



Universitas Negeri Surabaya
Faculty of Social and Legal Sciences
Communication Science Bachelor Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																										
Communication and Social Change	7020104110	Study Program Elective Courses	T=4	P=0	ECTS=6.36	1	August 8, 2023																																										
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																											
		Tsuroyya, S.S., M.A.			Dr. Anam Miftakhul Huda, S.Kom., M.I.Kom.																																											
Learning model	Case Studies																																																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																
	PLO-8	Able to collaborate, develop networks and evaluate performance.																																															
	Program Objectives (PO)																																																
	PLO-PO Matrix																																																
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px;">P.O</td> <td style="width: 50px;">PLO-8</td> </tr> </table>						P.O	PLO-8																																								
P.O	PLO-8																																																
	PO Matrix at the end of each learning stage (Sub-PO)																																																
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																	
Short Course Description	Examines the context of communication and social change which is divided into three substantive categories, namely communication and social change, the Indonesian communication system, media and social change, as well as social issues that are resolved through a communication perspective.																																																
References	Main :																																																
	<ol style="list-style-type: none"> 1. Melkote, S. and Steeves, H. (2005). Communication for Development in the Third World: Theory and Practice for Empowerment, 2nd edition. New Delhi: Sage Publication India Pvt Ltd. 2. Nurudin. Sistem Komunikasi Indonesia . 2007. Rajawali Pers. 3. Saebani, B. (2016). Sosiologi Pembangunan. Bandung: Pustaka Setia. 4. Wilkins, K., Tufte, T., and Obregon, R. (2014). The Handbook of Development Communication and Social Change. New Jersey: Wiley-Blackwell. 																																																
	Supporters:																																																
	<ol style="list-style-type: none"> 1. Tsuroyya, M., Dewi, D. K., & Dewi, P. A. R. (2020). A Street Children Dilemma: Between a Student and a Breadwinner. 226(Icss), 321–324. https://doi.org/10.2991/icss-18.2018.65 2. Tsuroyya, Tandyonomanu, D., & Dharmawan, A. (2018). Abandon or embrace: Functionalism perspective of photojournalists on Syrian refugees. Journal of Physics: Conference Series, 953(1). https://doi.org/10.1088/1742-6596/953/1/012191 																																																
Supporting lecturer	Tsuroyya, S.S., M.A. Dr. Anam Miftakhul Huda, S.Kom., M.I.Kom. Muhammad Danu Winata, S.Sos, M.A., M.Si (Han).																																																
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 understand the meaning, scope, function, objectives, communication of social change	Students can explain in depth about the system, the meaning of SKI, the scope of SKI, and the reasons for studying SKI	Form of Assessment : Participatory Activities, Portfolio Assessment	Lectures and discussions 4 X 50		Material: Students understand the meaning, scope, function, objectives, communication of social change. References: <i>Wilkins, K., Tufte, T., and Obregon, R. (2014). The Handbook of Development Communication and Social Change. New Jersey: Wiley-Blackwell.</i>	2%
2	Students understand the patterns of the Indonesian communication system, Development Communication, Sociology of Communication	Students can explain people's media, newspapers entering villages, the role of local government, and traditional art media.	Form of Assessment : Participatory Activities, Portfolio Assessment	Lectures and discussions 4 X 50		Material: Students understand the patterns of the Indonesian communication system, Development Communication, Sociology of Communication Library: <i>Nurudin. Indonesian Communication System. 2007. Rajawali Press.</i>	2%
3	Students understand the press system in Indonesia starting from the authoritarian era of the New Order and post-reformation	Students can explain the development of the press system in Indonesia starting from the authoritarian era of the New Order and post-reformation	Form of Assessment : Participatory Activities	Lectures and discussions 4 X 50		Material: Students understand the press system in Indonesia starting from the authoritarian era of the New Order and post-reformation Reader: <i>Nurudin. Indonesian Communication System. 2007. Rajawali Press.</i>	2%
4	Students understand the development of the broadcast media system in Indonesia and its existence in society	Students can explain the broadcast media system in Indonesia and its existence for society	Form of Assessment : Participatory Activities	Lectures and discussions 4 X 50		Material: Students understand the development of the broadcast media system in Indonesia and its existence in society. Reader: <i>Nurudin. Indonesian Communication System. 2007. Rajawali Press.</i>	2%
5	Students understand the comparison of the Indonesian media system with media systems in other countries	Students can identify the comparison of the media system in Indonesia with media systems in other countries, as divided by Mancini into: - Mediterranean or polarized pluralist model - democratic corporatist - liberal model	Form of Assessment : Participatory Activities	Lectures and discussions 4 X 50		Material: Students understand the comparison of the Indonesian media system with media systems in other countries. Reader: <i>Nurudin. Indonesian Communication System. 2007. Rajawali Press.</i>	2%

