



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Early Childhood Education Teacher Education Undergraduate Study**  
**Program**

Document  
Code

### SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Interpersonal Communication	8620702035	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	May 3, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Melia Dwi Widayanti, S.Pd., M.Pd.		Melia Dwi Widayanti, S.Pd., M.Pd.			Kartika Rinakit Adhe, S.Pd., M.Pd.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course
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PLO-4	Develop yourself continuously and collaborate.
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PLO-6	Able to make the right decisions based on analysis of information and data, and able to provide guidance in choosing various alternative solutions in providing early childhood education.
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PLO-8	Mastering developmental stages, healthy living concepts, and parenting techniques to optimize early childhood development
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**Program Objectives (PO)**

PO - 1	Students are able to contribute to improving the quality of communication in social life
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PO - 2	Students are able to make decisions based on information and data analysis in choosing various alternative solutions in implementing early childhood education
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PO - 3	Students are able to master the developmental stages of healthy living concepts to optimize early childhood development
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**PLO-PO Matrix**

P.O	PLO-4	PLO-6	PLO-8
PO-1	✓	✓	✓
PO-2	✓	✓	✓
PO-3	✓	✓	✓

**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
PO-1	✓	✓	✓	✓	✓											
PO-2						✓	✓	✓	✓							
PO-3											✓	✓	✓	✓	✓	✓

**Short Course Description** This course discusses the basic concepts of interpersonal communication, the importance of verbal and non-verbal language in interpersonal communication, communication skills, theories for analyzing interpersonal communication situations, communication styles and dimensions of interpersonal relations to be able to become good interpersonal communication actors. effective for children, parents and colleagues. The learning strategies used are lectures, case studies, group discussions, and cooperative learning.

**References**

**Main :**

- DeVito, J. A. (2019). The interpersonal communication book. Instructor, 1, 18.
- Pavord Erica dan Donnelly Ellaine. 2015. Communication And Intrpersonal Skill . Cheltenham : Lantern Publishing
- Solomon Denise dan Theiss Jenifer. 2013. Interpersonal Communication : Putting Theory Into Practice . London: Taylor and Francis Ltd
- Gilchrist Electra dan Petty. 2017. Deviant Communication In teacher-Student Interaction . Hershey : IGI Global

**Supporters:**

Supporting lecturer	Dr. Ruqoyyah Fitri, S.Ag., M.Pd. Dhian Gowinda Luh Safitri, S.Pd., M.Ed. Melia Dwi Widayanti, M.Pd.						
	Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]
(1)	(2)	Indicator	Criteria & Form	Offline ( offline )	Online ( online )	(7)	(8)
1	Understanding the nature and concept of KAP	1.Students are able to explain the meaning, purpose and function of communication 2.Students are able to understand the basic concepts of KAP	<b>Criteria:</b> 1.Students can analyze the meaning, purpose and function of communication correctly 2.Students can understand the basic concepts of KAP correctly  <b>Form of Assessment :</b> Participatory Activities	Lectures, group discussions, case studies, and cooperative learning 2 X 50	Lectures, group discussions, case studies, and cooperative learning 2 X 50	<b>Material:</b> basic concepts of interpersonal communication <b>Reference:</b> DR A Supratiknya. 1995. <i>Interpersonal Communication: A Psychological Review.</i> Jakarta: Kanisius Publishers.	2%
2	Definition of interpersonal communication The importance of communication in interpersonal relationships	1.Students are able to understand the definition of Interpersonal Communication 2.Students are able to understand the elements in KAP 3.Students are able to understand the importance of interpersonal communication	<b>Criteria:</b> Students can understand the definition, elements and importance of interpersonal communication  <b>Form of Assessment :</b> Participatory Activities	Lectures, group discussions, case studies, and cooperative learning 2 X 50	Lectures, group discussions, case studies, and cooperative learning 2 X 50	<b>Material:</b> Definition of interpersonal communication. The importance of communication in interpersonal relationships. <b>Reference:</b> Joseph A Devito. 2012. <i>The interpersonal communication book.</i> Pearson College	3%
3	Understanding of self-concept in KAP	Students are able to explain the basic components and principles of interpersonal communication	<b>Criteria:</b> Presentation  <b>Form of Assessment :</b> Participatory Activities	Lectures, group discussions, case studies, and cooperative learning 2 X 50	Lectures, group discussions, case studies, and cooperative learning 2 X 50	<b>Material:</b> Basic components and principles <b>Reader:</b> Joseph A Devito. 2012. <i>The interpersonal communication book.</i> Pearson College	2%
4	Building effective communication	1.Definition of Effective Communication 2.The Important Role of Effective Communication 3.Factors that influence effective communication skills	<b>Criteria:</b> Presentation  <b>Form of Assessment :</b> Participatory Activities	Lectures, group discussions, case studies, and cooperative learning 2 X 50	Lectures, group discussions, case studies, and cooperative learning 2 X 50	<b>Material:</b> Definition of effective communication, the important role of effective communication and factors that influence effective communication skills. <b>Reference:</b> Johnson David, W. 1993. <i>Reaching Out: Interpersonal Effectiveness and Self Actualization</i> 5th ed. A Division of Simon & Schuster, Inc. Needham Hights, MA 02194.	3%

