd.)	
Lo9Learning Outcomes	Learning Outcomes of Study Program						
	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						

	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.
	Final competency for each learning stage (Sub-CPMK)	
	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.
Course Description	This course prepares students to design (C6) , implement (C3) , and evaluate (C5) effective English lesson plans aligned with 21st-century educational standards. Students will learn to integrate pedagogical principles , Islamic values , and emerging technologies into inclusive and adaptive instructional designs. The course focuses on creating multimodality-based materials for both General English and ESP (B2 CEFR level) . Through project-based learning and reflective practice, students will develop the professional communication and leadership skills necessary to thrive in multicultural and digital learning environments.	
Learning Materials	The course is divided into several thematic modules: 1. Principles of ELT: National standards, pedagogical theories, and psychological principles. 2. Values & Ethics: Integrating religious, moral, and academic ethics in lesson design. 3. 21st-Century Skills: Critical thinking, creativity, and multimodality in English instruction. 4. Curriculum Design: Formulating SMART objectives and designing ESP-based lesson components. 5. Educational Technology: Evaluating and selecting digital tools for inclusive learning. 6. Assessment: Constructing technology-based formative and summative evaluation tools. 7. Reflective Practice: Peer-teaching, self-evaluation, and professional feedback.	
References	Primary:	
	1. Brown, H. D., & Lee, H. (2015). <i>Teaching by Principles: An Interactive Approach to Language Pedagogy</i>. Pearson. 2. Fullan, M., Quinn, J., & McEachen, J. (2018). <i>Deep Learning: Engage the World Change the World</i>. Corwin Press. (Fokus pada pendekatan Deep Learning). 3. Kemendikbudristek. (2022). <i>Panduan Pembelajaran dan Asesmen (PPA) pada Kurikulum Merdeka</i>. (Referensi utama Kurikulum Merdeka).	
	Supporting :	

		1. Richards, J. C. (2017). <i>Curriculum Development in Language Teaching</i> . Cambridge University Press. 5. 2. Council of Europe. (2020). <i>CEFR: Companion Volume</i> . 6. 3. Fullan, M., & Langworthy, M. (2014). <i>A Rich Seam: How New Pedagogies Find Deep Learning</i> . Pearson. 7. 4. Journal Articles: Recent studies on Differentiated Learning and Deep Learning in ELT.					
Lecturer		Dr. Yulia Agustina, M.Pd.					
Prerequisite		-					
Week	Sub-Learning Outcomes (Expected)	Assessment		Learning Experiences		References	Weight (%)
		Indicators	Criteria and Type of Evaluation	offline	online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	By the end of the lesson, the students are expected to analyze pedagogical principles and the Kurikulum Merdeka framework.	1.Ability to identify CP dan ATP 2.Ability to interpret CP/ATP	Crit: Checklist. Type: Group Discussion.	Interactive Lecture & Document Analysis.	-	Kemendikbudristek (2022)	5 %
2	By the end of the lesson students are expected to integrate religious and humanitarian values into ELT lesson contexts.	1. Ability to analyze values into ELT lesson contexts. 2. Ability to integrate religious and humanitarian values into ELT lesson contexts	Crit: Logical flow. Type: Case Study.	-	Online: Asynchronous Discussion Forum.	Brown & Lee (2015), Kemendikbudristek (2022)	5 %
3	By the end of the lesson students are expected to be able to deconstruct	1. Ability to deconstruct 21st-century	Crit: Rubric. Type: Concept Mapping.	Offline: Collaborative Group Work.		Fullan et al. (2018), Fullan & Langworthy (2014)	5 %

	21st-century challenges and Deep Learning	challenges and Deep Learning 2. Ability to identify between Kurikulum Merdeka and deep learning					
4	By the end of the lesson, the students are expected to develop SMART objectives for General English and ESP.	1. Ability to develop SMART objectives for General English and ESP. 1. Ability to create Precision of SMART components	Crit: SMART Rubric. Type: Worksheet.	Offline: Workshop: Writing Objectives.	-	Brown & Lee (2015), Richards (2017), CEFR (2020)	5%
5	By the end of the lesson, the students are expected to evaluate emerging technologies (AI, LMS) for ethical ELT use.	2. Ability to operate emerging technologies (AI, LMS) for ethical ELT use. 3. Ability to evaluate emerging technologies (AI, LMS) for ethical ELT use.	Crit: Ethical Rubric. Type: Tech Review.	-	Online: Synchronous Tech-Exploration.	Fullan & Langworthy (2014), Journal Articles	5%
6	By the end of the lesson, the students are expected to select tools for	1. Ability to identify Tool-Learner alignment.	Crit: Inclusion criteria.	Offline: Small Group Discussion.	-	Kemendikbudristek (2022), Journal Articles	5%

