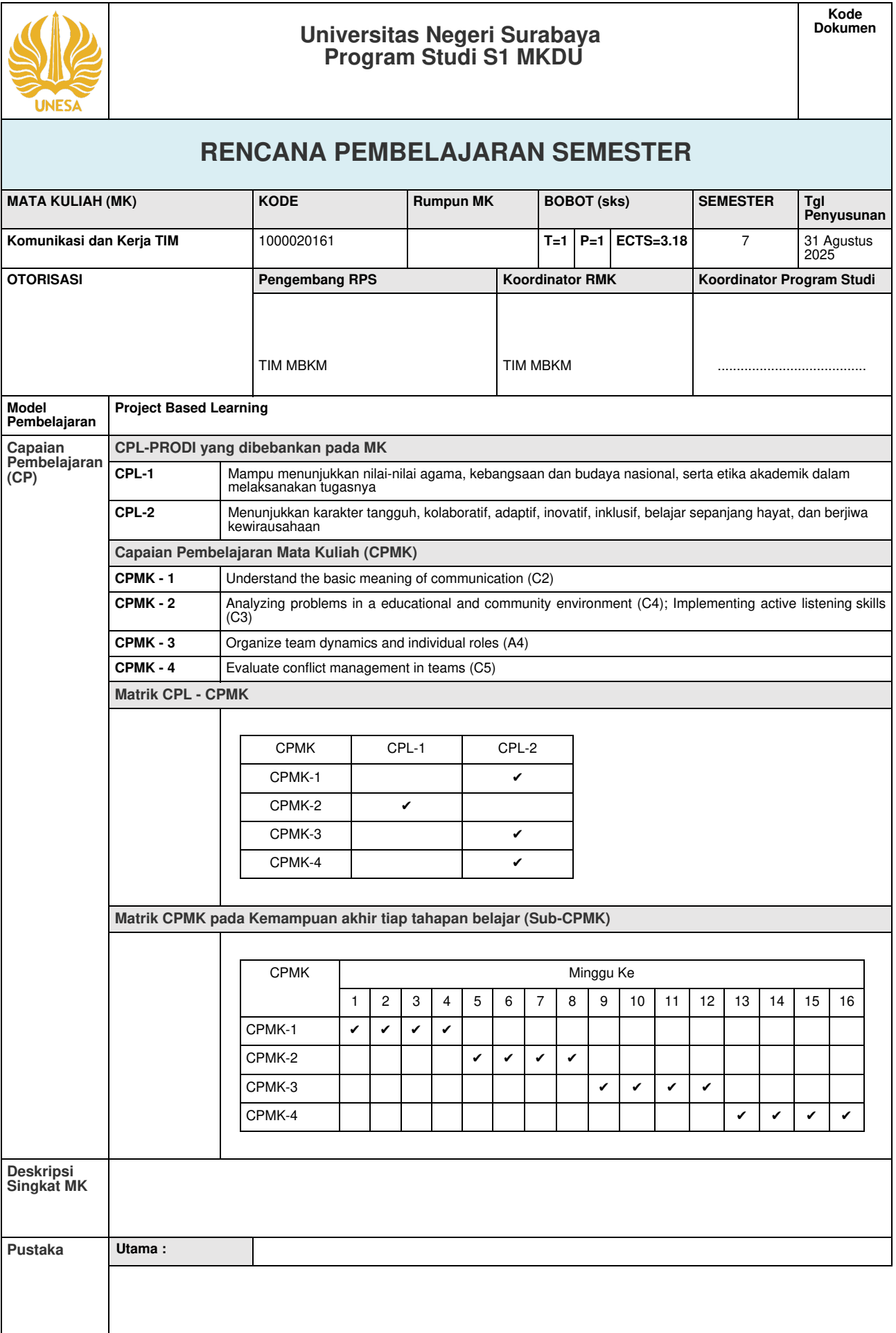




| <ol style="list-style-type: none"> <li>Hackman, J. R., &amp; Morris, C. G. (2021). Teamwork in Organizations: A Communication Perspective. Wiley</li> <li>Tannen, D., &amp; Wallat, C. (2021). The Communication of Partnership in Teams: A Case Study of Collaboration in Organizations. Oxford University Press.</li> <li>Katzenbach, J. R., &amp; Smith, D. K. (2021). The Wisdom of Teams: Creating the High-Performance Organization. HarperBusiness.</li> <li>Salas, E., &amp; Sims, D. E. (2020). Teamwork and Communication: Key to Building Successful Teams. Organizational Dynamics, 50(3), 218-230.</li> <li>West, M. A. (2021). Effective Teamwork: Practical Lessons from Organizational Research. BPS Blackwell.</li> <li>Lencioni, P. (2020). The Five Dysfunctions of a Team: A Leadership Fable (Revised ed.). Jossey-Bass.</li> <li>Rosen, B., &amp; Dietz, J. (2020). The Role of Communication in Team Collaboration and Leadership. Journal of Business Communication, 57(4), 512-528.</li> <li>Schmidt, S., &amp; Shah, J. (2020). Building Trust and Communication in Team Partnerships. Journal of Management and Organizational Behavior, 38(2), 171-182.</li> <li>O'Neill, T. A., &amp; Salas, E. (2021). Communication and Collaboration in Virtual Teams: Creating Effective Partnerships in Remote Work. Journal of Organizational Behavior, 42(5), 743-758.</li> <li>Brown, A. R., &amp; Bartels, L. (2021). Creating Synergy: The Role of Communication in Partnership Development. Journal of Applied Communication Research, 49(6), 560-578.</li> <li>Clutterbuck, D., &amp; Hagger, P. (2022). The Partnering Toolkit: A Step-by-Step Guide to Creating and Managing Successful Partnerships. Kogan Page.</li> <li>Duarte, D. L., &amp; Snyder, N. T. (2021). Mastering Virtual Teams: Strategies, Tools, and Techniques That Succeed. Jossey-Bass.</li> <li>Edmondson, A. C. (2020). Teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy. Wiley.</li> <li>Kirkman, B. L., &amp; Mathieu, J. E. (2021). The Role of Communication in Effective Teamwork. Academy of Management Perspectives, 35(4), 516-531.</li> <li>Wageman, R., Nunes, D. A., &amp; Burruss, J. (2020). Leading Teams: Setting the Stage for Great Performances. Harvard Business Review Press.</li> </ol> |                                                                                        |                                                                                                                                              |                                                                                                                     |                                                                                   |                                                 |                                                                                                                                                                                                                                                                   |                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>Pendukung :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                        |                                                                                                                                              |                                                                                                                     |                                                                                   |                                                 |                                                                                                                                                                                                                                                                   |                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                        | <ol style="list-style-type: none"> <li>[Last 5 years] but may include a baboon book as a support</li> <li>Schoolar</li> <li>SINTA</li> </ol> |                                                                                                                     |                                                                                   |                                                 |                                                                                                                                                                                                                                                                   |                     |
