



# UNIVERSITY OF BRAWIJAYA

FACULTY OF ADMINISTRATIVE SCIENCES

DEPARTMENT OF BUSINESS ADMINISTRATION/TOURISM STUDY PROGRAM

## SEMESTER LEARNING PLAN

SUBJECT		CODE	COURSE CLUBS	WEIGHT (credits)	SEMESTER	Date of Compilation
Interpersonal Communication		PAR62016	MKWPS	3	3	February 9, 2024  Updates: February 13, 2024
AUTHORIZATION		RPS Developer Lecturer		RMK Coordinator		Head of Study Program
		Arsih Amalia Chandra Permata, MIKom		Drs. Wiyata., MAB, PhD		Dr. Edy Yulianto, M.P.
Learning Outcomes	CPL PROGRAM					
	CPL1	Students are able to integrate nationalistic attitudes, behavioral values and ethics both in the community and work environment.				
	CPL2	Students are able to produce critical and innovative thinking to support business decision making in the tourism sector.				
	CPL3	Students are able to produce scientific studies to answer current issues in the tourism sector.				
	CPL4	Students are able to practice communication skills, both oral and written, effectively.				
	CPL5	Students are able to manage businesses in the tourism sector by prioritizing entrepreneurial values.				
	CPL6	Students are able to implement science and technology in solving tourism problems				
	CP – MK					



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Learning Outcomes	CPL PROGRAM						
	CPMK1	Able to understand the basic concepts of interpersonal communication (CPL1, CPL4)					
	CPMK2	Able to understand self-concept (CPL1)					
	CPMK3	Able to understand verbal and non-verbal communication (CPL1, CPL4)					
	CPMK4	Able to understand and practice verbal and non-verbal communication orally and in writing (CPL1, CPL4)					
CPMK-CPL Weight Mapping							
		CPL1	CPL2	CPL3	CPL4	CPL5	CPL6
	CPMK1	0.6	0	0	0.4	0	0
	CPMK2	1	0	0	0	0	0
	CPMK3	0.2	0	0	0.8	0	0
	CPMK4	0.1	0	0	0.9	0	0



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Learning Outcomes	CPL PROGRAM						
MK Brief Description	This course examines the basic concepts of interpersonal communication and self-concept. In addition, through this course, students will be taught about verbal and non-verbal communication orally and in writing as well as practicing it.						
Learning Materials / Topics	1) Understanding communication, communication models and self-concept 2) Verbal and non-verbal communication 3) Principles and practices of oral and written communication 4) Applying Interpersonal Communication in the field of tourism						
Library	Main						
	1) Roem, ER & Sarmiati. (2019). Interpersonal Communication. Malang: CV. IRDH. 2) Rakhmawati, Y. (2019). Interpersonal Communication: Concepts and Empirical Studies. Surabaya: CV. Putra Media Nusantara. 3) Wood, Julia.T. (2013). Interpersonal Communication: Daily Interaction. Jakarta: Salemba Humanika						
	Supporters						



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Learning Outcomes	CPL PROGRAM					
	1. Materials released by lecturers 2. Material from the internet					
Instructional Media	Software :			Hardware :		
	Microsoft Power Point Microsoft Word			LED TV Laptop/PC		
Team Teaching	-					
Course Requirements	-					

