



# Development of the Semester Learning Design (RPS) for the Elective Course "Study of Language and Literature Teaching" Based on Needs and Integrated with Lecturer Research in the Applied Linguistics Master Study Program

Shafruddin Tajuddin<sup>1\*</sup>, Sri Harini Ekowati<sup>2</sup>, Muhammad Kamal<sup>3</sup>, Athiya Zahidah<sup>4</sup>, Arinal Haqo<sup>4</sup>, Abdullah Al Wafi<sup>5</sup>

<sup>1,2,3,4,5</sup>Master of Applied Linguistics, Jakarta State University, Jakarta, Indonesia  
Corresponding all author: [shaftachaniago@gmail.com](mailto:shaftachaniago@gmail.com)

## Abstract

This research was conducted with the main objective of developing a curriculum document in the form of a Semester Learning Design (RPS) in the field of applied linguistics with level 8 master standardization, which is used as a reference and can be accounted for as a guide for lecturers and students in carrying out lecture activities for one semester to achieve predetermined learning outcomes. The research methods applied are evaluation research and development research. Gall, Gall, and Borg (2003) used the label "Educational Research and Development" (ER&D). The ten steps described by Borg and Gall were then translated into technical research steps: (1) Designing and compiling guidelines for the preparation of the RPS (2) Planning, designing, and determining the things that must be contained in the RPS according to the Higher Education format, (3) Collecting data related to the research focus, namely the RPS format, through need assessment and conducting literature reviews, as well as tracing references related to the field of learning materials, (4) Compiling and writing the RPS on the specified templet, (5) Checking the validity of the data on the RPS by experts and course instructors, (6) Revising the RPS document based on input and suggestions from experts and course instructors, (7) Completing the writing of the RPS material until it becomes a product. These steps have been simplified and adopted to make it easier to apply in the development of the RPS through adjustments to the framework, form, or template covering the object of research on elements that must be realized in the RPP, such as learning outcomes, study materials, learning methods, indicators of success, and evaluation instruments. Thus, by following the filling based on the existing framework, the process of developing RPS based on 'needs and integration with lecturer research' will be realized. The results show that the topics that will be included in the learning outcomes are those that are at the level of agreeing or approaching strongly agreeing, according to Tables 1, 2, 3, and 4. These topics are those whose assessment numbers from students reach a minimum of 3.3.

**Keywords:** Semester Learning plan, Elective Course, Integration Introduction

## 1. Introduction

In the Postgraduate Strategic Plan, Chapter 3, it states that academic excellence (Academic Excellent) has the following development targets: (a) curriculum innovation and learning based on educational technology; (b) competence and qualifications of human resources; (c) excellence in academic culture; and (d) competence of graduates who are relevant and characterized.

Educational institutions that carry out learning, of course, have a vision, mission, and goals. The Master of Applied Linguistics Study Program (S2 LT Study Program) is one of the

education programs that produces graduates who will take part in society in accordance with their expertise in the field of science they master. The vision of the LT Master Program is to become a reference center for innovation in applied linguistics that is competitive in the Asian region in developing applied linguistics praxis in the fields of translation studies, language and literature teaching studies, and language and cultural studies through an interdisciplinary approach.

The goal of the LT Master Program itself is to produce graduates as translators, educational practitioners, and content specialists. In accordance with KKNI Level 8, our graduates will be equipped with the following competencies: (1) able to develop their knowledge and skills in the field of applied linguistics, including translation studies, language and literature teaching studies, and language and culture studies, through research; (2) able to develop inter-/multi-disciplinary research in the field of applied linguistics, including translation studies, language and literature teaching studies, and language and culture studies, which results in innovative and proven problem solving; (3) able to manage and develop the results of their research in the field of applied linguistics to obtain national and international recognition.

Based on the above, the LT Master Program in 2022 conducted a tracer study of 29 respondents/alumni who filled out the tracer study instrument, and the results showed that the alumni who filled out the tracer study instrument were Class of 2016. And based on where their institution works, it is the State University of Jakarta, which is 23%, and students who have not worked: 10%. Most of them work as lecturers.

The percentage of competencies obtained by students during lectures illustrates that 62.07% of alumni said that they were able to explore applied linguistic studies and learning through research development and application of translation studies. In addition, 62.07% of alumni said that they gained knowledge of language and literature teaching and language and cultural studies as a form of adaptability to the environment to produce innovative and tested work.