| <b>Dosen Pengampu</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                        |                                                                                                                                              |                                                                                                                     |                                                                                   |                                                 |                                                                                                                                                                                                                                                                   |                     |
| Mg Ke-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                                        | Penilaian                                                                                                                                    |                                                                                                                     | Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] |                                                 | Materi Pembelajaran [ Pustaka ]                                                                                                                                                                                                                                   | Bobot Penilaian (%) |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                        | Indikator                                                                                                                                    | Kriteria & Bentuk                                                                                                   | Luring (offline)                                                                  | Daring (online)                                 |                                                                                                                                                                                                                                                                   |                     |
| (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | (2)                                                                                    | (3)                                                                                                                                          | (4)                                                                                                                 | (5)                                                                               | (6)                                             | (7)                                                                                                                                                                                                                                                               | (8)                 |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Understand the fundamentals of effective communication and its importance in teamwork. | Participation                                                                                                                                | <b>Kriteria:</b><br>Participation<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Interactive lecture, group discussion<br>2 x 50                                   | Interactive lecture, group discussion<br>2 x 50 | <b>Materi:</b><br>Communication & Teamwork<br><b>Pustaka:</b><br>O'Neill, T. A., & Salas, E. (2021). <i>Communication and Collaboration in Virtual Teams: Creating Effective Partnerships in Remote Work.</i> Journal of Organizational Behavior, 42(5), 743-758. | 3%                  |

