



**Universitas Negeri Surabaya
Faculty of Languages and Arts
Undergraduate Study Program in Indonesian Language and
Literature Education**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																		
Citizenship**	8820102053		T=2 P=0 ECTS=3.18	7	July 18, 2024																																																		
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																																		
		Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.																																																		
Learning model	Project Based Learning																																																						
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																						
	PLO-5	Contribute to improving the quality of life of the community, nation and state as well as progressing changes based on Pancasila																																																					
	Program Objectives (PO)																																																						
	PO - 1	Identify communication using good and correct Indonesian																																																					
	PLO-PO Matrix																																																						
		<table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td style="padding: 5px;">PLO-5</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px;"></td> </tr> </table>	P.O	PLO-5	PO-1																																																		
P.O	PLO-5																																																						
PO-1																																																							
	PO Matrix at the end of each learning stage (Sub-PO)																																																						
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="padding: 5px;">1</td><td style="padding: 5px;">2</td><td style="padding: 5px;">3</td><td style="padding: 5px;">4</td><td style="padding: 5px;">5</td><td style="padding: 5px;">6</td><td style="padding: 5px;">7</td><td style="padding: 5px;">8</td><td style="padding: 5px;">9</td><td style="padding: 5px;">10</td><td style="padding: 5px;">11</td><td style="padding: 5px;">12</td><td style="padding: 5px;">13</td><td style="padding: 5px;">14</td><td style="padding: 5px;">15</td><td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">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																				
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																							
PO-1																																																							
Short Course Description	Mastering theoretical concepts in the field of language skills through activities on how to organize events to produce discrete, integrative, communicative and pragmatic language skills to be practiced in class discussions and exhibitions/department work.																																																						
References	Main :																																																						
	<ol style="list-style-type: none"> 1. Aep Saiful Hamidan. Tanpa Tahun. Belajar Pidato dan MC: Panduan Mudah dan Cepat Memukau Audience dengan Percaya Diri. Yogyakarta: Penerbit Anak Hebat. 2. Elizabeth Tierney. 2004. 101 Cara Berkomunikasi Lebih Baik . Diterjemahkan oleh Antonius Eko W. Jakarta: PT Elek Komputindo (Gramedia Grup). 3. Edy Santosa, dkk. 2005. Terampil Presentasi: Teknik Memberikan Pelatihan dan Mengajar bagi Para Trainer, Fasilitator, dan Guru. Jakarta: Grasindo. 4. R. Fadli. 2001. Terampil Wawancara: Panduan untuk Talk Show . Jakarta: Grasindo. 5. Rini Darmastuti. 2006. Bahasa Indonesia Komunikasi . Yogyakarta: Penerbit Gava Media. 6. Ahmadi, Anas. 2012. Psikologi Berbicara . Surabaya: Unesa Press. 7. Carnegie, D. 2010. The Magic of Speaking. Yogyakarta: Ufuk. 8. Hendricus, D.W. 1991 . Retorika: Terampil Berpidato, Berdiskusi, Berargumentasi, Bernegosiasi. Yogyakarta: Kanisius. 9. Rahmat, J. 2004. Retorika Modern: Pendekatan Praktis . Bandung: Rosdakarya. 																																																						
	Supporters:																																																						
	<ol style="list-style-type: none"> 1. Santosa, A. 2010. Psikologi Persuasi . Jakarta: Grasindo. 																																																						
Supporting lecturer	Yermia Nugroho Agung Wibowo, S.Pd., M.Pd. Hespi Septiana, S.Pd., M.Pd.																																																						
Week-	Final abilities of each learning	Evaluation	Help Learning, Learning methods, Student Assignments, [Estimated time]	Learning materials	Assessment Weight (%)																																																		

	stage (Sub-PO)	Indicator	Criteria & Form	Offline (<i>offline</i>)	Online (<i>online</i>)	[References]	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Identify communication using good and correct Indonesian	Discussing good communication: understanding communication, communication process, forms of communication, five secret keys to mastering speaking techniques, and using Indonesian well and correctly	Criteria: 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1	Group discussion in class Brainstorming opinions and ideas classically 2 X 50		Material: Identifying communication using good and correct Indonesian. Reader: Aep Saiful Hamidan. <i>No Year. Learning to Speech and MC: An Easy and Quick Guide to Amaze the Audience with Confidence.</i> Yogyakarta: Great Children's Publisher. <hr/> Material: - References: Edy Santosa, et al. 2005. <i>Presentation Skills: Techniques for Providing Training and Teaching for Trainers, Facilitators and Teachers.</i> Jakarta: Grasindo.	2%
2	Identify the benefits of good communication, basic principles of communication, communication theories, barriers to communication, and how to facilitate communication	Explains the benefits of good communication, basic principles of communication, communication theory, barriers to communication, and how to facilitate communication	Criteria: 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1 Form of Assessment : Participatory Activities, Practice/Performance	· Group discussions in class · Brainstorming ideas and ideas classically 2 X 50			2%
3	Identifying good communication, namely organizing thoughts, assessing others, choosing appropriate words, using nonverbal behavior, perfecting image, and getting feedback	Explain good communication: organizing thoughts, assessing others, choosing appropriate words, using nonverbal behavior, perfecting image, and getting feedback	Criteria: 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1 Form of Assessment : Participatory Activities	· Group discussions in class · Brainstorming ideas and ideas classically 2 X 50		Material: - Reference: R. Fadli. 2001. <i>Skilled Interviewing: A Guide to Talk Shows.</i> Jakarta: Grasindo.	2%