5	Johari Window theory in interpersonal communication	Understanding the Johari Window theory	<p><b>Criteria:</b> Presentation</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Lectures, group discussions, case studies, and cooperative learning 2 X 50	Lectures, group discussions, case studies, and cooperative learning 2 X 50	<p><b>Material:</b> Basic concepts of the Johari Window Theory How the Johari Window Theory helps understand interpersonal interactions. Four quadrants in the Johari Window Theory: Open, Hidden, Blind, and Unknown <b>Reader:</b> <i>Joseph A Devito. 2012. The interpersonal communication book. Pearson College</i></p> <hr/> <p><b>Material:</b> Basic concepts of the Johari Window Theory and how the Johari Window Theory helps understand interpersonal interactions. Four quadrants in the Johari Window Theory: Open, Hidden, Blind, and Unknown <b>Reader:</b> <i>Joseph A Devito. 2012. The interpersonal communication book. Pearson College</i></p>	5%
6	Building trust in communication	<p>1.Understand the role of trust in building strong relationships</p> <p>2.Understand the positive impact of trust on communication effectiveness</p>	<p><b>Criteria:</b> Active participation in learning</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Lectures, group discussions, case studies, and cooperative learning 2 X 50	Lectures, group discussions, case studies, and cooperative learning 2 X 50	<p><b>Material:</b> The role of trust in building strong relationships <b>Reader:</b> <i>Joseph A Devito. 2012. The interpersonal communication book. Pearson College</i></p> <hr/> <p><b>Material:</b> The positive impact of trust on communication effectiveness. <b>Reference:</b> <i>Johson David, W. 1993. Reaching Out: Interpersonal Effectiveness and Self Actualization 5th ed. A Division of Simon &amp; Schuster, Inc. Needham Hights, MA 02194.</i></p>	5%

7	Conflict and Conflict Communication	<p>1. Understand the meaning of conflict and variation in the context of interpersonal communication</p> <p>2. Understand the types of conflict that may occur in interpersonal relationships</p> <p>3. Understand conflict communication techniques and proactive conflict management through communication</p>	<p><b>Criteria:</b> accuracy in discussions</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, group discussions, case studies, and cooperative learning 2 X 50	Lectures, group discussions, case studies, and cooperative learning 2 X 50	<p><b>Material:</b> Understanding conflict and variation in the context of interpersonal communication. <b>Reference:</b> <i>Solomon Denise and Theiss Jenifer. 2013. Interpersonal Communication: Putting Theory Into Practice. London: Taylor and Francis Ltd</i></p> <hr/> <p><b>Material:</b> Types of conflict that may occur in interpersonal relationships. <b>Reference:</b> <i>Solomon Denise and Theiss Jenifer. 2013. Interpersonal Communication: Putting Theory Into Practice. London: Taylor and Francis Ltd</i></p> <hr/> <p><b>Material:</b> Conflict communication techniques and proactive conflict management through communication <b>Reader:</b> <i>Joseph A Devito. 2012. The interpersonal communication book. Pearson College</i></p>	10%
8	Understand the discussion at meetings 1-7	Students take midterm exams	<p><b>Criteria:</b> Students are able to do the mid-semester exam well and correctly</p> <p><b>Form of Assessment :</b> Test</p>	Summative Test 2 X 50	Summative Test 2 X 50	<p><b>Material:</b> meeting material 1-7 <b>Reader:</b> <i>Pavord Erica and Donelly Ellaine. 2015. Communication and Intrapersonal Skills. Cheltenham : Lantern Publishing</i></p>	15%
9	Students understand interpersonal communication styles	<p>1. Understand the definition and significance of understanding communication styles</p> <p>2. Understand the introduction of communication styles: aggressive, passive, assertive</p> <p>3. Understand the relationship between communication style and interaction results</p>	<p><b>Criteria:</b> Active participation according to the topic of discussion</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, group discussions, case studies, and cooperative learning 2 X 50	Lectures, group discussions, case studies, and cooperative learning 2 X 50	<p><b>Material:</b> Definition and significance of understanding communication styles, Introduction to communication styles: aggressive, passive, assertive and Relationship between communication styles and interaction results <b>References:</b> <i>DeVito, JA (2019). The interpersonal communication book. Instructor, 1, 18.</i></p>	2%