6	Explaining the Role of Media in Society	Know the patterns and methods of lectures. Understand the urgency of social change issues. Discuss the role of the media	Form of Assessment : Participatory Activities	· Lectures and discussions 4 X 50		Material: Explaining the Role of Media in Society References: <i>Melkote, S. and Steeves, H. (2005). Communication for Development in the Third World: Theory and Practice for Empowerment, 2nd edition. New Delhi: Sage Publications India Pvt Ltd.</i>	2%
7	Explain the role of the media in conflict events	Explaining the relationship between media and conflict. Examining the Media's Obligations in building Community Integration. Discussing media practices in war	Form of Assessment : Participatory Activities	· Presentation and discussion 4 X 50		Material: Explaining the Role of the Media in conflict events Reference: <i>Tsuroyya, Tandyonomanu, D., & Dharmawan, A. (2018). Abandon or embrace: Functionalism perspective of photojournalists on Syrian refugees. Journal of Physics: Conference Series, 953(1). https://doi.org/...</i>	2%
8	Sub Summative Exam (USS)		Form of Assessment : Participatory Activities, Tests	4 X 50			30%
9	Explaining the Role of Media in Health	· Explain the relationship between media and health · Explain Health Campaigns Discuss media practices in Health Education	Form of Assessment : Participatory Activities	Presentation and discussion 4 X 50		Material: Explaining the Role of Media in Health Literature: <i>Wilkins, K., Tufte, T., and Obregon, R. (2014). The Handbook of Development Communication and Social Change. New Jersey: Wiley-Blackwell.</i>	0%
10	Explain the media in the spread of popular culture	· Explaining popular culture · Explaining Media Culture Discussing Popular Culture in the Media	Form of Assessment : Participatory Activities	· Presentation and discussion 4 X 50		Material: Explaining media in the spread of popular culture References: <i>Wilkins, K., Tufte, T., and Obregon, R. (2014). The Handbook of Development Communication and Social Change. New Jersey: Wiley-Blackwell.</i>	2%

11	Explain the media in the spread of popular culture	<ul style="list-style-type: none"> · Explaining popular culture · Explaining Media Culture Discussing Popular Culture in the Media 	Form of Assessment : Participatory Activities	<ul style="list-style-type: none"> · Presentation and discussion 4 X 50 		Material: Explaining media in the spread of popular culture References: <i>Wilkins, K., Tufte, T., and Obregon, R. (2014). The Handbook of Development Communication and Social Change. New Jersey: Wiley-Blackwell.</i>	3%
12	Students are able to understand, analyze and explain the influence of communication and social change media on individuals, groups, gender, environment, socio-culture, education, sexuality.	<ol style="list-style-type: none"> 1. Students are able to analyze communication issues in changing social systems and development 2. Students can critically respond and respond to media and social change 	Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	<ul style="list-style-type: none"> Group discussion 4 X 50 		Material: Students are able to understand, analyze and explain the influence of communication and social change media on individuals, groups, gender, environment, socio-culture, education, sexuality. References: <i>Saebani, B. (2016). Sociology of development. Bandung: Pustaka Setia.</i>	3%
13	Students are able to understand, analyze and explain the influence of communication and social change media on individuals, groups, gender, environment, socio-culture, education, sexuality.	<ol style="list-style-type: none"> 1. Students are able to analyze communication issues in changing social systems and development 2. Students can critically respond and respond to media and social change 	Form of Assessment : Participatory Activities, Tests	<ul style="list-style-type: none"> Group discussion 4 X 50 		Material: Students are able to understand, analyze and explain the influence of communication and social change media on individuals, groups, gender, environment, socio-culture, education, sexuality. References: <i>Saebani, B. (2016). Sociology of development. Bandung: Pustaka Setia.</i>	4%
14	Students are able to understand, analyze and explain the influence of communication and social change media on individuals, groups, gender, environment, socio-culture, education, sexuality.	<ol style="list-style-type: none"> 1. Students are able to analyze communication issues in changing social systems and development 2. Students can critically respond and respond to media and social change 	Form of Assessment : Participatory Activities	<ul style="list-style-type: none"> Group discussion 4 X 50 		Material: Students are able to understand, analyze and explain the influence of communication and social change media on individuals, groups, gender, environment, socio-culture, education, sexuality. References: <i>Saebani, B. (2016). Sociology of development. Bandung: Pustaka Setia.</i>	2%

15	Students are able to understand, analyze and explain the influence of communication and social change media on individuals, groups, gender, environment, socio-culture, education, sexuality.	1. Students are able to analyze communication issues in changing social systems and development 2. Students can critically respond and respond to media and social change	Form of Assessment : Participatory Activities, Practice/Performance	Group discussion 4 X 50		Material: Students are able to understand, analyze and explain the influence of communication and social change media on individuals, groups, gender, environment, socio-culture, education, sexuality. References: <i>Saebani, B. (2016). Sociology of development. Bandung: Pustaka Setia.</i>	2%
16	Summative Exam		Form of Assessment : Participatory Activities, Tests	4 X 50			40%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	58.5%
2.	Project Results Assessment / Product Assessment	1.5%
3.	Portfolio Assessment	2%
4.	Practice / Performance	1%
5.	Test	37%
		100%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.