| | Universitas Negeri Surabaya | Kode Dokumen |
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# RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Communication Skills | | | 2 | | | | 25 Agustus 2026 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
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| **Deskripsi Singkat MK** | The UNESA Communication Skills course is designed to develop students‘ communication skills in various contexts, both verbally and in writing. In this course, students will learn various effective communication techniques, including how to convey ideas clearly, listen actively, and provide constructive feedback. In addition to theory, this course also emphasizes practice through group discussions, presentations, and public speaking exercises. Thus, students not only learn about communication theory, but also gain practical skills that can be applied in academic and professional environments. In addition to basic communication skills, this course also emphasizes the importance of interpersonal communication and communication in a team context. Students will learn how to build positive and productive relationships with colleagues and how to manage conflicts that may arise. Through reflective activities and selfevaluation, students will have the opportunity to identify strengths and areas that need improvement in their communication skills. With a comprehensive approach, the UNESA Communication Skills course aims to prepare students to become effective and professional communicators who are ready to face challenges in the world of work. |

**Capaian Pembelajaran (CP)**

**CPL-PRODI yang dibebankan pada MK**

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| **CPL** | Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya |
| **CPL** | Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan |

**Capaian Pembelajaran Mata Kuliah (CPMK)**

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| **CPMK-1** | Students are able to identify, Analyze, and explain fundamental communication theories related to interpersonal and group communication processes. |
| **CPMK-2** | Students are able to evaluate and develop effective speaking and listening skills in various contexts, both formal and informal (C5). |
| **CPMK-3** | Students are able to apply persuasive communication and ethical negotiation techniques in professional and academic situations (C3). |
| **CPMK-4** | Students are able to organize and utilize information and communication technologies to convey ideas creatively and effectively, both orally and in writing (A4). |

**Matrik CPL - CPMK**

| CPMK | CPL | CPL |
|---|---|---|
| CPMK-1 | ✔ | |
| CPMK-2 | ✔ | |
| CPMK-3 | | ✔ |
| CPMK-4 | | ✔ |

**Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)**

| 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 | | | | | | | | | | | | | | ✔ | ✔ | ✔ |

| Pustaka | Utama : |
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1. Chaffey, D. (2022). Digital marketing: Strategy, implementation, and practice (8th ed.). Pearson.
2. Carroll, B. (2021). Writing for digital media (3rd ed.). Routledge.
3. Carnegie, D. & Associates. (2020). Effective communication skills: Essential skills for success in work and life. Simon & Schuster.
4. Davis, D. (2020). Creative strategy and the business of design. Peachpit Press.
5. Guzman, A. (Ed.). (2021). Communication in the age of virtual reality. Routledge.
6. Lipschultz, J. H. (2022). Social media communication: Concepts, practices, data, law, and ethics (3rd ed.). Routledge.
7. Jones, B. (2021). Communicating data with Tableau. O'Reilly Media.
8. Madigan, M. T. (2020). Digital communication: Technologies, concepts, and applications. McGraw-Hill.
9. Abel, S., & Bailie, R. (2020). The language of content strategy. XML Press.
10. Winters, S. (2020). Content design. Content Design London.
11. Mehrabian, A. (2020). Nonverbal Communication (Revised ed.). Routledge.
12. Goleman, D. (2020). Emotional Intelligence 2.0. TalentSmart.
13. Cohen, S., & Austin, S. (2021). Essential Communication Skills for Healthcare Professionals. Springer
14. DeVito, J. A. (2021). The Interpersonal Communication Book (15th ed.). Pearson.
15. Garnett, R., & Payne, E. (2020). Strategic Communication: A Critical Introduction. Palgrave Macmillan.
16. Hargie, O. D. W. (2020). Skilled Interpersonal Communication: Research, Theory, and Practice (6th ed.). Routledge.