The percentage of competencies used in employment illustrates that 58.62% of alumni said that they used the science of teaching language and literature and language and cultural studies as a form of adaptability to the environment to produce innovative and tested work. Based on the description of the Tracer Study results, the LT Master Program is obliged to further develop the learning process that has been running so far to get better results. Departing from the desire to produce quality students, the LT Master Program will carry out planning, implementation, and quality improvement by developing documents related to the learning process, especially those related to the "Semester Learning Plan". to improve students' knowledge and skills after they study each semester.

A trace study was conducted by the Applied Linguistics Master Program in early 2023 to ask alumni about their opinions regarding scientific study materials. The results of the research obtained the following conclusions: 1) Based on the largest data in the aspect of the percentage of competencies obtained by students during lectures, 62.07% of alumni said that they gained knowledge of language and literature teaching and language and cultural studies as

a form of adaptability to the environment to produce innovative and tested work, and also (b) Based on the largest data in the aspect of the percentage of competencies used in work, 62.07% of alumni said that the competencies used in work were research skills and academic writing in applied linguistics midwives. (c) Based on the largest data in the aspect of the percentage of scientific material obtained by students, 75.86% of alumni said that they obtained knowledge of language and literature teaching studies. (d) Based on the largest data in the aspect of the percentage of scientific material used in work, 65.52% of alumni said that language and literature teaching studies material was used in their work.

Based on the results of the tracer study above, the urgency of elective courses, which is a description of the graduate profile contained in the curriculum document, is very clear. Therefore, it is a feasibility and necessity that this course is carried out as a review in development research on a needs-based 'Semester Learning Plan (RPS) and integrated with lecturer research so that the learning process will actually produce the expected graduate profile as reflected in the curriculum document and vision of the Applied Linguistics Master Program. Therefore, basically, the RPS is designed and developed by lecturers independently or together in a group of experts in a field of science and/or technology in the study program. The RPS is certainly prepared according to the Regulation of the Minister of Education and Culture Number 49 of 2014 concerning National Higher Education Standards and updated with the Regulation of the Minister of Research, Technology, and Higher Education Number 44 of 2015 concerning National Higher Education Standards. In the Permenristekdikti, it is explained that the planning of the learning process is prepared per semester in the form of RPS.

In this study, the researcher will focus his review on the development of the 'Semester Learning Plan' RPS in one elective course, namely "Study of Language and Literature Teaching". A similar review is also carried out on the problems of studying the field of knowledge that best suits the KKNI level 8 standard through an interdisciplinary and multidisciplinary approach. The elective courses are closely related to the graduate profile.

## 2. Research Methods

This research was designed with a development research approach (research and development). According to Borg and Gall (2003), the research and development model is a process used to develop and validate educational products, such as learning material syllabi, textbooks, learning methods, learning evaluation models, and others, carried out in a research and development cycle. Gall, Gall, and Borg (2003) used the label "Educational Research and Development" (ER&D). The ten steps described by Borg and Gall were then translated into technical research steps: (1) Designing and compiling guidelines for the preparation of the RPS (2) Planning, designing, and determining the things that must be contained in the RPS according to the Higher Education format, (3) Collecting data related to the research focus, namely the RPS format, through need assessment and conducting literature reviews, as well as tracing references related to the field of learning materials, (4) Compiling and writing the RPS on the specified templet, (5) Checking the validity of the data on the RPS by experts and course instructors, (6) Revising the RPS document based on input and suggestions from experts and

course instructors, (7) Completing the writing of the RPS material until it becomes a product. These steps have been simplified and adopted to make it easier to apply in the development of the RPS through adjustments to the framework, form, or template covering the object of research on elements that must be realized in the RPP, such as learning outcomes, study materials, learning methods, indicators of success, and evaluation instruments. Thus, by following the filling based on the existing framework, the process of developing RPS based on 'needs and integration with lecturer research' will be realized.

These steps have been simplified and adopted to make them easier to apply in the development of RPS through adjustments to the framework, form, or template covering the object of research on the elements that must be realized in the RPP, such as learning outcomes, study materials, learning methods, indicators of success, and evaluation instruments. Thus, by following the filling based on the existing framework, the process of developing RPS based on 'needs and integration with lecturer research' will be realized.