4	Identify types of communication: leading meetings, giving presentations	Explain types of communication: leading meetings, giving presentations	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1 <p>Form of Assessment : Participatory Activities, Tests</p>	<ul style="list-style-type: none"> · Group discussions in class · Brainstorming ideas and ideas classically <p>2 X 50</p>		<p>Material: -</p> <p>References: <i>Ahmadi, Anas. 2012. Psychology of Speaking. Surabaya: Unesa Press.</i></p>	20%
5	Identifying interviews and talk shows: talk show hosts, talk show sources, talk show listeners, and radio stations	Describes interviews and talk shows: talk show hosts, talk show sources, talk show listeners, and radio stations	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1 <p>Form of Assessment : Participatory Activities</p>	<ul style="list-style-type: none"> · Group discussions in (as a) class · Brainstorming of opinions and ideas in a classical role <p>4 X 50</p>		<p>Material: -</p> <p>References: <i>Rahmat, J. 2004. Modern Rhetoric: A Practical Approach. Bandung: Rosdakarya.</i></p>	2%
6	Identifying interviews and talk shows: talk show hosts, talk show sources, talk show listeners, and radio stations	Describes interviews and talk shows: talk show hosts, talk show sources, talk show listeners, and radio stations	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1 <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<ul style="list-style-type: none"> · Group discussions in (as a) class · Brainstorming of opinions and ideas in a classical role <p>4 X 50</p>		<p>Material: -</p> <p>References: <i>Ahmadi, Anas. 2012. Psychology of Speaking. Surabaya: Unesa Press.</i></p>	2%

7	Identify the purpose and description of presentations, as well as types of presentations	Explain the purpose and description, as well as types of presentations	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1 <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	<ul style="list-style-type: none"> · Group discussions in class · Brainstorming ideas and classical practice <p>2 X 50</p>			50%
8	UTS	UTS	<p>Criteria: Adapt</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>UTS</p> <p>2 X 50</p>		<p>Material: - References: <i>Rahmat, J. 2004. Modern Rhetoric: A Practical Approach. Bandung: Rosdakarya.</i></p>	20%
9	Identifying presentation 2, namely preparation, facilities, process and presentation evaluation	Explain presentation 2: preparation, facilities, process, and presentation evaluation	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1 <p>Form of Assessment : Participatory Activities</p>	<ul style="list-style-type: none"> · Group discussions in class · Brainstorming ideas and ideas classically · Practicing <p>2 X 50</p>		<p>Material: - References: <i>Hendricus, DW 1991 . Rhetoric: Skilled in giving speeches, discussions, arguments, negotiations. Yogyakarta: Kanisius.</i></p>	2%
10	Identify discussions and meetings: discussion groups, discussion requirements, course of discussion, forms of interaction, meeting structure, meeting leader, and meeting participants	Explains discussions and meetings: discussion groups, discussion requirements, course of discussions, forms of interaction, meeting structure, meeting procedures, meeting leaders, and meeting participants	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1 <p>Form of Assessment : Practice / Performance</p>	<ul style="list-style-type: none"> · Group discussions in class · Brainstorming ideas and ideas classically · Practicing <p>2 X 50</p>		<p>Material: - References: <i>Ahmadi, Anas. 2012. Psychology of Speaking. Surabaya: Unesa Press.</i></p>	20%

11	Identify the topic of the speech in the form of meaning and method	· Explain the meaning and methods of giving a speech	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1 <p>Form of Assessment : Participatory Activities</p>	· Group discussions in class · Brainstorming ideas and ideas classically · Practicing 2 X 50			2%
12	Identify the steps and theories of speech	Explain the steps and theories of speech	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1 <p>Form of Assessment : Participatory Activities</p>	· Group discussions in class · Brainstorming ideas and ideas classically · Practicing 2 X 50		<p>Material: - References: <i>Santosa, A. 2010. Psychology of Persuasion. Jakarta: Grasindo.</i></p>	2%
13	Identifying protocols and Presenters 1: meaning of protocols, tasks of the protocol section, and requirements in protocols	Explaining the protocol and Presenter 1: the meaning of the protocol, the duties of the protocol section, and the requirements in the protocol	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1 <p>Form of Assessment : Participatory Activities</p>	· Group discussions in class · Brainstorming ideas and ideas classically · Practicing 2 X 50		<p>Material: - References: <i>Edy Santosa, et al. 2005. Presentation Skills: Techniques for Providing Training and Teaching for Trainers, Facilitators and Teachers. Jakarta: Grasindo.</i></p>	2%

14	Identifying protocols and Hosts 2: event type, timing, and attendee classification	Explains protocol and Event Host 2: type of event, timing, and attendee classification	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1 <p>Form of Assessment : Participatory Activities</p>	· Group discussions in class · Brainstorming ideas and ideas classically · Practicing 2 X 50		<p>Materials: -</p> <p>Bibliography: <i>Elizabeth Tierney. 2004. 101 Ways to Communicate Better. Translated by Antonius Eko W. Jakarta: PT Elek Komputindo (Gramedia Group).</i></p>	2%
15	Identify protocols and Presenters 3: events, work methods, and performance issues	Explains protocol and Host 3: event, work methods, and performance issues	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1 <p>Form of Assessment : Participatory Activities</p>	· Group discussions in class · Brainstorming ideas and ideas classically · Practicing 2 X 50		<p>Material: -</p> <p>References: <i>Rahmat, J. 2004. Modern Rhetoric: A Practical Approach. Bandung: Rosdakarya.</i></p>	6%
16	UAS	-	<p>Form of Assessment : Project Results Assessment / Product Assessment</p>	- 2 X 50		<p>Material: -</p> <p>References: <i>Santosa, A. 2010. Psychology of Persuasion. Jakarta: Grasindo.</i></p>	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	32%
2.	Project Results Assessment / Product Assessment	75%
3.	Practice / Performance	47%
4.	Test	10%
		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.