Week 2-	Sub-CP-MK (as the expected final capability)	Indicator	Assessment Criteria & Forms	Form / Method / Learning Experience (Lectures / Assignments / other forms of learning)	Time (Duration)	Learning Materials / Study Materials [Library]	Assessment Weight (%)
1.2	Able to understand the concept of communication and communication models	Able to explain: 1. Definition of communication 2. The purpose of interpersonal communication 3. The importance of interpersonal communication 4. Communication models	Form: QuizInstrument s:- Rubric- Guidelines- Written quiz  Test Basis: UTS	Form of learning: a. Lecture  Learning methods: a. Lecture plus discussion b. Recitation c. Discovery Learning d. Self-Directing Learning  Learning Experience: a. Reading b. Listening to words c. Expressing opinions	[TM: 4x2x50']  [BM+TT: {1+1}x{8x60'}]	1) Roem, ER & Sarmiati. (2019). Interpersonal Communication. Malang: CV. IRDH. 2) Rakhmawati, Y. (2019). Interpersonal Communication: Concepts and Empirical Studies. Surabaya: CV. Putra Media Nusantara.	10%
3.4	Able to understand the concept of self	Able to explain: 1. Understanding self-concept	Form: QuizInstrument s:- Rubric- Guidelines- Written quiz	Form of learning: a. Lecture  Learning methods:	[TM: 4x2x50']  [BM+TT: {1+1}x{8x60'}]	1) Roem, ER & Sarmiati. (2019). Interpersonal Communication.	10%

		2. Building and developing self-concept 3. Self-concept in interpersonal communication 1. Types of self-concept 2. Dimensions of self-concept	Test Basis: UTS	a. Lecture plus discussion b. Recitation c. Discovery Learning d. Self-Directing Learning  Learning Experience: a. Reading b. Listening to words c. Expressing opinions		Malang: CV. IRDH. 2) Rakhmawati, Y. (2019). Interpersonal Communication: Concepts and Empirical Studies. Surabaya: CV. Putra Media Nusantara.	
5	Able to understand verbal communication	Able to explain: 1. Understanding verbal communication 2. Verbal communication in interpersonal communication 3. The function of	Form: QuizInstrument s:- Rubric-Guidelines- Written quiz  Test Basis: UTS	Form of learning: a. Lecture  Learning methods: a. Lecture plus discussion b. Recitation c. Discovery Learning d. Self-Directing Learning  Learning	[TM: 2x2x50']  [BM+TT: {1+1}x{4x60'}]	1) Roem, ER & Sarmiati. (2019). Interpersonal Communication. Malang: CV. IRDH. 2) Rakhmawati, Y. (2019). Interpersonal Communication: Concepts and Empirical Studies. Surabaya: CV. Putra Media Nusantara.	5%

		verbal communication in interpersonal communication		Experience:a. Readingb. Listening to wordsc. Expressing opinions			
6	Able to understand Non-Verbal Communication	Able to explain: 1. Understanding non-verbal communication 2. Non-verbal communication in interpersonal communication 3. Functions of non-verbal communication	Form: QuizInstrument s:- Rubric-Guidelines-Written quiz  Test Basis: UTS	Form of learning: a. Lecture  Learning methods: a. Lecture plus discussion b. Recitation c. Discovery Learning d. Self-Directing Learning  Learning Experience:a. Readingb. Listening to wordsc. Expressing opinions	[TM: 2x2x50']  [BM+TT: {1+1}x{4x60'}]	1) Roem, ER & Sarmiati. (2019). Interpersonal Communication. Malang: CV. IRDH. 2) Rakhmawati, Y. (2019). Interpersonal Communication: Concepts and Empirical Studies. Surabaya: CV. Putra Media Nusantara.	5%
7,9,10,11,12,13	Able to understand and practice principles and oral communication	Able to explain and practice:	Form: Demonstration	Form of learning: a. Lecture	[TM: 12x2x50']	1) Roem, ER & Sarmiati. (2019). Interpersonal	40%

