SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Marketing Management	8721103110		T=3	P=0	ECTS=4.77	2	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Project Based Learning

Program Learning Outcomes (PLO)	PLO study program which is charged to the course	
	PLO-6	Able to apply the values, norms and professional ethics of Business educators
	PLO-7	Able to apply an entrepreneurial spirit in solving problems according to their field
	Program Objectives (PO)	
	PLO-PO Matrix	

P.O	PLO-6	PLO-7

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Marketing today requires companies to change mechanisms from managing product portfolios to managing customer portfolios. The company will collect a database about individual customers so that the company can better understand customers and provide personalized offers and messages. Companies and marketers need to carry out holistic marketing, where the development, design and implementation of marketing programs, processes and activities take into account the breadth and interdependence of the current marketing environment through the key dimensions of holistic marketing, namely: Internal Marketing, Integrated Marketing, Relationship Marketing and Marketing Performance. Through studying the Marketing Management course, students will gain insight into modern marketing programs that are suitable for the 21st century and put them into practice as a form of understanding of Marketing Science. Today's marketing requires companies to change the mechanism from managing product portfolios to managing customer portfolios. The company will collect a database of individual customers so that the company can better understand customers and provide offers and messages in person. Companies and marketers need to run holistic marketing, where development, design, and implementation of marketing programs, processes and activities that see the breadth and interdependence of the current marketing environment through key dimensions of holistic marketing, namely: Internal Marketing, Integrated Marketing, Relationship Marketing, and Marketing Performance. Through learning Marketing Management courses, students will gain insight into modern marketing programs that are in line with the 21st century and practice it as a form of understanding about Marketing Science.Course DescriptionTodays marketing requires companies to change the mechanism from managing product portfolios to managing customers portfolios. The company will collect a database of individual customers so that the company can better understand customers and provide personalized offers and messages. Companies and marketers need to carry out holistic marketing, where the development, design, and implementation of marketing programs, processes and activities that look at the breadth and interdependence of the current marketing environment through the key dimensions of holistic marketing, namely: Internal Marketing, Integrated Marketing, Relationship Marketing, and Marketing Performance. Through learning the Marketing Management course, students will gain insight into modern marketing programs that are appropriate for the 21st century and put them into practice as a form of understanding Marketing Science. Today's marketing requires companies to change the mechanism from managing product portfolios to managing customer portfolios. The company will collect a database of individual customers so that the company can better understand customers and provide offers and messages in person.Companies and marketers need to run holistic marketing, where development, design, and implementation of marketing programs, processes and activities that see the breadth and interdependence of the current marketing environment through key dimensions of holistic marketing, namely: Internal Marketing, Integrated Marketing, Relationship Marketing, and Marketing Performance. Through learning Marketing Management courses, students will gain insight into modern marketing programs that are in line with the 21st century and practice it as a form of understanding about Marketing Science.

References	Main :	
	1. Kotler & Keller. 2016. Marketing Management 15e Global Edition. Harlow: Pearson 2. Joseph P. Cannon, Ph.D, William D. Perreault, Jr., Ph.D, E. Jerome McCrthy, Ph.D, 2008, Pemasaran Dasar Pendekatan Manajerial Global, Edisi Keenam belas. Salemba Empat, Jakarta	
	Supporters:	

Supporting lecturer	Drs. Saino, M.Pd. Winaika Irawati, S.Pd., M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to formulate 21st century marketing activities. Students are able to formulate 21st century marketing activities.	1.Students are able to explain the importance of marketing management. 2.Students are able to explain the scope of marketing management. 3.Students are able to explain the core concepts of marketing management and marketing philosophy. 4.Students are able to explain the importance of marketing management. 5.Students are able to explain the scope of marketing management. 6.Students are able to explain the core concepts of marketing management and marketing philosophy.	**Form of Assessment** : Participatory Activities	Listen to learner explanations, read literature, and group discussions. Listen to learner explanations, read literature, and group discussions. 3 X 50		**Material:** Marketing concepts, Development of marketing concepts, 21st century marketing activities and 21st century marketing challenges **References:** *Kotler & Keller. 2016. Marketing Management 15e Global Edition. Harlow: Pearson*	5%
2	Students are able to formulate and analyze customer value.	1.Students are able to explain the importance of customers. 2.Students are able to explain how to achieve customer satisfaction. 3.Students are able to differentiate CRM from CSR. 4.Students are able to explain the importance of customers. 5.Students are able to explain how to achieve customer satisfaction. 6.Students are able to distinguish CRM from CSR.	**Form of Assessment** : Participatory Activities	Listen to learner explanations, read literature, and group discussions. Listen to learner explanations, read literature, and group discussions. 3 X 50		**Material:** Concept of customer value, Building customer value, Concept of customer satisfaction, Measuring customer satisfaction, Concept and implementation of CRM, Concept and implementation of CSR, and Case study of CRM and CSR implementation **Library:** *Kotler & Keller. 2016. Marketing Management 15e Global Edition. Harlow: Pearson*	5%