	Differentiated Learning in inclusive classrooms.	2. Ability to select tools for Differentiated Learning in inclusive classrooms.	Type: Presentation.				
7	By the end of the lesson, the students are expected to design Lesson Plan (Modul Ajar) Part 1: Opening & Core Activities.	1. Ability to design Lesson Plan (Modul Ajar) Part 1: Opening & Core Activities.	Crit: PjBL Rubric. Type: Project Draft 1.	Offline: Project-Based Learning (PjBL).	-	Brown & Lee (2015), Kemendikbudristek (2022), Richards (2017)	10%
8	Midterm Test (Project Submission: Mid-term Portfolio (Draft Lesson Plan) 15%						
9	By the end of the lesson, the students are expected to design Lesson Plan Part 2: Closing & Scaffolding Strategies.	1. Ability to design Lesson Plan Part 2: Closing & Scaffolding Strategies.	Crit: Peer-review sheet. Type: Peer-feedback.	Offline: Gallery Walk (Peer-review).	-	Brown & Lee (2015), Fullan et al. (2018), Richards (2017)	5%
10	By the end of the lesson, the students are expected to construct Technology-based Formative Assessments.	1. Ability to construct Technology-based Formative Assessments.	Crit: Accuracy. Type: Digital Quiz Design.	-	Online: Digital Assessment Workshop.	Kemendikbudristek (2022), Journal Articles	5%
11	By the end of the lesson, the students are expected to construct Authentic Assessments in Kurikulum Merdeka.	1. Ability to construct Authentic Assessments in Kurikulum Merdeka.	Crit: Rubric Design. Type: Assessment Task.	Offline: Workshop: Authentic Assessment.	-	Kemendikbudristek (2022), Richards (2017), CEFR (2020)	5%
12	By the end of the lesson, the students are expected to execute professional	1. Ability to present the lesson plan design	Crit: Presentation	Offline: Micro-Planning Simulation.	-	CEFR (2020), Journal Articles	5%

	presentation of the lesson design.		Rubric. Type: Simulation.				
13	By the end of the lesson, the students are expected to demonstrate leadership and collaboration in team teaching.	1. Ability to demonstrate leadership and collaboration in team teaching. 2. The ability to improve Quality of team performance.	Crit: Peer-review. Type: Group Teaching.	Offline: Team-Based Teaching.	-	Fullan et al. (2018), Richards (2017)	5%
14	By the end of the lesson, the students are expected to critique designs through systematic Deep Learning reflection.	1. Ability to design systematic Deep Learning reflection.	Crit: Reflective depth. Type: Journal.	-	Online: Reflective Practice.	Fullan et al. (2018), Fullan & Langworthy (2014)	10 %
15	By the end of the lesson, the students are expected to complete Final Review and Portfolio Finalization.	1. Ability to complete Final Review and Portfolio Finalization	Crit: Holistic Rubric. Type: Consult.	Offline: Mentoring & Final Polishing.	-	All Refferences	5%
16	FINAL EXAM (UAS)	Final Project: Comprehensive Multimodality-based Lesson Plan Portfolio.	Crit: take home examination	-	Online submission	Brown, Fullan, Kemendikbudristek, Richards	20%

			Type: Product & Performance				
Total							100%

STUDENTS' ASSINGMENT PLAN

1. Daily Assignments (Formative Assessment)

Used for weekly worksheets, case studies, and discussion forums.

Criteria	Excellent (86-100)	Good (71-85)	Fair (60-70)	Poor (<60)
Concept Understanding	Demonstrates deep understanding of pedagogical/deep learning concepts.	Demonstrates clear understanding of most concepts.	Demonstrates basic understanding but with some gaps.	Misinterprets key concepts or principles.
Application (SMART/6Cs)	Successfully applies SMART objectives or 6Cs with high precision.	Applies concepts correctly with minor logical errors.	Attempts application but lacks specificity or clarity.	Fails to apply the concepts to the task.
Engagement & Criticality	Provides insightful, critical reflections and active participation.	Provides clear and relevant contributions.	Provides superficial responses with little analysis.	Little to no meaningful engagement or contribution.

2. Midterm (UTS) Lesson Plan Draft

Assessment focus: The ability to Design (C6) and Analyze (C4) the foundations of a lesson plan.

Scoring Rubric (UTS):

Component	Excellent (86-100)	Good (71-85)	Fair (60-70)	Weight
Objective Setting (SMART)	Objectives are perfectly SMART and aligned with B2 CEFR levels.	Objectives are mostly SMART with minor alignment issues.	Objectives are vague or not fully measurable.	25%
Value Integration	Seamlessly integrates Islamic/humanitarian values into the lesson flow.	Values are present but feel slightly "tacked on."	Values are mentioned but not integrated into activities.	25%
Pedagogical Logic	Teaching steps follow a logical, student-centered sequence (Deep Learning).	Steps are logical but lack deep student engagement strategies.	Sequence is confusing or teacher-centered.	30%
Academic English (B2)	Professional language, accurate terminology, and no major errors.	Clear language with few minor grammatical errors.	Multiple errors that hinder professional clarity.	20%

3. Final Examination (UAS): Comprehensive Portfolio

Assessment focus: Creating (C6), Evaluating (C5), and Integrating Technology.

Scoring Rubric (UAS):

Criteria	Excellent (86-100)	Good (71-85)	Fair (60-70)	Weight
Comprehensive Design	Full Modul Ajar/RPP with multimodality and Kurikulum Merdeka standards.	Complete RPP but lacks innovative multimodality.	Incomplete RPP or doesn't follow Kurikulum Merdeka.	30%
Tech Integration	Uses EdTech ethically and critically to enhance deep learning.	Uses technology effectively but at a basic level (Substitution).	Technology use is irrelevant or poorly executed.	25%
Assessment Strategy	Innovative formative & summative tools aligned with SMART objectives.	Assessment tools are clear but traditional/less creative.	Assessments do not match the learning objectives.	25%
Reflective Depth	Deep, critical self-evaluation based on peer feedback and 6Cs.	Clear reflection but lacks deep critical analysis of performance.	Minimal reflection; mostly descriptive rather than analytical.	20%

Grading Scale Recommendation

- a. A (86 - 100): Exceptional work; ready for immediate research.
- b. B (71 - 85): Proficient work; needs minor revisions before starting research.
- c. C (56 - 70): Minimal passing grade; requires significant revision and re-consultation.
- d. D/E (< 55): Failed; student must retake the course or redo the proposal from scratch.