



**Universitas Negeri Surabaya
Faculty of Education,
Undergraduate Study Program in Out-of-School Education**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date												
Communication	8620503066		T=3 P=0 ECTS=4.77	4	July 18, 2024												
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator												
		Rivo Nugroho, S.Pd., M.Pd.												
Learning model	Case Studies																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																
	Program Objectives (PO)																
	PLO-PO Matrix																
		P.O															
	PO Matrix at the end of each learning stage (Sub-PO)																
	P.O	Week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Short Course Description	Students are able to apply the essence, concepts, types of social communication, functions and processes of communication, characteristics of effective communication, good communication techniques and negotiation skills and public relations programs using information and communication technology in the field of community empowerment training.																
References	Main :																
	1. Holmes, David. 2005. Communication theory media, technology,society. London: London Sage Publication 2. Elvinaro Ardianto & Sholeh Sumirat. 2002. dasar-dasar public relations.Bandung: Remaja Rosdakarya 3. Lewicky, Roy J, Bruce Berry, David M.Sanders. 2008. Essentials of Negotiation. Boston USA: McGrawHillIrwin 4. Iriantra,Yosal. 2004. Community Relation Konsep dan aplikasi. Bandung: Simbiosia Rekatama Media 5. Lasswell, Harold D. 2007. The structure and function of communication in society. journal 6. Suranto Aw. 2010. Komunikasi Sosial Budaya. Yogyakarta: Graha Ilmu. 7. Dedy mulyana. 2000. Ilmu komunikasi suatu pengantar. Bandung: PT remaja rosda karya. 8. Onong Uchjana Efendi. 2003. Ilmu Teori dan Filsafat Komunikasi. Bandung: PT Citra Adidtya Bakti. 9. Frazier Moore. 2005. Humas membangun citra dengan komunikasi. Bandung: PT Remaja Rosdakarya.																
	Supporters:																
Supporting lecturer	Prof. Dr. Yatim Riyanto, M.Pd. Widya Nusantara, S.Pd., M.Pd.																
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	<p>Students can clearly describe the meaning of social communication. Students can describe the components and processes of social communication. Students can apply good and effective communication in daily interactions. Students can describe the importance of social communication for society. Students can classify the function of social communication as social control. Students can classify the function of social communication as a response to environmental developments. Students can classify the function of social communication as channeling social capital inheritance</p>	<p>Students can describe the meaning of communication from several figures. Students can express the components of communication. Students can explain the process of communication. Students can apply good communication techniques. Students can show the characteristics of effective communication. Students can describe 3 things that show that social communication can form self-concept, self-existence and survival. Students can explain the function of social communication as social control. Students can explain the function of social communication as a response to environmental developments. Students can explain the function of social communication as a channel for inherited social capital</p>		<p>LECTURE DISCUSSION COMMUNICATION PRACTICE 3 X 50</p>			0%
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2	<p>Students can clearly describe the meaning of social communication. Students can describe the components and processes of social communication. Students can apply good and effective communication in daily interactions. Students can describe the importance of social communication for society. Students can classify the function of social communication as social control. Students can classify the function of social communication as a response to environmental developments. Students can classify the function of social communication as channeling social capital inheritance</p>	<p>Students can describe the meaning of communication from several figures. Students can express the components of communication. Students can explain the process of communication. Students can apply good communication techniques. Students can show the characteristics of effective communication. Students can describe 3 things that show that social communication can form self-concept, self-existence and survival. Students can explain the function of social communication as social control. Students can explain the function of social communication as a response to environmental developments. Students can explain the function of social communication as a channel for inherited social capital</p>		<p>LECTURE DISCUSSION COMMUNICATION PRACTICE 3 X 50</p>			0%
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3	<p>Students can clearly describe the meaning of social communication. Students can describe the components and processes of social communication. Students can apply good and effective communication in daily interactions. Students can describe the importance of social communication for society. Students can classify the function of social communication as social control. Students can classify the function of social communication. as a response to environmental developments. Students can classify the function of social communication as channeling social capital inheritance</p>	<p>Students can describe the meaning of communication from several figures. Students can express the components of communication. Students can explain the process of communication. Students can apply good communication techniques. Students can show the characteristics of effective communication. Students can describe 3 things that show that social communication can form self-concept, self-existence and survival Students can explain the function of social communication as social control Students can explain the function of social communication as a response to environmental developments Students can explain the function of social communication as a channel for inherited social capital</p>		<p>LECTURE DISCUSSION COMMUNICATION PRACTICE 3 X 50</p>			0%