3	Students are able to analyze and conclude marketing processes and planning. Students are able to analyze and conclude marketing processes and planning.	1.Students are able to identify and mention market segmentation. 2.Students are able to name the target market. 3.Students are able to determine the position of products/services in the market. 4.Students are able to identify and mention market segmentation. 5.Students are able to mention the target market. 6.Students are able to determine the position of products / services on the market.	**Form of Assessment** : Participatory Activities	Listen to learner explanations, read literature, and group discussions. Listen to learner explanations, read literature, and group discussions. 6 X 50		**Material:** Concept of the marketing process, flow of marketing activities, components of the marketing process, and case studies of the marketing process. **Reference:** *Kotler & Keller. 2016. Marketing Management 15e Global Edition. Harlow: Pearson*	5%
4							5%
5	Students understand Marketing Information Systems Students are able to understand Marketing Information Systems.	1.Students are able to explain the components of a Marketing Information System. 2.Students are able to carry out internal records in the Marketing Information System. 3.Students are able to understand marketing intelligence. 4.Students are able to explain the components of the Marketing Information System. 5.Students are able to make internal records in the Marketing Information System. 6.Students are able to understand marketing intelligence.	**Form of Assessment** : Participatory Activities	Listen to learner explanations, read literature, and group discussions. Listen to learner explanations, read literature, and group discussions. 3 X 50		**Material:** Marketing Information Systems, SIP Concept, SIP Components, SIP Flow, SIP Implementation and SIP implementation case studies **Library:** *Kotler & Keller. 2016. Marketing Management 15e Global Edition. Harlow: Pearson*	5%

6	Students are able to analyze markets and market behavior. Students are able to analyze markets and market behavior.	1. Students are able to differentiate and describe various types of markets. 2. Students are able to explain the factors that influence purchasing decisions. 3. Students are able to describe the purchasing decision process. 4. Students are able to distinguish and describe the types of markets. 5. Students are able to explain the factors that influence purchasing decisions. 6. Students are able to describe the process of purchasing decisions.		Listen to learner explanations, read literature, and group discussions. Listen to learner explanations, read literature, and group discussions. 6 X 50			5%
7							5%
8	MIDDLE SEMESTER TESTMID TERM TEST			3 X 50			10%
9	Students are able to decipher the creation of values. Students are able to decipher the creation of values.	1. Students are able to outline product strategies. 2. Students are able to describe the introduction of offers to new markets. 3. Students are able to describe the development of pricing strategies and programs. 4. Students are able to decipher the product strategy. 5. Students are able to decipher the adoption of offers to new markets. 6. Students are able to describe the development of pricing strategies and programs.		Form of learning: lecture Learning method: group discussion Form of learning: lecture Learning method: group discussion 3 X 50			5%

| 10 | Students are able to decipher the creation of values. Students are able to decipher the creation of values. | 1. Students are able to outline product strategies. 2. Students are able to describe the introduction of offers to new markets. 3. Students are able to describe the development of pricing strategies and programs. 4. Students are able to decipher the product strategy. 5. Students are able to decipher the adoption of offers to new markets. 6. Students are able to describe the development of pricing strategies and programs. | | Form of learning: lecture Learning method: group discussion Form of learning: lecture Learning method: group discussion 3 X 50 | | | 5% |
| 11 | Students are able to decipher the creation of values. Students are able to decipher the creation of values. | 1. Students are able to outline product strategies. 2. Students are able to describe the introduction of offers to new markets. 3. Students are able to describe the development of pricing strategies and programs. 4. Students are able to decipher the product strategy. 5. Students are able to decipher the adoption of offers to new markets. 6. Students are able to describe the development of pricing strategies and programs. | | Form of learning: lecture Learning method: group discussion Form of learning: lecture Learning method: group discussion 3 X 50 | | | 5% |

12	Students are able to decipher the delivery and communication of values.	1.Students are able to describe the design and management of integrated marketing channels. 2.Students are able to explain retail, wholesale and logistics management. 3.Students are able to describe the design and management of integrated marketing communications. 4.Students are able to describe the design and management of integrated marketing channels. 5.Students are able to elaborate on retail, wholesale, and logistics management. 6.Students are able to elaborate on the design and management of integrated marketing communications.		Form of learning: lecture Learning method: group discussion Form of learning: lecture Learning method: group discussion 3 X 50			5%
13	Students are able to decipher the delivery and communication of values.	1.Students are able to describe the design and management of integrated marketing channels. 2.Students are able to explain retail, wholesale and logistics management. 3.Students are able to describe the design and management of integrated marketing communications. 4.Students are able to describe the design and management of integrated marketing channels. 5.Students are able to elaborate on retail, wholesale, and logistics management. 6.Students are able to elaborate on the design and management of integrated marketing communications.		Form of learning: lecture Learning method: group discussion Form of learning: lecture Learning method: group discussion 3 X 50			5%

14	Students are able to outline marketing responsibilities for long-term success. Students are able to elaborate on marketing responsibilities for long-term success.	1. Students are able to describe holistic marketing organization management for the long term. 2. Students are able to outline opportunities for global markets. 3. Students are able to elaborate on the management of a holistic marketing organization for the long term. 4. Students are able to outline opportunities to tap into global markets.		Form of learning: lecture Learning method: group discussion Form of learning: lecture Learning method: group discussion 3 X 50			5%
15	Students are able to outline marketing responsibilities for long-term success. Students are able to elaborate on marketing responsibilities for long-term success.	1. Students are able to describe holistic marketing organization management for the long term. 2. Students are able to outline opportunities for global markets. 3. Students are able to elaborate on the management of a holistic marketing organization for the long term. 4. Students are able to outline opportunities to tap into global markets.		Form of learning: lecture Learning method: group discussion Form of learning: lecture Learning method: group discussion 3 X 50			5%
16							20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
		20%

Notes
1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** 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.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.