



**Universitas Negeri Surabaya
Faculty of Education
Undergraduate Guidance and Counseling Study Program**

Document Code

SEMESTER LEARNING PLAN

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|-----------------------------------|-----|-----------|----------------------------------|-------------------------|------|-------|-------|------|----|----|----|----|----|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Interpersonal Communication | 8620102067 | Compulsory Study Program Subjects | T=2 | P=0 | ECTS=3.18 | 5 | July 17, 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Dra. Titin Indah Pratiwi, M.Pd | | | | | Dr. Evi Winingsih, S.Pd., M.Pd. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning model | Case Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Program Learning Outcomes (PLO) | PLO study program which is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-1 | Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-4 | Develop yourself continuously and collaborate. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 1 | Able to master interpersonal communication concepts and theories | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="width: 100%; text-align: center;"> <tr> <td>P.O</td> <td>PLO-1</td> <td>PLO-4</td> </tr> <tr> <td>PO-1</td> <td>✓</td> <td>✓</td> </tr> </table> | | | | | | P.O | PLO-1 | PLO-4 | PO-1 | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | P.O | PLO-1 | PLO-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO-1 | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="width: 100%; text-align: center;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </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> </table> | | | | | | P.O | Week | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | PO-1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| P.O | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Course Description | In this course students learn to master interpersonal competence in relation to social interactions in daily life, especially with clients in the counseling process, apart from that they also master the basic concepts of interpersonal communication, forms of communication in various interpersonal relationships that humans will experience, and various important things that support effectiveness in interpersonal communication. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ol style="list-style-type: none"> 1. De Vito, Joseph, A. 2013. The Interpersonal Communication Book, Professional Book. Bandung:Citra Aditya Bakti. 2. Egan, Gerard. 2010. The Skill Helper. California: Brooks/Cole Publishing Company. 3. Liliweri, A. 1991. Komunikasi Antar Pribadi. Bandung: Citra Aditya Bakti. 4. Solomon, D., & Theiss, J. (2021). Interpersonal communication: Putting Theory into Practice. Routledge. 5. Stacks, D. W., Salwen, M. B., & Eichhorn, K. C. (2019). An integrated approach to communication theory and research. Routledge. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ol style="list-style-type: none"> 1. Pratiwi, Titin Indah. 2013. Komunikasi Antar Pribadi. Surabaya: UNESA Press. 2. Pratiwi, T. I., & Jemiparera, N. (2019, December). The application of a metaphor technique by healing stories to reduce student anxiety. In 3rd International Conference on Education Innovation (ICEI 2019) (pp. 384-386). Atlantis Press. 3. Asemah, E. S., & Omosotomhe, S. I. (2022). PDF-Fundamentals of Interpersonal Communication. ResearchGate. 4. Amin, A., Alimni, A., Kurniawan, D. A., Triani, E., & Pratama, W. A. (2022). Implications of Teacher Interpersonal Communication Ability on Student Learning Motivation in Islamic Religious Education Lessons During Pandemic. Journal of Education Research and Evaluation, 6(1), 156-167. 5. Govindaraju, Z. S. V. (2022). Interpersonal Communication and Relationship: A Conceptual Review between Educators and Undergraduate Students. Zenodo (CERN European Organization for Nuclear Research). https://doi.org/10.5281/zenodo.6618219 6. Samad, M. Y. A., Fauzi, F., Marhamah, M., & Rahmani, S. U. (2023). Interpersonal communication and situational leadership on teacher performance. Jurnal Ilmu Komunikasi, 21(1), 132. https://doi.org/10.31315/jik.v21i1.7360 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Supporting lecturer | | Dr. Denok Setiawati, M.Pd., Kons. Muhammad Farid Ilhamuddin, 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 | Students are able to understand the courses and learning objectives | Students are able to state the learning objectives of the course correctly. | Criteria: The more complete and correct the more perfect the value Form of Assessment : Participatory Activities | Collaborative learning 2 X 50 | | Material: Basics of Interpersonal Communication Bibliography: De Vito, Joseph, A. 2013. <i>The Interpersonal Communication Book</i> , Professional Book. Bandung: Citra Aditya Bakti. | 3% |
| 2 | Students are able to understand the courses and learning objectives | Students can explain how this course is relevant to their studies. | Criteria: The more complete and correct the more perfect the value Form of Assessment : Participatory Activities | Collaborative learning 2 X 50 | | Material: Helper skills Reader: Egan, Gerard. 2010. <i>The Skill Helper</i> . California: Brooks/Cole Publishing Company. | 3% |
| 3 | Students are able to understand and show an attitude of acceptance of differences in subjective viewpoints between counselors and counselees | 1. Students can understand the concept of interpersonal communication: * Definition of KAP * Elements of KAP * Function and objectives of KAP 2. Students can explain and give examples of factors that influence interpersonal communication 3. Students can explain interpersonal communication processes and strategies | Criteria: The more complete and correct the more perfect the value Form of Assessment : Participatory Activities, Portfolio Assessment | Collaborative learning 2 X 50 | | Material: Interpersonal communication skills Reference: Liliweri, A. 1991. <i>Interpersonal Communication</i> . Bandung: Citra Aditya Bakti. | 3% |
| 4 | 1. Students can identify the differences between the subjective points of view of the counselor and the counselee. 2. Students can provide examples of situations where these differences in viewpoints can be a challenge for the counselee | 1. Students can identify the differences between the subjective points of view of the counselor and the counselee. 2. Students can provide examples of situations where these differences in viewpoints can be a challenge for the counselee | Criteria: The more complete and correct the more perfect the value Form of Assessment : Participatory Activities | Collaborative learning 2 X 50 | | Material: Interpersonal Communication Reference: Liliweri, A. 1991. <i>Interpersonal Communication</i> . Bandung: Citra Aditya Bakti. | 3% |

