



**Universitas Negeri Surabaya  
Faculty of Education,  
Psychology Undergraduate Study Program**

**Document  
Code**

**SEMESTER LEARNING PLAN**

|   |  |  |                                   |  |                          |  |                              |      |      |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|--|--|-----------------------------------|--|--------------------------|--|------------------------------|------|------|----|----|----|----|----|----|----|--|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <b>Courses</b>  | <b>CODE</b>  | <b>Course Family</b>   | <b>Credit Weight</b>              |  |                          | <b>SEMESTER</b>                          | <b>Compilation Date</b>      |      |      |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Consumer Psychology   | 7320102097   | Study Program Elective Courses   | T=2                               | P=0  | ECTS=3.18                | 5  | July 17, 2024                |      |      |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>AUTHORIZATION</b>  |  | <b>SP Developer</b>  | <b>Course Cluster Coordinator</b> |  |                          | <b>Study Program Coordinator</b>         |                              |      |      |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | .....  | .....                             |  |                          | Yohana Wuri Satwika, S.Psi.,<br>M.Psi.   |                              |      |      |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Learning model</b>                                       | <b>Project Based Learning</b>  |  |                                   |  |                          |  |                              |      |      |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Program Learning Outcomes (PLO)</b>                      | <b>PLO study program that is charged to the course</b>   |  |                                   |  |                          |  |                              |      |      |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>Program Objectives (PO)</b>   |  |                                   |  |                          |  |                              |      |      |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>PO - 1</b>  | able to understand affective factors, cognition, decision making, as well as marketing strategies, and research related to consumer behavior |                                   |  |                          |  |                              |      |      |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>PLO-PO Matrix</b>   |  |                                   |  |                          |  |                              |      |      |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | <table border="1" style="margin: auto;"> <tr><td style="padding: 5px;">P.O</td></tr> <tr><td style="padding: 5px;">PO-1</td></tr> </table>   |                                   |  |                          |  |                              | P.O  | PO-1 |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | P.O  |  |                                   |  |                          |  |                              |      |      |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PO-1  |  |  |                                   |  |                          |  |                              |      |      |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>PO Matrix at the end of each learning stage (Sub-PO)</b> |  |  |                                   |  |                          |  |                              |      |      |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <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><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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| P.O   | Week   |  |                                   |  |                          |  |                              |      |      |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | 1  | 2  | 3                                 | 4  | 5                        | 6  | 7                            | 8    | 9    | 10 | 11 | 12 | 13 | 14 | 15 | 16 |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PO-1  |  |  |                                   |  |                          |  |                              |      |      |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Short Course Description</b>                             | This course discusses consumer behavior and the factors that influence it. Consumer behavior includes affection, cognition, decision making, as well as marketing strategies, and research related to consumer behavior. Lectures are carried out using a direct learning system, presentations and discussions, analysis assignments, reflection, and cooperative learning.   |  |                                   |  |                          |  |                              |      |      |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>References</b>   | <b>Main :</b>  |  |                                   |  |                          |  |                              |      |      |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <ol style="list-style-type: none"> <li>1. Solomo, R. Michael. (2016) Consumer behavior : Buying, Having, And being (12 th ed). U.S.A. Pearson Education Limited</li> <li>2. Sethna, Zubin. Blythe, Jim. (2015). Consumer Behavior. London: SAGE publication.</li> </ol>  |  |                                   |  |                          |  |                              |      |      |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>Supporters:</b>   |  |                                   |  |                          |  |                              |      |      |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | 1. Setiadi, N. (2015). Perilaku Konsumen. Jakarta: Prenada Media   |  |                                   |  |                          |  |                              |      |      |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Supporting lecturer</b>                                  | Meita Santi Budiani, S.Psi., M.Psi.  |  |                                   |  |                          |  |                              |      |      |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Week-</b>  | <b>Final abilities of each learning stage (Sub-PO)</b>   | <b>Evaluation</b>  |                                   | <b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b> |                          | <b>Learning materials [ References ]</b> | <b>Assessment Weight (%)</b> |      |      |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | <b>Indicator</b>   | <b>Criteria &amp; Form</b>        | <b>Offline ( offline )</b>   | <b>Online ( online )</b> |  |                              |      |      |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| (1)   | (2)  | (3)  | (4)                               | (5)  | (6)                      | (7)                                      | (8)                          |      |      |    |    |    |    |    |    |    |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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|---|---|---|---|--|--|--|----|
| 1 | Understand the nature, benefits, objectives and competencies that will be developed in studying consumer psychology | Able to explain the meaning of its purpose, as well as its function from consumer psychology. | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.A. Contents</li> <li>2.1. Accuracy of concept/material</li> <li>3.2. Accuracy of supporting examples for the concept/material</li> <li>4.3. Completeness of material coverage</li> <li>5.4. Sequence and discussion of material</li> <li>6.5. Depth in elaborating the material</li> <li>7.B. Writing</li> <li>8.6. Correct use of language</li> <li>9.7. Conformity with the specified systematics</li> <li>10.8. Neatness of layout</li> </ol> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | Project Based Learning (PBL)<br>●Cooperative learning (CL)<br>●Presentation 2 X 50   |  | <p><b>Material:</b><br/>Definition and function of consumer psychology.<br/><b>Reference:</b><br/><i>Solomo, R. Michael. (2016) Consumer behavior: Buying, Having, and Being (12 th ed). USA Pearson Education Limited</i></p> | 2% |
| 2 | Understand consumer characteristics   | Able to explain existing aspects to consumers.  | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.A. Contents</li> <li>2.1. Accuracy of concept/material</li> <li>3.2. Accuracy of supporting examples for the concept/material</li> <li>4.3. Completeness of material coverage</li> <li>5.4. Sequence and discussion of material</li> <li>6.5. Depth in elaborating the material</li> <li>7.B. Writing</li> <li>8.6. Correct use of language</li> <li>9.7. Conformity with the specified systematics</li> <li>10.8. Neatness of layout</li> </ol> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | <ul style="list-style-type: none"> <li>● Project Based Learning (PBL)</li> <li>● Cooperative learning (CL)</li> <li>● Presentation 2 X 50</li> </ul> |  | <p><b>Material:</b><br/>Aspects of consumers<br/><b>Reference:</b><br/><i>Solomo, R. Michael. (2016) Consumer behavior: Buying, Having, and Being (12 th ed). USA Pearson Education Limited</i></p>                            | 2% |

