



**Universitas Negeri Surabaya
Faculty of Education,
Psychology Undergraduate Study Program**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Communication Psychology	7320102094	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	6	October 1, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course					
	Program Objectives (PO)					
	PO - 1	Able to demonstrate social sensitivity, appreciation for diversity, spirit of nationalism, independence and entrepreneurship.				
	PO - 2	Able to analyze various psychological symptoms in individuals, groups, organizations and communities using basic psychological theory and assessment concepts				
	PO - 3	Able to apply the principles of data literacy and reporting scientific results that are free of plagiarism and based on academic integrity				
	PO - 4	Able to develop alternative problem solving and carry out non-clinical psychological interventions to change the behavior of individuals, groups, organizations and society in accordance with the Indonesian psychology code of ethics				
PLO-PO Matrix						
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4
P.O						
PO-1						
PO-2						
PO-3						
PO-4						

PO Matrix at the end of each learning stage (Sub-PO)

	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																
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Short Course Description	This course discusses the communication process based on a psychological perspective, which reveals the individual's goals in communicating; internal processes that occur when communicating; the influence of communication on the parties carrying out the communication; models used in carrying out intrapersonal and interpersonal communication; communication elements that will involve various types of media or channels. Lectures are carried out using direct learning, independent assignments, and group discussions
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References	Main :
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1. Mulyana, Deddy. 2004. Ilmu Komunikasi Suatu Pengantar. Bandung : PT Remaja Rosdakarya
2. Suryanto. 2015. Pengantar Ilmu Komunikasi Cetakan I. Bandung : CV Pustaka Setia
3. Budyatna, Muhammad dan Ganiem, Leila Mona. 2011. Teori Komunikasi Antarpribadi Edisi Pertama Cetakan Ke-1. Jakarta : Kencana
4. Vardiansyah, Dani. 2004. Pengantar Ilmu Komunikasi Pendekatan Taksonomi. Jakarta : Ghalia Indonesia
5. Wood, Julia T. 2013. Komunikasi Interpersonal Interaksi Keseharian Edisi 6 Terjemahan Rio Dwi Setiawan. Jakarta : Salemba Empat
6. Effendy, Onong Uchjana. 2011. Ilmu Komunikasi Teori dan Praktek . Bandung : PT Rosdakarya,
7. Suranto. 2011. Komunikasi Interpersonal . Yogyakarta : Graha Ilmu

Supporters:

Supporting lecturer

Ni Wayan Sukmawati Puspitadewi, S.Psi., M.Psi.
Vania Ardelia, S.Psi., M.Sc.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to understand the concept of communication psychology	<ol style="list-style-type: none"> 1.Able to understand communication concepts 2.Able to understand the concept of Communication Psychology 3.Able to understand the relationship between communication psychology and psychology 4.Able to understand the relationship between communication science and psychology 5.Able to present the results of group discussions 	<p>Criteria: Assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Contextual instruction Think pair share 2 X 50		<p>Material: Communication Psychology Literature: <i>Mulyana, Deddy. 2004. Communication Science An Introduction. Bandung: PT Teen Rosdakarya</i></p>	2%
2	Students are able to understand communication behavior by considering communication principles and communication approaches	<ol style="list-style-type: none"> 1.Able to understand the communication process based on communication principles 2.Understand the communication process by considering 2 variables, namely communication principles and communication approaches 3.Able to present discussion results to other groups 4.Able to understand explanations from other groups. 	<p>Criteria: Score 4 if very good Score 3 if good Score 2 if adequate Score 1 if poor</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative learning (jigsaw) 2 X 50		<p>Material: Communication Psychology Reader: <i>Suryanto. 2015. Introduction to Print Communication Science I. Bandung: CV Pustaka Setia</i></p>	3%