### **3. Discussion Results**

The research results of the first analysis stage are related to the analysis of student needs. The analysis of student needs is outlined with three approaches: (1) the push approach, (2) the incentive approach, and (3) the achievement motivation approach. The push approach emphasizes that student behavior is driven towards a certain goal because of a need. This need causes an internal drive that encourages students to do something towards achieving a goal. This impulse is instinctive.

The incentive approach asserts that the presence of a certain characteristic in a goal can cause behavior towards that goal. So in the context of language and literature learning, students expect pleasure by achieving positive incentives.

The achievement motivation approach asserts that students are motivated to learn and study because of the need to achieve. This is a function of three variables: (a) the expectation to perform the task successfully, (b) the perception of the value of the task, and (c) the need to succeed. This need for achievement is intrinsic and relatively stable.

To design the RPS for the course "Study of Language and Literature Teaching, it focuses on the factors that are used as the focus of the study, namely the topics of competence desired by students. Based on the results of the questionnaire distributed to students, the competency topics totaled 29 topics whose competencies were needed by students and had been integrated with the lecturer's research.

Based on the questionnaire instrument of student needs distributed to students, the assessment is divided into two parts: (1) Students of the Class of 2023 are referred to as "User Assessment" because these students will obtain the elective course "Study of Language and Literature Teaching" in the even semester or in semester 120. (2) Students of the Class of 2021 and 2022 are referred to as "Alumni Assessment" because they have obtained the elective

course "Study of Language and Literature Teaching" in the even semester, or the Class of 2022 in semester 118, and the Class of 2021 in semester 116.

The results of the analysis of the curriculum documents in the "Language and Literature Teaching Studies" course show that the assessment of topics designed into learning materials is as follows:

Table 1. Topics Designed into Learning Materials Based on Approach 1

No	User Assessment		Alumni Assessment	
	Topics	Nilai	Topics	Nilai
1	(1) Do you agree to study language acquisition strategies? Language acquisition and learning, both mother tongue and second or foreign languages (1)	3.4	Do you agree to study language acquisition strategies? Language acquisition and learning, both mother tongue and second or foreign languages (1)	3.55
2	(5) Do you agree to study the potential of technology for language and literature learning and improved inputs? (1)	3.4	Do you agree to study the potential of technology for language and literature learning and improved inputs? (1)	3.65
3	(7) Do you agree with reviewing language and literature learning?	3.4	Do you agree with reviewing language and literature learning?	3.5
4	(10) Do you agree to review some definitions of language learning approaches, methods, models, strategies, and techniques? (1)	3.2	Do you agree to review some definitions of language learning approaches, methods, models, strategies, and techniques? (1)	3.35
5	(12) Do you agree to review the factors that influence language learning? (1)	3.5	Do you agree to review the factors that influence language learning? (1)	3.4
6	(13) Do you agree to study contextualized literature learning models, immersion, mind maps, and paikem? (1)	2.7	Do you agree to study contextualized literature learning models, immersion, mind maps, and paikem? (1)	3.35
7	(16) Do you agree with reviewing contextualized models of teaching oral and written literature? (1)	3.4	Do you agree with reviewing contextualized models of teaching oral and written literature? (1)	3.45
8	(17) ) Do you agree with reviewing immersion models of literature learning; poetry literature learning from the aspect of poetry goal form; prose literature learning from various variations (1)	3.1	Do you agree with reviewing immersion models of literature learning; poetry literature learning from the aspect of poetry goal form; prose literature learning from various variations (1)	3.25
9	(18) Do you agree to study literary studies in the form of various genres? (1)	3.4	Do you agree to study literary studies in the form of various genres? (1)	3.15
10	(24) Do you agree to study the development of a digital literacy learning model in language and literature education? (1)	3.1	Do you agree to study the development of a digital literacy learning model in language and literature education? (1)	3.3
11	(25) Do you agree to study big data and virtual learning in language and literature education? (1)	3	Do you agree to study big data and virtual learning in language and literature education? (1)	3.3
12	(26) Do you agree to study the poetics	2.8	Do you agree to study the poetics of	3.25

of language and literature from the aspect of stylistics? (1)

language and literature from the aspect of stylistics? (1)