|   |                                     |   |   |   |  |    |
|---|-------------------------------------|---|---|---|--|----|
| 3 | Understand consumer characteristics | Able to explain the factors that influence consumers. | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.A. Contents</li> <li>2.1. Accuracy of concept/material</li> <li>3.2. Accuracy of supporting examples for the concept/material</li> <li>4.3. Completeness of material coverage</li> <li>5.4. Sequence and discussion of material</li> <li>6.5. Depth in elaborating the material</li> <li>7.B. Writing</li> <li>8.6. Correct use of language</li> <li>9.7. Conformity with the specified systematics</li> <li>10.8. Neatness of layout</li> </ol> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | <ul style="list-style-type: none"> <li>· Project Based Learning (PBL) ·</li> <li>Cooperative Learning (CL)</li> <li>· Cooperative Learning (CL)</li> <li>· Presentation 2 X 50</li> </ul> | <p><b>Material:</b><br/>Factors that influence consumers<br/><b>References:</b><br/><i>Solomo, R. Michael. (2016) Consumer behavior: Buying, Having, and Being (12 th ed). USA Pearson Education Limited</i></p> <hr/> <p><b>Material:</b><br/>Factors that influence consumers<br/><b>References:</b><br/><i>Sethna, Zubin. Blythe, Jim. (2015). Consumer Behaviour. London: SAGE publications.</i></p> <hr/> <p><b>Material:</b><br/>Factors that influence consumers<br/><b>Reference:</b><br/><i>Setiadi, N. (2015). Consumer behavior. Jakarta: Prenada Media</i></p> | 2% |
| 4 | Understanding Consumer Knowledge    | Able to explain consumer knowledge.                   | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.A. Contents</li> <li>2.1. Accuracy of concept/material</li> <li>3.2. Accuracy of supporting examples for the concept/material</li> <li>4.3. Completeness of material coverage</li> <li>5.4. Sequence and discussion of material</li> <li>6.5. Depth in elaborating the material</li> <li>7.B. Writing</li> <li>8.6. Correct use of language</li> <li>9.7. Conformity with the specified systematics</li> <li>10.8. Neatness of layout</li> </ol> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | <ul style="list-style-type: none"> <li>· Project Based Learning (PBL) ·</li> <li>Cooperative Learning (CL)</li> <li>· Cooperative Learning (CL)</li> <li>· Presentation 2 X 50</li> </ul> | <p><b>Material:</b><br/>Consumer Knowledge<br/><b>Bibliography:</b><br/><i>Solomo, R. Michael. (2016) Consumer behavior: Buying, Having, and Being (12 th ed). USA Pearson Education Limited</i></p> <hr/> <p><b>Material:</b><br/>Consumer Knowledge<br/><b>Bibliography:</b><br/><i>Sethna, Zubin. Blythe, Jim. (2015). Consumer Behaviour. London: SAGE publications.</i></p> <hr/> <p><b>Material:</b><br/>Consumer Knowledge<br/><b>Reference:</b><br/><i>Setiadi, N. (2015). Consumer behavior. Jakarta: Prenada Media</i></p>                                       | 2% |

