

### Description of Course Unit

Course unit title	TEKNIK LOBBY DAN NEGOSIASI *
Course unit code	AK - 081311
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First cycle bachelor
Year of study when the course unit is delivered (if applicable)	Fourth year
Semester/trimester when the course unit is delivered	Seventh semester
Number of ECTS credits allocated	3 SKS
Name of lecturer(s)	
Learning outcomes of the course unit	<ol style="list-style-type: none"> <li>1. Mahasiswa mampu menjelaskan definisi Lobby, Negosiasi dan Diplomasi</li> <li>2. Mahasiswa mampu memahami strategi dan taktik loby dan negosiasi</li> <li>3. Mahasiswa mampu mempertimbangkan hambatan yang terdapat dalam loby dan negosiasi</li> <li>4. Mahasiswa mampu memahami konflik yang terdapat dalam loby dan negosiasi</li> <li>5. Mahasiswa mampu mengumpulkan, mengolah data dan fakta, sehingga mampu merekomendasikan pilihan – pilihan untuk alternatif solusi masalah</li> </ol>
Mode of delivery (face-to-face, distance learning)	Hybrid learning
Prerequisites and co-requisites (if applicable)	
Course content	<ol style="list-style-type: none"> <li>1. Pengertian Lobby</li> <li>2. Pengertian negosiasi dan jenis-jenis negosiasi</li> <li>3. Pengertian Diplomasi dan aspek-aspek yang terkait dengan diplomasi.</li> <li>4. Hubungan antara lobi, negosiasi dan diplomasi dan fungsinya</li> <li>5. Persuasi dalam lobi, negosiasi dan diplomasi</li> <li>6. Perencanaan dan strategi dalam lobi</li> <li>7. Macam-macam teknik negosiasi</li> <li>8. Mengatasi dan hambatan dalam negosiasi</li> <li>9. Mengetahui cara berpikir orang dalam lobi dan negosiasi</li> <li>10. Mengatasi konflik dalam lobi dan negosiasi</li> <li>11. Hambatan dalam lobi dan negosiasi serta penyelesaiannya.</li> <li>12. Komunikasi verbal dan non-verbal dalam lobi dan</li> </ol>

	<p>negosiasi.</p> <p>13. Mendengarkan dalam lobi, negosiasi dan diplomasi</p> <p>14. Evaluasi manajemen konflik dari hasil negosiasi.</p>
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> <li>1. Zainal Abidin Partao. 2006. Teknik Lobi dan Diplomasi untuk Insan Public Relations. Penerbit Indeks</li> <li>2. Endang Lestari G. dan M.A. Maliki. 2001. Negosiasi, Kolaborasi dan Jejaring Kerja. LAN-RI</li> <li>3. Lewicky, Roy J, Bruce Berry, David M.Sanders, 2012, Negosiasi (terj.), ed 6.Salemba Humanika, Jakarta</li> <li>4. Hariwijaya, 2008, Strategi Bernegosiasi: dilengkapi test Psikometrik, Oryza, Yogyakarta</li> </ol>
Planned learning activities and teaching methods	Collaborative learning, contextualizing, problem based learning, self-learning and relating to real life examples and experiences
Language of instruction	English and Bahasa Indonesia
Assessment methods and criteria	Participatory activity, creative writing project outcomes, quizzes, mid and final semester exams.

## Teknik Lobby dan Negosiasi assessment rubric

### Writing project on conventional platform.

Direction: chose one of the following topics as writing project topic.

1. Mencari problem terkait dengan Lobby
2. Mencari problem terkait dengan negosiasi
3. Mencari problem terkait dengan diplomasi
4. Mencari problem terkait lobby, negosiasi, atau diplomasi yang pernah terjadi yang terupdate 5 tahun terakhir. The content is printed and presented.

### Writing project on digital platform.

Direction: chose one of the following topics as project topic.

1. Mencari problem materi terkait lobi, negosiasi, atau diplomasi dan merangkum dari problem yang telah ditemukan . The content is recorded and presented.
2. Mengevaluasi problem terkait lobi, negosiasi atau diplomasi. The content is recorded and presented

### Mid-term test for English creative writing course.

Direction: mengerjakan soal esai dari materi yang dipelajari.

No	Criteria/Grade	80-100	65-79	50-64	40-59	0-39
1	Integration of knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.	The paper demonstrates that the author has little understanding of the course.

2	Topic focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.	The topic is not relevant with the given instruction.
3	Depth of discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.	The discussion is superficial and not academic, with no relevant references.
4	Cohesiveness	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties Together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie Together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships	The writing is highly problematic and difficult to understand.