| | | | | | | | |
|---|---|--|---|----------------------------------|--|--|-----|
| 5 | Students are able to communicate genuine interest verbally and non-verbally | <ol style="list-style-type: none"> 1. Students can explain forms of verbal and non-verbal communication 2. Students can give examples of verbal and non-verbal forms of communication | <p>Criteria: The more complete and correct the more perfect the value</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p> | Collaborative learning 2 X 50 | | <p>Material: Concepts and Practices of interpersonal communication</p> <p>References: <i>Solomon, D., & Theiss, J. (2021). Interpersonal communication: Putting Theory into Practice. Routledge.</i></p> | 3% |
| 6 | Students are able to communicate genuine interest verbally and non-verbally | <ol style="list-style-type: none"> 1. Students can identify verbal and non-verbal communication in counseling situations. 2. Students can differentiate between effective and ineffective verbal and non-verbal communication in counseling. | <p>Criteria: The more complete and correct the more perfect the value</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p> | Collaborative learning 2 X 50 | | <p>Material: Communication Approach</p> <p>Literature: <i>Stacks, DW, Salwen, MB, & Eichhorn, KC (2019). An integrated approach to communication theory and research. Routledge.</i></p> | 3% |
| 7 | Understand and apply active listening skills | <ol style="list-style-type: none"> 1. Students can explain the importance of active listening skills in counseling. 2. Students can describe concrete strategies to improve their active listening skills. | <p>Criteria: The more complete and correct the more perfect the value</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p> | Collaborative learning 2 X 50 | | <p>Material: Interpersonal Communication</p> <p>References: <i>De Vito, Joseph, A. 2013. The Interpersonal Communication Book, Professional Book. Bandung: Citra Aditya Bakti.</i></p> | 4% |
| 8 | Sub Summative Exam (UTS) | Able to do questions correctly | <p>Criteria: The more complete and correct the more perfect the value</p> <p>Form of Assessment : Participatory Activities</p> | UTS 2 X 50 | | <p>Material: Interpersonal skills</p> <p>Reference: <i>Liliwari, A. 1991. Interpersonal Communication. Bandung: Citra Aditya Bakti.</i></p> | 20% |
| 9 | Understand Interpersonal Communication and the axioms that accompany it | <ol style="list-style-type: none"> 1. Students are able to identify empathetic attitudes in the context of counseling. 2. Students can differentiate between empathetic and non-empathetic attitudes in counseling interactions. | <p>Criteria: The more complete and correct the more perfect the value</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p> | Collaborative learning 2 X 50 | | <p>Material: Interpersonal communication</p> <p>Reader: <i>Pratiwi, Titin Indah. 2013. Interpersonal Communication. Surabaya: UNESA Press.</i></p> | 4% |