|   |  |   |   |   |  |    |
|---|--|---|---|---|--|----|
| 5 | Understanding consumer decision making | Able to explain the decision making process to consumers  | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.A. Contents</li> <li>2.1. Accuracy of concept/material</li> <li>3.2. Accuracy of supporting examples for the concept/material</li> <li>4.3. Completeness of material coverage</li> <li>5.4. Sequence and discussion of material</li> <li>6.5. Depth in elaborating the material</li> <li>7.B. Writing</li> <li>8.6. Correct use of language</li> <li>9.7. Conformity with the specified systematics</li> <li>10.8. Neatness of layout</li> </ol> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | <ul style="list-style-type: none"> <li>· Project Based Learning (PBL) ·</li> <li>Cooperative Learning (CL)</li> <li>· Cooperative Learning (CL)</li> <li>· Presentation 2 X 50</li> </ul> | <p><b>Material:</b><br/>Decision Making Process</p> <p><b>References:</b><br/>Solomo, R. Michael. (2016) <i>Consumer behavior: Buying, Having, and Being</i> (12 th ed). USA Pearson Education Limited</p> <hr/> <p><b>Material:</b><br/>Factors that influence consumers</p> <p><b>References:</b><br/>Sethna, Zubin. Blythe, Jim. (2015). <i>Consumer Behaviour</i>. London: SAGE publications.</p> <hr/> <p><b>Material:</b><br/>Decision Making Process</p> <p><b>References:</b><br/>Setiadi, N. (2015). <i>Consumer behavior</i>. Jakarta: Prenada Media</p> | 2% |
| 6 | Understand consumer research design    | Able to explain the design and types of consumer research | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.A. Contents</li> <li>2.1. Accuracy of concept/material</li> <li>3.2. Accuracy of supporting examples for the concept/material</li> <li>4.3. Completeness of material coverage</li> <li>5.4. Sequence and discussion of material</li> <li>6.5. Depth in elaborating the material</li> <li>7.B. Writing</li> <li>8.6. Correct use of language</li> <li>9.7. Conformity with the specified systematics</li> <li>10.8. Neatness of layout</li> </ol> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | <ul style="list-style-type: none"> <li>· Project Based Learning (PBL) ·</li> <li>Cooperative Learning (CL)</li> <li>· Cooperative Learning (CL)</li> <li>· Presentation 2 X 50</li> </ul> | <p><b>Material:</b><br/>Consumer Research</p> <p><b>References:</b><br/>Solomo, R. Michael. (2016) <i>Consumer behavior: Buying, Having, and Being</i> (12 th ed). USA Pearson Education Limited</p> <hr/> <p><b>Material:</b><br/>Consumer Research</p> <p><b>Bibliography:</b><br/>Sethna, Zubin. Blythe, Jim. (2015). <i>Consumer Behaviour</i>. London: SAGE publications.</p> <hr/> <p><b>Material:</b><br/>Consumer Research</p> <p><b>References:</b><br/>Setiadi, N. (2015). <i>Consumer behavior</i>. Jakarta: Prenada Media</p>                          | 2% |