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4	<p>Students can clearly describe the meaning of social communication. Students can describe the components and processes of social communication. Students can apply good and effective communication in daily interactions. Students can describe the importance of social communication for society. Students can classify the function of social communication as social control. Students can classify the function of social communication as a response to environmental developments. Students can classify the function of social communication as channeling social capital inheritance</p>	<p>Students can describe the meaning of communication from several figures. Students can express the components of communication. Students can explain the process of communication. Students can apply good communication techniques. Students can show the characteristics of effective communication. Students can describe 3 things that show that social communication can form self-concept, self-existence and survival. Students can explain the function of social communication as social control. Students can explain the function of social communication as a response to environmental developments. Students can explain the function of social communication as a channel for inherited social capital</p>		<p>LECTURE DISCUSSION COMMUNICATION PRACTICE 3 X 50</p>			0%
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5	<p>Students can clearly describe the meaning of social communication. Students can describe the components and processes of social communication. Students can apply good and effective communication in daily interactions. Students can describe the importance of social communication for society. Students can classify the function of social communication as social control. Students can classify the function of social communication. as a response to environmental developments. Students can classify the function of social communication as channeling social capital inheritance</p>	<p>Students can describe the meaning of communication from several figures. Students can express the components of communication. Students can explain the process of communication. Students can apply good communication techniques. Students can show the characteristics of effective communication. Students can describe 3 things that show that social communication can form self-concept, self-existence and survival Students can explain the function of social communication as social control Students can explain the function of social communication as a response to environmental developments Students can explain the function of social communication as a channel for inherited social capital</p>		<p>LECTURE DISCUSSION COMMUNICATION PRACTICE 3 X 50</p>			0%
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6	<p>Students can clearly describe the meaning of social communication. Students can describe the components and processes of social communication. Students can apply good and effective communication in daily interactions. Students can describe the importance of social communication for society. Students can classify the function of social communication as social control. Students can classify the function of social communication as a response to environmental developments. Students can classify the function of social communication as channeling social capital inheritance</p>	<p>Students can describe the meaning of communication from several figures. Students can express the components of communication. Students can explain the process of communication. Students can apply good communication techniques. Students can show the characteristics of effective communication. Students can describe 3 things that show that social communication can form self-concept, self-existence and survival. Students can explain the function of social communication as social control. Students can explain the function of social communication as a response to environmental developments. Students can explain the function of social communication as a channel for inherited social capital</p>		<p>LECTURE DISCUSSION COMMUNICATION PRACTICE 3 X 50</p>			0%
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7	Students can clearly describe the meaning of social communication. Students can describe the components and processes of social communication. Students can apply good and effective communication in daily interactions. Students can describe the importance of social communication for society. Students can classify the function of social communication as social control. Students can classify the function of social communication. as a response to environmental developments. Students can classify the function of social communication as channeling social capital inheritance	Students can describe the meaning of communication from several figures. Students can express the components of communication. Students can explain the process of communication. Students can apply good communication techniques. Students can show the characteristics of effective communication. Students can describe 3 things that show that social communication can form self-concept, self-existence and survival Students can explain the function of social communication as social control Students can explain the function of social communication as a response to environmental developments Students can explain the function of social communication as a channel for inherited social capital		LECTURE DISCUSSION COMMUNICATION PRACTICE 3 X 50			0%
8	UTS			3 X 50			0%
9	Students are able to design communication strategies in negotiating	Students can describe the meaning, benefits and characteristics of negotiation		COMMUNICATION PRACTICE 3 X 50			0%
10	Students are able to design communication strategies in negotiating	Students can describe the meaning, benefits and characteristics of negotiation		COMMUNICATION PRACTICE 3 X 50			0%
11	Students are able to design communication strategies in negotiating	Students can describe the meaning, benefits and characteristics of negotiation		COMMUNICATION PRACTICE 3 X 50			0%
12	Students are able to design communication strategies in negotiating	Students can describe the meaning, benefits and characteristics of negotiation		COMMUNICATION PRACTICE 3 X 50			0%
13	Students are able to design communication strategies in negotiating	Students can describe the meaning, benefits and characteristics of negotiation		COMMUNICATION PRACTICE 3 X 50			0%
14	Students are able to design communication strategies in negotiating	Students can describe the meaning, benefits and characteristics of negotiation		COMMUNICATION PRACTICE 3 X 50			0%

15	Students are able to design communication strategies in negotiating	Students can describe the meaning, benefits and characteristics of negotiation		COMMUNICATION PRACTICE 3 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.**