Table 2: Topics designed into learning materials based on approach 2

No	User Assessment		Alumni Assessment	
	Topics	Nilai	Topics	Nilai
1	(6) Do you agree to study linguistic production and literary production? (2)	3.4	Do you agree to study linguistic production and literary production? (2)	3.5
2	(14) Do you agree to study the application of learning literature: poetry, short stories in context, and immersion? (2)	3.1	Do you agree to study the application of learning literature: poetry, short stories in context, and immersion? (2)	3.25
3	(15) Do you agree to study the utilization of information technology in literature learning? (2)	3.4	Do you agree to study the utilization of information technology in literature learning? (2)	3.65
4	(23) Do you agree to review the assessment of language learning textbooks (content/content appropriateness, presentation appropriateness, and language appropriateness)?. (2)	3.2	Do you agree to review the assessment of language learning textbooks (content/content appropriateness, presentation appropriateness, and language appropriateness)?. (2)	3.3

Table 3. Topics Designed into Learning Materials Based on Approach 3

No	User Assessment		Alumni Assessment	
	Topics	Nilai	Topics	Nilai
1	(3) Do you agree to study about 21st century language and literature learning? (3)	3.6	Do you agree to study about 21st century language and literature learning? (3)	3.7
2	(4) Do you agree to review integrating content-based and task-based approaches to teaching, learning, and research?. (3)	3.1	Do you agree to review integrating content-based and task-based approaches to teaching, learning, and research?. (3)	3.3
3	(8) Do you agree with reviewing language and literature articles according to your topic of interest? (3)	3.4	Do you agree with reviewing language and literature articles according to your topic of interest? (3)	3.35
4	(20) Do you agree with reviewing writing teaching materials for language and literature learning? (3)	3.2	Do you agree with reviewing writing teaching materials for language and literature learning? (3)	3.5
5	(27) Do you agree with reviewing various language tests in learning and language competence tests? (3)	3.2	Do you agree with reviewing various language tests in learning and language competence tests? (3)	3.4
6	(29) Development of teaching materials for language and literature based on case-based learning and project-based learning (3)	3.1	Development of teaching materials for language and literature based on case-based learning and project-based learning (3)	3.6

Table 4. Topics designed into learning materials based on a combined approach

No	User Assessment		Alumni Assessment	
	Topics	Nilai	Topics	Nilai
1	(2) Do you agree to study language learning with a theoretical approach of the cognitive model and a social model of constructivism, from theory to practice? (1) (3)	3.3	Do you agree to study language learning with a theoretical approach of the cognitive model and a social model of constructivism, from theory to practice? (1) (3)	3.45
2	(9) Do you agree to study the use of information technology in language learning: learning listening, speaking, reading, and writing by utilizing information technology? (2) (3)	3.3	Do you agree to study the use of information technology in language learning: learning listening, speaking, reading, and writing by utilizing information technology? (2) (3)	3.6
3	(11) Do you agree to study the "classical method", direct method, audiolingual method, and innovative language learning orientation? (1) (2)	3.1	Do you agree to study the "classical method", direct method, audiolingual method, and innovative language learning orientation?. (1) (2)	3.4
4	(19) Do you agree with studying communicative language learning, theory, and practice? (1) (3)	3.2	Do you agree with studying communicative language learning, theory, and practice? (1) (3)	3.35
5	(21) Do you agree to study the development of teaching materials for digital literacy learning in language and literature education? (2) (3)	3.3	Do you agree to study the development of teaching materials for digital literacy learning in language and literature education? (2) (3)	3.45
6	(22) Do you agree to study media (traditional and digital) for teaching language and literature? (2) (3)	3.2	Do you agree to study media (traditional and digital) for teaching language and literature (2) (3)	3.45
7	(28) Do you agree to study Integrating 21st Century Skills (6Cs) and Digital Literacy in Language and Literature Learning? (1) (3)	3.2	Do you agree to study Integrating 21st Century Skills (6Cs) and Digital Literacy in Language and Literature Learning? (1) (3)	3.4

Based on the consideration of the data analysis, the topics that will be included in the lesson are those that are at the level of agree or close to strongly agree, according to Table 1. These are the topics that have a minimum score of 3.3 from the students.

To get the final result, the study materials must be implemented in the classroom and then reviewed by language and literature teaching experts. This stage is related to the implementation stage in learning development and will be the material outlined in the RPS.

In terms of learning materials, the learning materials in the RPS are compiled based on Permendikbud No. 49 of 2014, the level of depth and breadth of learning materials in accordance with level 8 of KKNI, namely that master program graduates at least master the theory and application theory of certain fields of knowledge. Therefore, a learning experience is an activity that has been carried out by students and has a close relationship with the

competencies to be achieved. This competency is a responsible attitude that can be used as a requirement for performing a task.