|   |  |   |   |   |  |  |     |
|---|--|---|---|---|--|--|-----|
| 7 | Understand consumer research design                                | Able to explain and make proposals based on research designs in consumer psychology | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.A. Contents</li> <li>2.1. Accuracy of concept/material</li> <li>3.2. Accuracy of supporting examples for the concept/material</li> <li>4.3. Completeness of material coverage</li> <li>5.4. Sequence and discussion of material</li> <li>6.5. Depth in elaborating the material</li> <li>7.B. Writing</li> <li>8.6. Correct use of language</li> <li>9.7. Conformity with the specified systematics</li> <li>10.8. Neatness of layout</li> </ol> <p><b>Form of Assessment :</b><br/>Portfolio Assessment</p>                           | <ul style="list-style-type: none"> <li>· Project Based Learning (PBL) ·</li> <li>Cooperative Learning (CL)</li> <li>· Cooperative Learning (CL)</li> <li>· Presentation 2 X 50</li> </ul> |  | <p><b>Material:</b><br/>Research Design<br/><b>Bibliography:</b><br/><i>Solomo, R. Michael. (2016) Consumer behavior: Buying, Having, and Being (12 th ed). USA Pearson Education Limited</i></p> <hr/> <p><b>Material:</b><br/>Research Design<br/><b>Bibliography:</b><br/><i>Sethna, Zubin. Blythe, Jim. (2015). Consumer Behaviour. London: SAGE publications.</i></p> <hr/> <p><b>Material:</b><br/>Research Design<br/><b>Literature:</b><br/><i>Setiadi, N. (2015). Consumer behavior. Jakarta: Prenada Media</i></p> | 4%  |
| 8 | MIDDLE SEMESTER EXAMINATION (UTS)                                  | Able to understand week 1-7 meeting material  | <p><b>Criteria:</b><br/>Accuracy in answering questions</p> <p><b>Form of Assessment :</b><br/>Test</p>   | Written Test<br>2 X 50  |  | <b>Material:</b> -<br><b>Library:</b>  | 20% |
| 9 | Understand the consumer research identification and design process | Able to explain the process of identifying and designing consumer research          | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.A. Contents</li> <li>2.1. Accuracy of concept/material</li> <li>3.2. Accuracy of supporting examples for the concept/material</li> <li>4.3. Completeness of material coverage</li> <li>5.4. Sequence and discussion of material</li> <li>6.5. Depth in elaborating the material</li> <li>7.B. Writing</li> <li>8.6. Correct use of language</li> <li>9.7. Conformity with the specified systematics</li> <li>10.8. Neatness of layout</li> </ol> <p><b>Form of Assessment :</b><br/>Participatory Activities, Practice/Performance</p> | <ul style="list-style-type: none"> <li>· Project Based Learning (PBL) ·</li> <li>Cooperative Learning (CL)</li> <li>· Cooperative Learning (CL)</li> <li>· Presentation 2 X 50</li> </ul> |  | <p><b>Material:</b><br/>Consumer Research Identification and Design Process<br/><b>Bibliography:</b><br/><i>Sethna, Zubin. Blythe, Jim. (2015). Consumer Behaviour. London: SAGE publications.</i></p> <hr/> <p><b>Material:</b><br/>Consumer Research Identification and Design Process<br/><b>Reference:</b><br/><i>Setiadi, N. (2015). Consumer behavior. Jakarta: Prenada Media</i></p>  | 2%  |