| | | | | | | | |
|----|---|---|--|----------------------------------|--|--|----|
| 10 | Understand Interpersonal Communication and the axioms that accompany it | <p>1. Students can explain the concept of attribution in counseling correctly.</p> <p>2. Students can provide examples of situations where appropriate and inappropriate attributions can influence the counseling process.</p> | <p>Criteria: The more complete and correct the more perfect the value</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance</p> | Collaborative learning 2 X 50 | | <p>Material: Methods and practices of communication between peers</p> <p>References: <i>Pratiwi, TI, & Jemiparera, N. (2019, December). The application of a metaphor technique by healing stories to reduce student anxiety. In 3rd International Conference on Education Innovation (ICEI 2019) (pp. 384-386). Atlantis Press.</i></p> | 4% |
| 11 | Students are able to explain the forms of interpersonal communication processes | <p>1. Students can demonstrate forms of the KAP process including: language expression position and emotional atmosphere</p> <p>2. Students can demonstrate forms of the KAP process including: language expression position and emotional atmosphere</p> | <p>Criteria: The more complete and correct the more perfect the value</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p> | Collaborative learning 2 X 50 | | <p>Material: Basics of interpersonal communication</p> <p>References: <i>Asemah, ES, & Omosotomhe, SI (2022). PDF-Fundamentals of Interpersonal Communication. ResearchGate.</i></p> | 4% |
| 12 | Students are able to explain the forms of interpersonal communication processes | <p>1. Students can explain the forms of the KAP process, language, expression and emotional atmosphere</p> <p>2. Students can demonstrate forms of the KAP process including: language expression position and emotional atmosphere</p> | <p>Criteria: The more complete and correct the more perfect the value</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p> | Collaborative learning 2 X 50 | | <p>Material: Implementation of interpersonal communication for teachers</p> <p>References: <i>Amin, A., Alimni, A., Kurniawan, DA, Triani, E., & Pratama, WA (2022). Implications of Teacher Interpersonal Communication Ability on Student Learning Motivation in Islamic Religious Education Lessons During Pandemic. Journal of Educational Research and Evaluation, 6(1), 156-167.</i></p> | 4% |

| | | | | | | | |
|----|---|---|--|----------------------------------|--|--|-----|
| 13 | Understand Interpersonal Communication and the axioms that accompany it | <p>1. Students can find obstacles in interpersonal communication including: semantic interference, prejudice, making decisions too quickly and wrong perceptions</p> <p>2. Students can give examples of obstacles in interpersonal communication including: semantic interference, prejudice, making decisions too quickly and wrong perceptions</p> | <p>Criteria: The more complete and correct the more perfect the value</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p> | Collaborative learning 2 X 50 | | <p>Material: Application of interpersonal communication for guidance and counseling teachers</p> <p>Library: Amin, A., Alimni, A., Kurniawan, DA, Triani, E., & Pratama, WA (2022). <i>Implications of Teacher Interpersonal Communication Ability on Student Learning Motivation in Islamic Religious Education Lessons During Pandemic. Journal of Educational Research and Evaluation</i>, 6(1), 156-167.</p> | 3% |
| 14 | Students are able to apply the Transactional Analysis approach as an approach in counseling and how to overcome these obstacles | <p>1. Students can describe what Transactional Analysis is in counseling</p> <p>2. Students can provide examples of how the Transactional Analysis approach can be used to overcome obstacles in counseling.</p> | <p>Criteria: The more complete and correct the more perfect the value</p> <p>Forms of Assessment : Participatory Activities, Practical Assessment, Practical / Performance</p> | Collaborative learning 2 X 50 | | <p>Material: Communication and relationships</p> <p>References: Govindaraju, ZSV (2022). <i>Interpersonal Communication and Relationship: A Conceptual Review between Educators and Undergraduate Students. Zenodo (CERN European Organization for Nuclear Research). https://doi.org/...</i></p> | 4% |
| 15 | Students are able to apply the Transactional Analysis approach as an approach in counseling and how to overcome these obstacles | <p>1. Students can describe what Transactional Analysis is in counseling</p> <p>2. Students can provide examples of how the Transactional Analysis approach can be used to overcome obstacles in counseling.</p> | <p>Criteria: The more complete and correct the more perfect the value</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p> | Collaborative learning 2 X 50 | | <p>Material: Interpersonal Communication</p> <p>References: Samad, MYA, Fauzi, F., Marhamah, M., & Rahmani, SU (2023). <i>Interpersonal communication and situational leadership on teacher performance. Journal of Communication Sciences</i>, 21(1), 132. https://doi.org/...</p> | 5% |
| 16 | Summative Examination (UAS) | Do the questions well and correctly | <p>Criteria: The more complete and correct the more perfect the value</p> <p>Form of Assessment : Participatory Activities, Tests</p> | UAS 2 X 50 | | <p>Material: Interpersonal communication</p> <p>Reader: Pratiwi, Titin Indah. 2013. <i>Interpersonal Communication. Surabaya: UNESA Press.</i></p> | 30% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|--------------------------|------------|
| 1. | Participatory Activities | 62.33% |

| | | |
|----|---|--------|
| 2. | Project Results Assessment / Product Assessment | 3.5% |
| 3. | Portfolio Assessment | 13.5% |
| 4. | Practical Assessment | 2.33% |
| 5. | Practice / Performance | 3.33% |
| 6. | Test | 15% |
| | | 99.99% |

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.