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| 2 | Understand the fundamentals of effective communication and its importance in teamwork. | Participation | <b>Kriteria:</b><br>Participation<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif,<br>Praktik / Unjuk Kerja | Interactive lecture,<br>group discussion<br>2 x 50 | Interactive lecture,<br>group discussion<br>2 x 50 | <b>Materi:</b><br>Communication & Teamwork<br><b>Pustaka:</b><br><i>O'Neill, T. A., &amp; Salas, E. (2021). Communication and Collaboration in Virtual Teams: Creating Effective Partnerships in Remote Work. Journal of Organizational Behavior, 42(5), 743-758.</i> | 3% |
| 3 | Understand the fundamentals of effective communication and its importance in teamwork. | Participation | <b>Kriteria:</b><br>Participation<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif,<br>Praktik / Unjuk Kerja | Interactive lecture,<br>group discussion<br>2 x 50 | Interactive lecture,<br>group discussion<br>2 x 50 | <b>Materi:</b><br>Communication & Teamwork<br><b>Pustaka:</b><br><i>O'Neill, T. A., &amp; Salas, E. (2021). Communication and Collaboration in Virtual Teams: Creating Effective Partnerships in Remote Work. Journal of Organizational Behavior, 42(5), 743-758.</i> | 3% |
| 4 | Can identify different communication styles and recognize their own.                   | Participation | <b>Kriteria:</b><br>Participation<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif,<br>Praktik / Unjuk Kerja | Interactive lecture,<br>group discussion<br>2 x 50 | Interactive lecture,<br>group discussion<br>2 x 50 | <b>Materi:</b><br>Communication & Teamwork<br><b>Pustaka:</b><br><i>O'Neill, T. A., &amp; Salas, E. (2021). Communication and Collaboration in Virtual Teams: Creating Effective Partnerships in Remote Work. Journal of Organizational Behavior, 42(5), 743-758.</i> | 3% |

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| 5 | Can identify different communication styles and recognize their own.  | Participation | <b>Kriteria:</b><br>Participation<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif,<br>Praktik / Unjuk Kerja | Interactive lecture,<br>group discussion<br>2 x 50 | Interactive lecture,<br>group discussion<br>2 x 50 | <b>Materi:</b><br>Communication & Teamwork<br><b>Pustaka:</b><br><i>O'Neill, T. A., &amp; Salas, E. (2021). Communication and Collaboration in Virtual Teams: Creating Effective Partnerships in Remote Work. Journal of Organizational Behavior, 42(5), 743-758.</i> | 3% |
| 6 | Develop active listening skills and can apply them in group settings. | Participation | <b>Kriteria:</b><br>Participation<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif,<br>Praktik / Unjuk Kerja | Interactive lecture,<br>group discussion<br>2 x 50 | Interactive lecture,<br>group discussion<br>2 x 50 | <b>Materi:</b><br>Communication & Teamwork<br><b>Pustaka:</b><br><i>O'Neill, T. A., &amp; Salas, E. (2021). Communication and Collaboration in Virtual Teams: Creating Effective Partnerships in Remote Work. Journal of Organizational Behavior, 42(5), 743-758.</i> | 3% |
| 7 | Understand how verbal and non-verbal cues affect communication.       | Participation | <b>Kriteria:</b><br>Participation<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif,<br>Praktik / Unjuk Kerja | Interactive lecture,<br>group discussion<br>2 x 50 | Interactive lecture,<br>group discussion<br>2 x 50 | <b>Materi:</b><br>Communication & Teamwork<br><b>Pustaka:</b><br><i>O'Neill, T. A., &amp; Salas, E. (2021). Communication and Collaboration in Virtual Teams: Creating Effective Partnerships in Remote Work. Journal of Organizational Behavior, 42(5), 743-758.</i> | 4% |

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| 8  | UTS                                                                   | UTS                       | <b>Kriteria:</b><br>UTS<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif,<br>Praktik / Unjuk Kerja           | UTS<br>2 x 50                                   | UTS<br>2 x 50                                   | <b>Materi:</b><br>Communication & Teamwork<br><b>Pustaka:</b><br>O'Neill, T. A., & Salas, E. (2021). <i>Communication and Collaboration in Virtual Teams: Creating Effective Partnerships in Remote Work. Journal of Organizational Behavior</i> , 42(5), 743-758. | 20% |
| 9  | Understand group dynamics and how to contribute positively to a team. | Participation, Simulation | <b>Kriteria:</b><br>Participation<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif,<br>Praktik / Unjuk Kerja | Interactive lecture, group discussion<br>2 x 50 | Interactive lecture, group discussion<br>2 x 50 | <b>Materi:</b><br>Communication & Teamwork<br><b>Pustaka:</b><br>O'Neill, T. A., & Salas, E. (2021). <i>Communication and Collaboration in Virtual Teams: Creating Effective Partnerships in Remote Work. Journal of Organizational Behavior</i> , 42(5), 743-758. | 4%  |
| 10 | Understand group dynamics and how to contribute positively to a team. | Participation, Simulation | <b>Kriteria:</b><br>Participation<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif,<br>Praktik / Unjuk Kerja | Interactive lecture, group discussion<br>2 x 50 | Interactive lecture, group discussion<br>2 x 50 | <b>Materi:</b><br>Communication & Teamwork<br><b>Pustaka:</b><br>O'Neill, T. A., & Salas, E. (2021). <i>Communication and Collaboration in Virtual Teams: Creating Effective Partnerships in Remote Work. Journal of Organizational Behavior</i> , 42(5), 743-758. | 4%  |