		1. Principles of public speaking 2. Principles of public presentation 3. Public presentation practice	Instrument: - Rubric  Non-Exam Basis: Practice/demonstration	b.Tutorial Learning methods: a. Lecture plus discussion b. Practice  Learning Experience: a. Reading b. Listening to words c. Expressing opinions	[BM+TT: {1+1}x{24x60'}  [BM+TT: {1+1}x{24x60'}	Communication. Malang: CV. IRDH. 2) Rakhmawati, Y. (2019). Interpersonal Communication: Concepts and Empirical Studies. Surabaya: CV. Putra Media Nusantara.	
8	UTS						
14.15	Able to understand and practice principles and written communication	Able to explain and practice: 1. Principles of written communication 2. Written communication practice: Writing content about tourist destination	Form: Demonstration  Instrument: Rubric  Non-Exam Form: Practice/demonstration	Form of learning: a. Lecture  b.Tutorial  Learning methods: a. Lecture plus discussion b. Practice  Learning Experience: a. Reading b. Listening to words c. Expressing opinions	[TM: 4x2x50']  [BM+TT: {1+1}x{8x60'}	1) Roem, ER & Sarmiati. (2019). Interpersonal Communication. Malang: CV. IRDH. 2) Rakhmawati, Y. (2019). Interpersonal Communication: Concepts and Empirical Studies. Surabaya: CV. Putra Media Nusantara.	30%
16	UAS						



## **TASK DESIGN**

The assignments carried out in this lecture are in the form of Structured Assignments and Independent/Group Assignments:

- Structured Assignments are independent assignments in which students submit a written summary of the lecture results at the meeting, which are then sent to the lecturer.
- Independent/Group assignments consist of public speaking practice/demonstration and writing tourist attraction reviews practice/demonstration.

## **ASSESSMENT PERCENTAGE**

<b>Types of Assessment</b>	<b>Weight</b>
Task	15%
UTS	15%
Project base	50%
UAS	20%

**CPL ASSESSMENT AND EVALUATION TABLE AT MK**

<b>Week to:</b>	<b>CPL</b>	<b>CPMK</b>	<b>Questions (Weight%)</b>	<b>Assessment Weight (test/non-test)</b>	<b>Weight (%)</b>
1	CPL1, CPL4	1	Task 1 Mid-term exam questions (question 1)	2 3	5
2	CPL1, CPL4	1	Task 2 Mid-term exam questions (question 2)	2 3	5
3	CPL1, CPL4	2	Task 3 Mid-term exam questions (question 3)	2 3	5
4	CPL1, CPL4	2	Task 4 Mid-term exam questions (questions 4, 5)	2 3	5
5	CPL1, CPL4	3	Task 5 Mid-term exam questions (question 6)	2 3	5
6	CPL1, CPL4	3	Task 6 Mid-term exam questions (question 7)	2 3	5
7-13	CPL1, CPL4	1, 2, 3, 4	Project 1	40	40
8	<b>MID-SEMESTER EXAM (QUESTIONS 1, 2, 3, 4, 5, 6, 7)</b>				
14-15	CPL1, CPL4	1, 2, 3, 4	Final Exam Questions (Question 8)	30	30
16	<b>FINAL SEMESTER EXAM (QUESTION 8)</b>				

**DETERMINATION OF FINAL VALUE**

Final Value Range (NA)	Quality Letters	Quality Score
> 80	A	4
75 < NA ≤ 80	B+	3.5
69 < NA ≤ 75	B	3
60 < NA ≤ 69	C+	2.5
55 < NA ≤ 60	C	2
50 < NA ≤ 55	D+	1.5
44 < NA ≤ 50	D	1
0 < NA ≤ 44	E	0

**Assessment Weight Mapping – CPMK**

Assessment	CPMK1	CPMK2	CPMK3	CPMK4
Task 1	1	0	0	0
Task 2	1	0	0	0
Task 3	0	1	0	0
Task 4	0	1	0	0
Task 5	0	0	1	0
Task 6	0	0	1	0
UTS1	0.3	0.3	0.4	0
Project 1	0.1	0.1	0.2	0.6
UAS1	0.1	0.1	0.2	0.6