| Pendukung : |
|---|

1. Schoolar
2. SINTA
3. Scopus

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | *Daring (online)* | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Students understand the role of communication in the final project process. | Participation and reflection, Presentation | Understand, Participation and reflection, Presentation | Lecture, class dialogue, group sharing | | | 3% |
| 2 | Students understand the role of communication in the final project process. | Participation and reflection, Presentation | Understand, Participation and reflection, Presentation | Lecture, class dialogue, group sharing | | | 3% |
| 3 | Students can express research ideas clearly, both verbally and in writing. | Participation and reflection, Presentation | Understand, Participation and reflection, Presentation | Lecture, class dialogue, group sharing | | | 3% |
| 4 | Students can express research ideas clearly, both verbally and in writing. | Participation and reflection, Presentation | Understand, Participation and reflection, Presentation | Lecture, class dialogue, group sharing | | | 3% |
| 5 | Students can express research ideas clearly, both verbally and in writing. | Participation and reflection, Presentation | Understand, Participation and reflection, Presentation | Lecture, class dialogue, group sharing | | | 3% |
| 6 | Students develop skills in formal academic writing | Participation and reflection, Presentation, Writing | Understand, Participation and reflection, Presentation, Structure Writing | Lecture, class dialogue, group sharing | | | 3% |
| 7 | Students develop skills in formal academic writing | Participation and reflection, Presentation, Writing | Understand, Participation and reflection, Presentation, Structure Writing | Lecture, class dialogue, group sharing | | | 4% |
| 8 | UTS | UTS | UTS | UTS | | | 20% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **9** | Students practice writing emails and formal requests to advisors or institutions. | Participation and reflection, Presentation, Writing | Understand, Participation and reflection, Presentation, Structure Writing | Lecture, class dialogue, group sharing | | | 4% |
| **10** | Students practice writing emails and formal requests to advisors or institutions. | Participation and reflection, Presentation, Writing | Understand, Participation and reflection, Presentation, Structure Writing | Lecture, class dialogue, group sharing | | | 4% |
| **11** | Students practice writing emails and formal requests to advisors or institutions. | Participation and reflection, Presentation, Writing | Understand, Participation and reflection, Presentation, Structure Writing | Lecture, class dialogue, group sharing | | | 4% |
| **12** | Students improve nonverbal communication and active listening. | Participation and reflection, Presentation | Understand, Participation and reflection, Presentation | Lecture, class dialogue, group sharing | | | 4% |
| **13** | Students improve nonverbal communication and active listening. | Participation and reflection, Presentation | Understand, Participation and reflection, Presentation | Lecture, class dialogue, group sharing | | | 4% |
| **14** | Students learn how to manage anxiety and speak with confidence under pressure. | Participation and reflection, Presentation | Understand, Participation and reflection, Presentation | Lecture, class dialogue, group sharing | | | 4% |
| **15** | Students reflect on their communication growth and create a personal improvement plan. | Participation and reflection, Presentation, Insight in reflection | Understand, Participation and reflection, Presentation, Insight in reflection | Lecture, class dialogue, group sharing, Journaling | | | 4% |
| **16** | UAS | UAS | UAS | UAS | | | 30% |

**Catatan**

1. **Capaian Pembelajaran Lulusan Program Studi (CPL-Prodi)** adalah rumusan kemampuan yang harus dimiliki oleh lulusan program studi yang mencakup sikap, penguasaan pengetahuan, keterampilan umum, dan keterampilan khusus sesuai dengan jenjang kualifikasi, yang diperoleh melalui proses pembelajaran.
2. **CPL-Prodi yang dibebankan pada Mata Kuliah** adalah bagian dari CPL-Prodi yang dipilih dan relevan untuk dikembangkan melalui suatu mata kuliah, sebagai dasar perumusan capaian pembelajaran mata kuliah.
3. **Capaian Pembelajaran Mata Kuliah (CPMK)** adalah kemampuan yang dirumuskan secara spesifik dan diturunkan dari CPL-Prodi yang dibebankan pada mata kuliah, serta menggambarkan kompetensi yang harus dicapai mahasiswa setelah menyelesaikan mata kuliah.
4. **Sub-CPMK** adalah kemampuan akhir yang direncanakan pada setiap tahap pembelajaran, sebagai penjabaran lebih rinci dari CPMK, bersifat terukur dan dapat diamati sesuai dengan materi pembelajaran.
5. **Indikator Penilaian** adalah pernyataan spesifik dan terukur yang digunakan untuk menilai ketercapaian Sub-CPMK, baik dari proses maupun hasil belajar mahasiswa, yang didukung dengan bukti penilaian.
6. **Kriteria Penilaian** adalah tolok ukur yang digunakan untuk menentukan tingkat ketercapaian hasil belajar mahasiswa berdasarkan indikator penilaian, guna menjamin penilaian yang objektif, konsisten, dan adil. Kriteria penilaian dapat bersifat kuantitatif dan/atau kualitatif.
7. **Bentuk Penilaian** meliputi penilaian tes dan non-tes sesuai dengan karakteristik capaian pembelajaran.
8. **Bentuk Pembelajaran** meliputi kuliah, responsi, tutorial, seminar atau bentuk lain yang setara, praktikum, praktik studio, praktik bengkel, praktik lapangan, penelitian, dan pengabdian kepada masyarakat.
9. **Metode Pembelajaran** merupakan cara penyampaian pembelajaran yang digunakan untuk mencapai capaian pembelajaran, antara lain Small Group Discussion, Project Based Learning, Case Based Learning, Collaborative Learning, Discovery Learning, Self-Directed Learning, serta metode lain yang relevan.
10. **Materi Pembelajaran** adalah bahan kajian yang disusun secara sistematis dalam bentuk pokok dan sub-pokok bahasan untuk mendukung pencapaian Sub-CPMK.
11. **Bobot Penilaian** adalah persentase kontribusi setiap komponen penilaian terhadap nilai akhir mata kuliah, yang ditetapkan secara proporsional sesuai tingkat kompleksitas dan ketercapaian Sub-CPMK, dengan total keseluruhan sebesar 100%.
12. TM = Tatap Muka, PT = Penugasan Terstruktur, BM = Belajar Mandiri.