3	Students are able to understand communication behavior, based on a psychological perspective.	<ol style="list-style-type: none"> 1. Able to understand the communication process based on behavioral, cognitive, psychoanalytic and phenomenological approaches 2. Able to present discussion results to other groups 3. Able to understand explanations from other groups 	<p>Criteria: Score 4 if very good Score 3 if good Score 2 if adequate Score 1 if poor</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative learning (jigsaw) 2 X 50		<p>Material: Communication Psychology Literature: <i>Budyatna, Muhammad and Ganiem, Leila Mona. 2011. Interpersonal Communication Theory, First Edition, 1st Printing. Jakarta : Kencana</i></p>	2%
4	Students are able to understand the strengths and weaknesses of communication models based on components and levels of communication	<ol style="list-style-type: none"> 1. Able to understand various types of communication based on communication models 2. Able to understand the role of communication components based on the communication model 3. Able to understand the strengths and weaknesses of communication models based on components and levels of communication 	<p>Criteria: Score 4 if very good Score 3 if good Score 2 if adequate Score 1 if poor</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Contextual instruction Small Group Discussion 2 X 50		<p>Material: Communication Psychology Literature: <i>Vardiansyah, Dani. 2004. Introduction to Communication Science Taxonomic Approach. Jakarta: Ghalia Indonesia</i></p>	3%
5	Students are able to understand the role of communication elements in communication situations.	<ol style="list-style-type: none"> 1. Able to understand the role of communication elements in communication activities 2. Able to present discussion results to other groups 3. Able to understand explanations from other groups 	<p>Criteria: Score 4 if very good Score 3 if good Score 2 if adequate Score 1 if poor</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative learning (jigsaw) 2 X 50		<p>Material: Communication Psychology Literature: <i>Vardiansyah, Dani. 2004. Introduction to Communication Science Taxonomic Approach. Jakarta: Ghalia Indonesia</i></p>	3%
6	Students are able to understand the interrelationship of various types of communication applied at communication levels, communication models and communication components	<ol style="list-style-type: none"> 1. Able to identify examples of various types of communication 2. Able to identify the strengths and weaknesses of implementing various types of communication based on levels, components and communication models 	<p>Criteria: Score 4 if very good Score 3 if good Score 2 if adequate Score 1 if poor</p> <p>Form of Assessment : Participatory Activities</p>	Contextual Instruction Small Group Discussion 2 X 50	Contextual Instruction Small Group Discussion 2 x 50	<p>Material: Communication Psychology References: <i>Wood, Julia T. 2013. Interpersonal Communication, Daily Interactions, 6th Edition Translated by Rio Dwi Setiawan. Jakarta : Salemba Empat</i></p>	3%
7	Students are able to understand the interrelationship of various types of communication applied at communication levels, communication models and communication components	<ol style="list-style-type: none"> 1. Able to identify examples of various types of communication 2. Able to identify the advantages and disadvantages of implementing various types of communication based on levels, components and communication models 	<p>Criteria: Score 4 if very good Score 3 if good Score 2 if adequate Score 1 if poor</p> <p>Form of Assessment : Participatory Activities</p>	Contextual Instruction Small Group Discussion 2 X 50		<p>Material: Communication Psychology Literature: <i>Effendy, Onong Uchjana. 2011. Communication Science Theory and Practice. Bandung: PT Rosdakarya,</i></p>	3%

8	Midterm exam	Assessment rubric	Criteria: Assessment rubric Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Contextual Discussion 2 X 50	Contextual Discussion 2 X 50	Material: Communication Psychology Literature: <i>Mulyana, Dedy. 2004. Communication Science An Introduction. Bandung: PT Teen Rosdakarya</i>	20%
9	Students are able to understand the levels of communication	1. Able to understand communication processes that occur at levels: intrapersonal, interpersonal, within groups, between groups, organizations, masses, and masses without media 2. Able to look for relationships between the roles of each communication component in communication activities based on communication levels	Criteria: Score 4 if very good Score 3 if good Score 2 if adequate Score 1 if poor Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Contextual Instruction Small Group Discussion 2 X 50	Contextual Instruction Small Group Discussion 2 x 50	Material: Communication Psychology Literature: <i>Mulyana, Dedy. 2004. Communication Science An Introduction. Bandung: PT Teen Rosdakarya</i>	3%
10	Students are able to understand the levels of communication	1. Students are able to understand the communication processes that occur in intrapersonal, interpersonal, within groups, between groups, organizations, masses and without media. 2. Able to look for relationships between the roles of each communication component in communication activities based on communication levels	Criteria: Score 4 if very good Score 3 if good Score 2 if adequate Score 1 if poor Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Contextual Instruction Small Group Discussion 2 X 50		Material: Communication Psychology Reader: <i>Suryanto. 2015. Introduction to Print Communication Science I. Bandung: CV Pustaka Setia</i>	3%
11	Students are able to understand the purpose of intrapersonal communication	1. Able to understand intrapersonal communication from several experts 2. Able to understand the purpose of intrapersonal communication 3. Able to understand the results of intrapersonal communication 4. Able to understand the factors that influence the success of intrapersonal communication	Criteria: Score 4 if very good Score 3 if good Score 2 if adequate Score 1 if poor Form of Assessment : Participatory Activities	Cooperative learning (jigsaw) 2 X 50		Material: Communication Psychology Literature: <i>Budyatna, Muhammad and Ganiem, Leila Mona. 2011. Interpersonal Communication Theory, First Edition, 1st Printing. Jakarta : Kencana</i>	5%