**ASSESSMENT RUBRIC:**

ORAL COMMUNICATION PROJECT					
Category	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Poor (0)
<b>Content</b>  Knowledge of the Topic	Demonstrates an in-depth understanding of the topic with accurate and relevant information.	Shows a good understanding of the topic with mostly accurate and relevant information.	Demonstrates some knowledge of the topic, but information may be limited or slightly off-topic.	Displays a lack of understanding of the topic, with inaccurate or irrelevant information.	Fails to address the topic.
Clarity of Main Points	Clearly articulates and highlights the main points, providing a clear and engaging central message.	Presents main points reasonably well, but some additional clarity is needed.	Main points are somewhat unclear, making it challenging for the audience to follow.	Main points are muddled and difficult to discern.	No clear main points are presented.
<b>Delivery</b>  Vocal Delivery	Uses a clear, varied, and confident voice with excellent pace, pitch, and tone modulation.	Demonstrates a generally clear voice with some variation and confidence.	Vocal delivery is somewhat monotonous or shaky, affecting overall engagement.	Voice is difficult to understand, excessively monotonous, or very shaky.	Unintelligible vocal delivery.
Body Language	Utilizes natural and purposeful gestures, facial expressions, and body	Demonstrates some appropriate gestures and	Exhibits distracting or awkward body language	Uses inappropriate or offensive body language.	Remains rigid and static throughout the presentation.

	movements that enhance the message.	body language, but with limited effectiveness.	that hinders communication.		
Eye Contact	Maintains consistent and engaging eye contact with the audience, establishing a connection.	Makes some effort to maintain eye contact, but it is sporadic or limited.	Avoids eye contact, impacting audience engagement and connection.	Stares at notes or slides throughout the presentation, completely avoiding eye contact.	Engages solely with notes or slides, ignoring the audience.
<b>Organization</b> Introduction	Engagingly introduces the topic, sets clear objectives, and captures the audience's attention.	Provides a decent introduction, but lacks some clarity or creativity.	Offers a weak introduction that does not engage the audience effectively.	Begins without a clear introduction or fails to capture the audience's attention.	Starts abruptly without any introduction.
Logical Flow	Presents ideas in a well-structured manner with seamless transitions between points.	Generally follows a logical sequence, but transitions are somewhat abrupt or disjointed.	Organization and transitions are weak, making it challenging to follow the flow.	Presents a disorganized and confused sequence of ideas.	Fails to present any coherent structure.
Conclusion	Delivers a powerful and memorable conclusion that reinforces the main points and leaves a lasting impact.	Provides a reasonable conclusion, but it lacks a strong impact or memorability.	Conclusion is weak, abrupt, or disconnected from the main message.	Lacks a proper conclusion or fails to summarize the key points.	Abruptly ends the presentation without any conclusion.

<b>WRITTEN COMMUNICATION PROJECT (UAS)</b>			
<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Perfect</b>
<b>(score 61-70)</b>	<b>(score 71-80)</b>	<b>(score 81-90)</b>	<b>(score 91-100)</b>
1) Not using appropriate analytical methods	1) Using acceptable analytical methods	1) Using a relatively precise analytical method	1) Using appropriate analytical methods
2) Incorrect data analysis	2) Adequate data analysis	2) Appropriate data analysis	2) Effective Data Analysis
3) Draw the wrong conclusion	3) Draw relevant conclusions	3) Draw an appropriate conclusion	3) Draw effective conclusions
4) No critical analysis of the data	4) Adequate critical analysis of the data	4) Critical analysis of the data	4) Very critical analysis of the data
5) Do not use references	5) There are only one or two references and are not relevant	5) There are many irrelevant references	5) There are many and relevant references
6) There is no relationship between literature review (theory, research) and questions	6) There is a relationship between literature review (theory, research) and questions	6) There is a relationship between literature review (theory, research) and questions	6) There is a very clear relationship between literature review (theory, research) and questions

7) Non-standard use of language and non-synchronized sentences	7) Standard use of language and synchronous sentences	7) Standard use of language and synchronous sentences	7) Standard use of language and very synchronous sentences
8) There is no explanation about the topic implication	8) There is an explanation of the topic implications, although it is less in-depth	8) There is a unique and critical explanation of the topic implications	8) There is a unique and very critical explanation of the topic implications
9) Essays are not structured systematically	9) Essays are not structured systematically	9) Essays are systematically arranged	9) Essays are arranged systematically and neatly