



**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 Project	7020104135	Compulsory Study Program Subjects	T=0	P=4	ECTS=6.36	5	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	.....		.....			Dr. Anam Miftakhul Huda, S.Kom., M.I.Kom.	

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	Students are able to analyze communication performance																																																		
	PLO-PO Matrix																																																			
	<table border="1" style="margin-left: 40px;"> <tr> <td style="width: 100px; height: 20px;">P.O</td> <td colspan="16"></td> </tr> <tr> <td style="width: 100px; height: 20px;">PO-1</td> <td colspan="16"></td> </tr> </table>		P.O																	PO-1																																
P.O																																																				
PO-1																																																				
PO Matrix at the end of each learning stage (Sub-PO)																																																				
<table border="1" style="margin-left: 40px;"> <tr> <td rowspan="2" style="width: 100px; height: 20px;">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> <tr> <td style="width: 100px; height: 20px;">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><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																	
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PO-1																																																				

Short Course Description	The Communication Performance course aims to develop effective speaking and communication skills in various contexts, both formal and informal. Students will learn about speaking techniques, listening skills, use of body language, as well as persuasive and convincing presentations
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References	Main :	
		<ol style="list-style-type: none"> <li>1. Junaidi, Aris dkk. 2020. Panduan Penyusunan Kurikulum Pendidikan Tinggi di Era Industri 4.0 untuk Mendukung Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.</li> <li>2. Unesa. 2020. Pedoman pengembangan dan Implementasi Kurikulum Merdeka Belajar dan Kampus Merdeka. Surabaya: Unesa</li> <li>3. Unesa.2017. Panduan Penyelenggaraan Kampung Literasi. Jakarta: Ditjen PAUD dan Dikmas.</li> </ol>
	Supporters:	

Supporting lecturer	Dr. Anam Miftakhul Huda, S.Kom., M.I.Kom. Aditya Fahmi Nurwahid, S.I.Kom., M.A.
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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 prepare communication program materials	Students' accuracy in understanding communication program materials	<b>Criteria:</b> Non Test  <b>Form of Assessment :</b> Participatory Activities	Discussion, Lecture, PjBL 2x50		<b>Material:</b> Communication program materials <b>Reference:</b> <i>DeVito, JA (2019). The Interpersonal Communication Book (15th ed.). Pearson.</i>	2%
2	Students are able to prepare communication project program materials	Students' accuracy in understanding communication program materials	<b>Criteria:</b> Non Test  <b>Form of Assessment :</b> Participatory Activities	Discussion, Lecture, PjBL 2x50		<b>Material:</b> Communication program materials <b>Reference:</b> <i>DeVito, JA (2019). The Interpersonal Communication Book (15th ed.). Pearson.</i>	2%
3	Students are able to understand design in compiling materials for communication projects	Students' accuracy in understanding design in compiling materials for communication performance	<b>Criteria:</b> Non test	Lectures, Discussions 2x50		<b>Material:</b> Preparing materials for communication performance <b>References:</b> <i>Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology.</i>	2%
4	Students are able to understand design in compiling materials for communication projects	Students' accuracy in understanding design in compiling materials for communication performance	<b>Criteria:</b> Non test	Lectures, Discussions 2x50		<b>Material:</b> Preparing materials for communication performance <b>References:</b> <i>Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology.</i>	2%

5	Students are able to document, store, secure and retrieve village project program publication materials that are valid and meet plagiarism requirements	Student accuracy in documenting, storing, securing and retrieving publication materials for the communication performance program	<b>Criteria:</b> Non test  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Lectures, Discussions 2x50		<b>Material:</b> Library Archiving : <i>Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology.</i>	4%
6	Students are able to document, store, secure and retrieve village project program publication materials that are valid and meet plagiarism requirements	Student accuracy in documenting, storing, securing and retrieving publication materials for the communication performance program	<b>Criteria:</b> Non test  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Lectures, Discussions 2x50		<b>Material:</b> Communication Performance Program Documentation <b>References:</b> <i>Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology.</i>	4%
7	Able to analyze appropriate village project program publication media in disseminating work results	Students' accuracy in publication of appropriate village project program media in disseminating work results	<b>Criteria:</b> Non Test  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Lectures, Discussions 2x50		<b>Material:</b> Publication Design <b>Bibliography:</b> <i>Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology.</i>	4%

8	UTS	Student accuracy in evaluating meetings 1-7	<b>Form of Assessment :</b> Project Results Assessment / Product Assessment	PjBL 2x50		<b>Material:</b> Meeting material 1-7 <b>References:</b> <i>Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology.</i>	20%
9	Students are able to determine the publication media for communication performance programs		<b>Criteria:</b> Non test  <b>Form of Assessment :</b> Portfolio Assessment	Lectures, discussions 2x50		<b>Material:</b> Determination of publication media <b>References:</b> <i>Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology.</i>	5%
10	Students are able to determine the publication media for communication project programs		<b>Criteria:</b> Non test  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment	Lectures, discussions 2x50		<b>Material:</b> Determination of publication media <b>References:</b> <i>Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology.</i>	5%

11	Able to publish programs for communication projects	Students' accuracy in publishing communication performance programs	<b>Criteria:</b> Non test  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment			<b>Material:</b> Bibliography Publication : <i>Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology.</i>	4%
12	Able to publish programs for communication performance	Students' accuracy in publishing communication performance programs	<b>Criteria:</b> Non test  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	PjBL 2x50		<b>Material:</b> Bibliography Publication : <i>Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology.</i>	4%
13	Able to publish programs for communication projects	Students' accuracy in publishing communication performance programs	<b>Criteria:</b> Non test  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	PjBL 2x50		<b>Material:</b> Bibliography Publication : <i>Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology.</i>	5%

14	Able to publish programs for communication projects	Students' accuracy in publishing communication performance programs	<b>Criteria:</b> Non test  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	PjBL 2x50		<b>Material:</b> Bibliography Publication : <i>Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology.</i>	4%
15	Able to publish programs for communication projects	Students' accuracy in publishing communication performance programs	<b>Criteria:</b> Non test  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	PjBL 2x50		<b>Material:</b> Bibliography Publication : <i>Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology.</i>	6%
16			<b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Test	PjBL 2x50		<b>Material:</b> Meeting material 8-15 <b>References:</b> <i>Junaidi, Aris et al. 2020. Guide to Preparing a Higher Education Curriculum in the Industrial Era 4.0 to Support Independent Learning - Independent Campuses. Jakarta: Directorate General of Higher Education, Ministry of Education, Culture, Research and Technology.</i>	31%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
1.	Participatory Activities	4%
2.	Project Results Assessment / Product Assessment	73%

3.	Portfolio Assessment	7.5%
4.	Test	15.5%
		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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.