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|----|---|---|---|--|--|--|----|
| 10 | Understand techniques for conducting questionnaires in collecting data on consumers | Able to explain the stages of the questionnaire process in collecting data from consumers | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. A. Contents</li> <li>2.1. Accuracy of concept/material</li> <li>3.2. Accuracy of supporting examples for the concept/material</li> <li>4.3. Completeness of material coverage</li> <li>5.4. Sequence and discussion of material</li> <li>6.5. Depth in elaborating the material</li> <li>7. B. Writing</li> <li>8.6. Correct use of language</li> <li>9.7. Conformity with the specified systematics</li> <li>10.8. Neatness of layout</li> </ol> <p><b>Form of Assessment :</b><br/>Participatory Activities</p>                   | <ul style="list-style-type: none"> <li>· Project Based Learning (PBL) ·</li> <li>Cooperative Learning (CL)</li> <li>· Cooperative Learning (CL)</li> <li>· Presentation</li> </ul> |  | <p><b>Material:</b> Data Collection Process<br/><b>Bibliography:</b><br/><i>Sethna, Zubin, Blythe, Jim. (2015). Consumer Behaviour. London: SAGE publications.</i></p> <hr/> <p><b>Material:</b> Data Collection Process<br/><b>Literature:</b><br/><i>Setiadi, N. (2015). Consumer behavior. Jakarta: Prenada Media</i></p> | 2% |
| 11 | Understand techniques for conducting interviews in collecting data on consumers     | Able to explain the stages of the interview process in collecting data on consumers       | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. A. Contents</li> <li>2.1. Accuracy of concept/material</li> <li>3.2. Accuracy of supporting examples for the concept/material</li> <li>4.3. Completeness of material coverage</li> <li>5.4. Sequence and discussion of material</li> <li>6.5. Depth in elaborating the material</li> <li>7. B. Writing</li> <li>8.6. Correct use of language</li> <li>9.7. Conformity with the specified systematics</li> <li>10.8. Neatness of layout</li> </ol> <p><b>Form of Assessment :</b><br/>Practical Assessment, Practice/Performance</p> | <ul style="list-style-type: none"> <li>· Small Group Discussion (SGD) · Role-Play and Simulation (RPS) ·</li> <li>Project Based Learning (PjBL)</li> </ul>                         |  | <p><b>Material:</b> Interview Process<br/><b>Readers:</b><br/><i>Sethna, Zubin, Blythe, Jim. (2015). Consumer Behaviour. London: SAGE publications.</i></p> <hr/> <p><b>Material:</b> Interview Process<br/><b>Literature:</b><br/><i>Setiadi, N. (2015). Consumer behavior. Jakarta: Prenada Media</i></p>                  | 2% |

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|----|--|--|--|---|--|----|
| 12 | Understand the technique of conducting group discussions (FGD) in collecting data on consumers | Able to explain the stages of the group discussion (FGD) process in collecting data on consumers | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. A. Contents</li> <li>2.1. Accuracy of concept/material</li> <li>3.2. Accuracy of supporting examples for the concept/material</li> <li>4.3. Completeness of material coverage</li> <li>5.4. Sequence and discussion of material</li> <li>6.5. Depth in elaborating the material</li> <li>7.B. Writing</li> <li>8.6. Correct use of language</li> <li>9.7. Conformity with the specified systematics</li> <li>10.8. Neatness of layout</li> </ol> <p><b>Form of Assessment :</b><br/>Practical Assessment, Practice/Performance</p> | <ul style="list-style-type: none"> <li>· Project Based Learning (PBL) ·</li> <li>Cooperative Learning (CL)</li> <li>· Cooperative Learning (CL)</li> <li>· Presentation 2 X 50</li> </ul> | <p><b>Material:</b> FGD in the data collection process<br/><b>References:</b><br/><i>Sethna, Zubin. Blythe, Jim. (2015). Consumer Behaviour. London: SAGE publications.</i></p> <hr/> <p><b>Material:</b> FGD in the data collection process<br/><b>Reference:</b><br/><i>Setiadi, N. (2015). Consumer behavior. Jakarta: Prenada Media</i></p>  | 2% |
| 13 | Able to collect data in consumer research  | Able to conclude data from consumers of a product using one of the data collection methods       | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.A. Contents</li> <li>2.1. Accuracy of concept/material</li> <li>3.2. Accuracy of supporting examples for the concept/material</li> <li>4.3. Completeness of material coverage</li> <li>5.4. Sequence and discussion of material</li> <li>6.5. Depth in elaborating the material</li> <li>7.B. Writing</li> <li>8.6. Correct use of language</li> <li>9.7. Conformity with the specified systematics</li> <li>10.8. Neatness of layout</li> </ol> <p><b>Form of Assessment :</b><br/>Practical Assessment, Practice/Performance</p>  | <ul style="list-style-type: none"> <li>· Project Based Learning (PBL) ·</li> <li>Cooperative Learning (CL)</li> <li>· Cooperative Learning (CL)</li> <li>· Presentation 2 X 50</li> </ul> | <p><b>Material:</b> Summarizing data from consumers of a product using one of the data collection methods.<br/><b>Reference:</b><br/><i>Ariestonandri, Prima, 2006. Marketing Research for Beginners, Yogyakarta, Andi Publisher.</i></p> <hr/> <p><b>Material:</b> Data Collection Methods<br/><b>Literature:</b><br/><i>Sethna, Zubin. Blythe, Jim. (2015). Consumer Behaviour. London: SAGE publications.</i></p> <hr/> <p><b>Material:</b> Data Collection Methods<br/><b>Literature:</b><br/><i>Setiadi, N. (2015). Consumer behavior. Jakarta: Prenada Media</i></p> | 4% |