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|----|----------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 11 | Practice resolving conflict in group communication with empathy and clarity.           | Participation, Practice | <b>Kriteria:</b><br>Participation, Practice<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Interactive lecture, group discussion, Practice<br>2 x 50 | Interactive lecture, group discussion, Practice<br>2 x 50 | <b>Materi:</b><br>Communication & Teamwork<br><b>Pustaka:</b><br><i>O'Neill, T. A., &amp; Salas, E. (2021). Communication and Collaboration in Virtual Teams: Creating Effective Partnerships in Remote Work. Journal of Organizational Behavior, 42(5), 743-758.</i> | 4% |
| 12 | Practice resolving conflict in group communication with empathy and clarity.           | Participation, Practice | <b>Kriteria:</b><br>Participation, Practice<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Interactive lecture, group discussion, Practice<br>2 x 50 | Interactive lecture, group discussion, Practice<br>2 x 50 | <b>Materi:</b><br>Communication & Teamwork<br><b>Pustaka:</b><br><i>O'Neill, T. A., &amp; Salas, E. (2021). Communication and Collaboration in Virtual Teams: Creating Effective Partnerships in Remote Work. Journal of Organizational Behavior, 42(5), 743-758.</i> | 4% |
| 13 | Work collaboratively to complete a team project, applying communication tools learned. | Participation, Practice | <b>Kriteria:</b><br>Participation, Practice<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Interactive lecture, group discussion, Practice<br>2 x 50 | Interactive lecture, group discussion, Practice<br>2 x 50 | <b>Materi:</b><br>Communication & Teamwork<br><b>Pustaka:</b><br><i>O'Neill, T. A., &amp; Salas, E. (2021). Communication and Collaboration in Virtual Teams: Creating Effective Partnerships in Remote Work. Journal of Organizational Behavior, 42(5), 743-758.</i> | 4% |

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|----|----------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 14 | Work collaboratively to complete a team project, applying communication tools learned. | Participation, Practice | <b>Kriteria:</b><br>Participation, Practice<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Praktik / Unjuk Kerja | Interactive lecture, group discussion, Practice 2 x 50 | Interactive lecture, group discussion, Practice 2 x 50 | <b>Materi:</b><br>Communication & Teamwork<br><b>Pustaka:</b><br><i>O'Neill, T. A., &amp; Salas, E. (2021). Communication and Collaboration in Virtual Teams: Creating Effective Partnerships in Remote Work. Journal of Organizational Behavior, 42(5), 743-758.</i> | 4%  |
| 15 | Work collaboratively to complete a team project, applying communication tools learned. | Participation, Practice | <b>Kriteria:</b><br>Participation, Practice<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Praktik / Unjuk Kerja | Interactive lecture, group discussion, Practice 2 x 50 | Interactive lecture, group discussion, Practice 2 x 50 | <b>Materi:</b><br>Communication & Teamwork<br><b>Pustaka:</b><br><i>O'Neill, T. A., &amp; Salas, E. (2021). Communication and Collaboration in Virtual Teams: Creating Effective Partnerships in Remote Work. Journal of Organizational Behavior, 42(5), 743-758.</i> | 4%  |
| 16 | UAS                                                                                    | UAS                     | <b>Kriteria:</b><br>UAS<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Praktik / Unjuk Kerja                     | UAS 2 x 50                                             | UAS 2 x 50                                             | <b>Materi:</b> All Materials<br><b>Pustaka:</b> <i>Salas, E., &amp; Sims, D. E. (2020). Teamwork and Communication: Key to Building Successful Teams. Organizational Dynamics, 50(3), 218-230.</i>                                                                    | 30% |

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi               | Persentase |
|----|------------------------|------------|
| 1. | Aktifitas Partisipatif | 50%        |
| 2. | Praktik / Unjuk Kerja  | 50%        |
|    |                        | 100%       |

#### Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.

5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.