10	Students understand the importance of active listening	Definition and significance of understanding communication styles	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation is appropriate to the topic of discussion</li> <li>2.Introduction to communication styles: aggressive, passive, assertive</li> <li>3.The relationship between communication style and interaction results</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, group discussions, case studies, and cooperative learning 2 X 50		<p><b>Material:</b> Definition and significance of understanding communication styles, Introduction to communication styles: aggressive, passive, assertive and Relationship between communication styles and interaction results</p> <p><b>References:</b> <i>Knapp Mark L and Daly John A. 2011. Interpersonal Communication. Tousand Oaks : Sage</i></p>	3%
11	Students are able to identify communication problems in PAUD	Understanding of case analysis	<p><b>Criteria:</b> Accuracy in targeting problems</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Lectures, group discussions, case studies, and cooperative learning 2 X 50	Lectures, group discussions, case studies, and cooperative learning 2 X 50	<p><b>Material:</b> Parenting Communication for Children</p> <p><b>References:</b> <i>DeVito, JA (2019). The interpersonal communication book. Instructor, 1, 18.</i></p>	5%
12	Students are able to identify communication problems in PAUD	Understanding of case analysis	<p><b>Criteria:</b> Accuracy in targeting problems</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Lectures, group discussions, case studies, and cooperative learning 2 X 50	Lectures, group discussions, case studies, and cooperative learning 2 X 50	<p><b>Material:</b> Parenting Communication for Children</p> <p><b>References:</b> <i>DeVito, JA (2019). The interpersonal communication book. Instructor, 1, 18.</i></p>	5%
13	Students are able to identify communication problems with parents/guardians	identify communication problems in PAUD	<p><b>Criteria:</b> Accuracy in analyzing problems</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, group discussions, case studies, and cooperative learning 2 X 50	Lectures, group discussions, case studies, and cooperative learning 2 X 50	<p><b>Material:</b> communication in PAUD</p> <p><b>Reader:</b> <i>Gilchrist Electra and Petty. 2017. Deviant Communication in Teacher-Student Interaction. Hershey: IGI Global</i></p>	5%
14	Students are able to identify communication problems with parents/guardians	identify communication problems in PAUD	<p><b>Criteria:</b> Accuracy in analyzing problems</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, group discussions, case studies, and cooperative learning 2 X 50	Lectures, group discussions, case studies, and cooperative learning 2 X 50	<p><b>Material:</b> communication in PAUD</p> <p><b>Reader:</b> <i>Gilchrist Electra and Petty. 2017. Deviant Communication in Teacher-Student Interaction. Hershey: IGI Global</i></p>	10%

15	Students are able to understand all the material discussed in the lecture (lecture resume)	Students are able to reflect on lecture material	<b>Criteria:</b> Active in discussions  <b>Form of Assessment :</b> Participatory Activities	Lectures, group discussions, case studies, and cooperative learning 2 X 50	Lectures, group discussions, case studies, and cooperative learning 2 X 50	<b>Material:</b> communication with AUD <b>Readers:</b> Magumise Johnson and Chikwiri Elizabeth. 2011. <i>Community Involvement in the Early Childhood Development Program.</i> Germany : Lambert <hr/> <b>Material:</b> communication in PAUD <b>Reader:</b> KR Adhe, MA Ningrum, M Nursalim, S Sujarwanto - <i>International Joint Conference on Arts and Humanities ...., 2023</i>	10%
16	master all the concepts in KAP lectures	Students are able to understand KAP material in an integrative manner	<b>Criteria:</b> answer the question correctly  <b>Form of Assessment :</b> Test	Written Test 2 X 50	Written Test 2 X 50	<b>Material:</b> basic concepts of communication <b>Reader:</b> Joseph A Devito. 2012. <i>The interpersonal communication book.</i> Pearson College <hr/> <b>Material:</b> basic concepts of communication <b>References:</b> DR A Supratiknya. 1995. <i>Interpersonal Communication: A Psychological Review.</i> Jakarta: Kanisius Publishers. <hr/> <b>Material:</b> communication in PAUD <b>Reader:</b> Gilchrist Electra and Petty. 2017. <i>Deviant Communication in Teacher-Student Interaction.</i> Hershey: IGI Global	15%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Portfolio Assessment	20%
3.	Test	30%
		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.