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|----|---|--|--|---|--|--|-----|
| 14 | Able to collect data in consumer research   | Able to conclude data from consumers of a product using one of the data collection methods   | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. A. Contents</li> <li>2.1. Accuracy of concept/material</li> <li>3.2. Accuracy of supporting examples for the concept/material</li> <li>4.3. Completeness of material coverage</li> <li>5.4. Sequence and discussion of material</li> <li>6.5. Depth in elaborating the material</li> <li>7. B. Writing</li> <li>8.6. Correct use of language</li> <li>9.7. Conformity with the specified systematics</li> <li>10.8. Neatness of layout</li> </ol> <p><b>Form of Assessment :</b><br/>Practical Assessment</p>                            | <ul style="list-style-type: none"> <li>· Project Based Learning (PBL) ·</li> <li>Cooperative Learning (CL)</li> <li>· Cooperative Learning (CL)</li> <li>· Presentation 2 X 50</li> </ul> |  | <p><b>Material:</b> Data collection and Consumer research<br/><b>Reader:</b> Sethna, Zubin. Blythe, Jim. (2015). <i>Consumer Behaviour</i>. London: SAGE publications.</p> <p><b>Material:</b> Data collection and consumer research<br/><b>Library:</b> Setiadi, N. (2015). <i>Consumer behavior</i>. Jakarta: Prenada Media</p>  | 2%  |
| 15 | Able to collect data in consumer research. Able to make reports based on data obtained in consumer research | <ol style="list-style-type: none"> <li>1. Able to conclude data from consumers of a product using one of the data collection methods</li> <li>2. Able to create consumer research reports</li> </ol> | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. A. Contents</li> <li>2.1. Accuracy of concept/material</li> <li>3.2. Accuracy of supporting examples for the concept/material</li> <li>4.3. Completeness of material coverage</li> <li>5.4. Sequence and discussion of material</li> <li>6.5. Depth in elaborating the material</li> <li>7. B. Writing</li> <li>8.6. Correct use of language</li> <li>9.7. Conformity with the specified systematics</li> <li>10.8. Neatness of layout</li> </ol> <p><b>Form of Assessment :</b><br/>Project Results Assessment / Product Assessment</p> | <ul style="list-style-type: none"> <li>· Small Group Discussion (SGD) · Role-Play and Simulation (RPS) ·</li> <li>Project Based Learning (PjBL) 2 X 50</li> </ul>                         |  | <p><b>Material:</b> Summarizing data from consumers of a product using one of the data collection methods.<br/><b>Reference:</b> Arestonandri, Prima, 2006. <i>Marketing Research for Beginners</i>, Yogyakarta, Andi Publisher.</p> <p><b>Material:</b> Data collection and Consumer research<br/><b>Reader:</b> Sethna, Zubin. Blythe, Jim. (2015). <i>Consumer Behaviour</i>. London: SAGE publications.</p> <p><b>Material:</b> Data collection and consumer research<br/><b>Library:</b> Setiadi, N. (2015). <i>Consumer behavior</i>. Jakarta: Prenada Media</p> | 20% |



|    |                                  |  |  |  |  |                                       |     |
|----|----------------------------------|--|--|--|--|---------------------------------------|-----|
| 16 | FINAL SEMESTER EXAMINATION (UAS) | Able to be responsible for project results reports | <b>Criteria:</b><br>1. Accurate understanding of the project<br>2. Completeness of coverage<br>3. Sequence and discussion<br>4. Depth in elaboration<br>5. Writing<br><br><b>Form of Assessment :</b><br>Project Results Assessment / Product Assessment, Test | Presentation of 2 X 50 Project Results |  | <b>Material: -</b><br><b>Library:</b> | 30% |
|----|----------------------------------|--|--|--|--|---------------------------------------|-----|

#### Evaluation Percentage Recap: Project Based Learning

| No | Evaluation                                      | Percentage |
|----|---|------------|
| 1. | Participatory Activities                        | 15%        |
| 2. | Project Results Assessment / Product Assessment | 35%        |
| 3. | Portfolio Assessment                            | 4%         |
| 4. | Practical Assessment                            | 6%         |
| 5. | Practice / Performance                          | 5%         |
| 6. | Test  | 35%        |
|    |   | 100%       |

#### Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.