12	Students are able to understand the levels of communication	<ol style="list-style-type: none"> 1. Able to understand interpersonal communication from several experts 2. Able to understand the results of interpersonal communication (2 parties) 3. Able to understand the factors that influence the success of interpersonal communication (2 parties) 4. Able to understand the purpose of interpersonal communication (2 parties) 	<p>Criteria: Score 4 if very good Score 3 if good Score 2 if adequate Score 1 if poor</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative learning 2 X 50		<p>Material: Communication Psychology Literature: <i>Vardiansyah, Dani. 2004. Introduction to Communication Science Taxonomic Approach. Jakarta: Ghalia Indonesia</i></p>	5%
13	Students are able to understand the levels of communication	<ol style="list-style-type: none"> 1. Able to understand interpersonal communication from several experts 2. Able to understand the purpose of interpersonal communication (2 parties) 3. Able to understand the results of interpersonal communication (2 parties) 4. Able to understand the factors that influence the success of interpersonal communication (2 parties) 	<p>Criteria: Score 4 if very good Score 3 if good Score 2 if adequate Score 1 if poor</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative learning 2 X 50	Cooperative learning 2 x 50	<p>Material: Communication Psychology Literature: <i>Effendy, Onong Uchjana. 2011. Communication Science Theory and Practice. Bandung: PT Rosdakarya,</i></p>	5%
14	Students are able to understand the levels of communication	<ol style="list-style-type: none"> 1. Able to understand the purpose of interpersonal (small group) communication 2. Able to understand the results of interpersonal communication (small groups) 3. Able to understand the factors that influence the success of interpersonal communication (small groups) 	<p>Criteria: Score 4 if very good Score 3 if good Score 2 if adequate Score 1 if poor</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative learning 2 X 50	Cooperative learning 2 x 50	<p>Material: Communication Psychology References: <i>Wood, Julia T. 2013. Interpersonal Communication, Daily Interactions, 6th Edition Translated by Rio Dwi Setiawan. Jakarta : Salemba Empat</i></p>	5%

15	Students are able to understand the levels of communication	<ol style="list-style-type: none"> 1. Able to understand the purpose of conducting interpersonal communication (large groups) 2. Able to understand the results of interpersonal communication (large groups) 3. Able to understand the factors that influence the success of interpersonal communication (large groups) 	Criteria: Score 4 if very good Score 3 if good Score 2 if adequate Score 1 if poor Form of Assessment : Participatory Activities	Cooperative learning 2 X 50	Cooperative learning 2 x 50	Material: Communication Psychology Literature: <i>Effendy, Onong Uchjana. 2011. Communication Science Theory and Practice. Bandung: PT Rosdakarya,</i>	5%
16	Final exams	Assessment rubric	Criteria: Assessment rubric Form of Assessment : Participatory Activities	Contextual Discussion 2 x 50	Contextual Discussion 2 x 50	Material: Communication Psychology Literature: <i>Suranto. 2011. Interpersonal Communication. Yogyakarta: Science Graha</i>	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	85.5%
2.	Project Results Assessment / Product Assessment	14.5%
		100%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.