When viewed from the student perspective, the Semester Learning Plan (RPS) is a learning planning document that is prepared as a guide for lecturers and students in carrying out lecture activities for one semester to achieve predetermined learning outcomes. However, in higher education, the RPS is a set of lessons used by teachers or lecturers as well. So, lecturers and students really utilize this RPS document in the learning process. Lecturers get a reference for what to do in the learning process. Meanwhile, students can also find out what to do to get the abilities that will be achieved as a form of graduate learning outcomes.

RPS itself is a learning process plan that is prepared for learning activities for one semester in order to fulfill the learning outcomes charged to the course. "Learning is the mastery of knowledge that is done consciously and formally" (Pringgawidagda, 2002: 17). That is, the higher the relevance, the higher the level of effectiveness.

Therefore, based on the needs analysis in the elective course "Study of Language and Literature Teaching," the RPS becomes a reference in the learning process of the course, and there are four things that need attention in the development of the RPS preparation, namely: (1) graduate learning outcomes imposed on the course; (2) the final abilities planned at each learning stage to fulfill the graduate learning outcomes; (3) study materials related to the abilities to be achieved; and (4) student learning experiences that are realized in the description of tasks that must be done by students during one semester.

#### 4. Summary

According to Government Regulation No. 32 of 2013, which is an improvement of Government Regulation No. 19 of 2005 concerning the National Education System, learning planning is the preparation of lesson plans for each learning content. The plan contains learning process planning, which is presented in the form of a semester learning plan (RPS).

Therefore, in terms of benefits, of course, the RPS provides many benefits for lecturers who have compiled it well. Among these benefits are helping to achieve learning objectives per semester. In one semester, each lecturer certainly has a target to encourage students to gain certain knowledge and skills. This target is included in the RPS, which is called an achievement. The RPS is then compiled in detail about all learning activities in one semester. So that the RPS then helps lecturers achieve all learning targets at each meeting until the end of the semester. In the end, the RPS that is prepared contributes to achieving the learning objectives per semester. Therefore, the preparation needs to be adjusted to the competency that needs to be produced and can be developed with various modifications based on KKNI level 8, so that the learning process will actually produce the expected graduate profile as reflected in the curriculum document and vision of the Applied Linguistics Master Program.



## 5. Bibliography

- Branch, R.M.(2009).*Instructional Design: The ADDIE Approach*. New York: Springer.
- Butler, Y.G. (2011). “The implementation of communicative and task-based language teaching in the Asia-Pacific region”. *Annual Review of Applied Linguistics*, 31, 36-57.
- Borg & Gall. *Education Research an Introduction*. New York, Longman. 2003
- Dick, W., Carey, L., & Carey, J. O. (2001). *The systematic Design of Instruction*. 6<sup>th</sup> Edition. New Jersey: Pearson.
- Ellis, R. (2003). *Task-Based Language Teaching and Learning*. Oxford: OUP.
- Gall, M. D.; Gall, J. P.; & Borg, W. R. (2003). *Education Research: An Introduction*. 7<sup>th</sup> Edition. New York: Pearson Education.
- Joko Kusmanto dan Sarmedi Agus Siregar. 2019. Pengembangan Rencana Pembelajaran Semester (RPS) Mata Kuliah Bahasa Inggris Berbasis *Task- Based Language Teaching* (TBLT). *Jurnal Pendidikan Bahasa dan Sastra*, 19(1), 1-17. doi: 10.17509/bs\_jpbsp.v19i1.20754
- Lexy J. Moleong. *Metodologi Penelitian Kualitatif*, Bandung: Remaja osdakarya. 1995
- Mamalik, Oemar. *Evaluasi Kurikulum*. Bandung: Penerbit PT Remaja Rosdakarya. 1993
- Nada S. Adilah, dkk. 2022. Pengembangan Sistem Informasi Rencana Pembelajaran Semester dan Evaluasi Capaian Pembelajaran Lulusan Berbasis Progressive Web App. *Diffusion, Journal of System and Information Technology*. Vol. 2 N0. 2 Juli 2022
- Pateda, Mansoer. *Linguistik Terapan*. Yogyakarta: Penerbit Nusa Indah. 1991
- Pringgawidagda, Suwarna. 2002. *Strategi Penguasaan Berbahasa*. Yogyakarta: Penerbit Adicita Karya Nusa
- Renstra Pascasarjana 2020-2024. Pascasarjana Universitas Negeri Jakarta

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

