



Universitas Negeri Surabaya
Faculty of Economics and Business
Digital Business Undergraduate Study Program

Document
Code

SEMESTER LEARNING PLAN

| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date |
|-------------------|--|-----------------------------------|---|-----|-----------|--------------------------------------|------------------|
| digital marketing | 6120906018 | Compulsory Study Program Subjects | T=0 | P=3 | ECTS=4.77 | 3 | June 13, 2022 |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | | Study Program Coordinator | |
| | Ika Diyah Candra Arifah S.E., M. Com, CMA, Riska Dhenabayu, S.Kom., M.M. | | Ika Diyah Candra Arifah S.E., M. Com, CMA | | | Hujjatullah Fazlurrahman, S.E., MBA. | |

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| Learning model | Project Based Learning |
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Program Learning Outcomes (PLO) PLO study program which is charged to the course

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| PLO-2 | Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit |
| PLO-3 | Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned |
| PLO-4 | Develop yourself continuously and collaborate. |
| PLO-5 | Able to master the theory of digital business thoroughly |
| PLO-6 | Able to adapt to the context of digital business problems faced well |
| PLO-7 | Able to develop digital business ideas creatively and innovatively |
| PLO-8 | Able to develop knowledge in the field of digital business appropriately |
| PLO-9 | Able to develop digital business based on entrepreneurial leadership in a sustainable manner |
| PLO-10 | Able to implement digital business theory in managing organizations ethically and effectively |
| PLO-11 | Able to apply information and communication technology in business management appropriately |

Program Objectives (PO)

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| PO - 1 | C2. Students identify and apply digital marketing knowledge to business situations in local and global environments. |
| PO - 2 | P3. Students identify and research digital marketing problems in business situations, analyze problems, draw appropriate and justified solutions, and develop and evaluate effective digital marketing plans. |
| PO - 3 | A5. Students effectively communicate digital marketing knowledge in oral and written contexts. |
| PO - 4 | C5. Students are able to critically examine digital marketing decisions based on social, environmental and cultural considerations. |
| PO - 5 | A2. Students can participate collaboratively in teamwork and digital marketing strategy presentations and evaluations. |

PLO-PO Matrix

| P.O | PLO-2 | PLO-3 | PLO-4 | PLO-5 | PLO-6 | PLO-7 | PLO-8 | PLO-9 | PLO-10 | PLO-11 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|
| PO-1 | ✓ | ✓ | ✓ | ✓ | | | | | | |
| PO-2 | | | | | ✓ | ✓ | ✓ | | | |
| PO-3 | | | | | ✓ | ✓ | ✓ | | | |
| PO-4 | | | | | | | | ✓ | ✓ | ✓ |
| PO-5 | | | | | | | | ✓ | ✓ | ✓ |

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

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

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| Short Course Description | This course understands and practices digital marketing concepts as part of a larger set of concepts and theories in the marketing discipline by optimizing interactive digital technologies such as the Internet, podcasts, and e-commerce. This course covers applied knowledge and skills about market intelligence, content marketing, marketing media for digital businesses, digital advertising, online reputation management of digital companies and digital marketing evaluation. |
| References | <p>Main :</p> <ol style="list-style-type: none"> 1. Dave Chaffey & Fiona Ellis-Chadwick. (2019). Digital Marketing 7th Edition. Pearson. 2. Chuck Hemann & Ken Burbary. (2018). Digital Marketing Analytics (Making Sense of Consumer Data in Digital World). Pearson. 3. Philip Kotler, Hermawan Kartajaya & Iwan Setiawan. (2017). Marketing 4.0 (Moving from Traditional to Digital). Wiley. <p>Supporters:</p> |
| Supporting lecturer | Herma Retno Prabayanti, S.E., M.Med.Kom. Dr. Ratih Amelia, S.E., M.M. Ika Diyah Candra Arifah, S.E., M.Com. Riska Dhenabayu, S.Kom., M.M. Hujjatullah Fazlurrahman, S.E., MBA. Fresha Kharisma, S.E., M.SM. |

| 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 can explain the concepts, definitions and areas of digital marketing. | 1.1.1. Explain: - Definition of digital marketing - Why digital marketing is needed 2.1.2. Explains: - Digital marketing area. -Marketing mix -Service marketing mix | Form of Assessment : Participatory Activities | Lectures, discussions, case analysis 3 X 50 | | Material: Digital Marketing Strategy Readers: <i>Dave Chaffey & Fiona Ellis-Chadwick. (2019). Digital Marketing 7th Edition. Pearson.</i> <hr/> Material: Digital Marketing Strategy 4.0 Readers: <i>Philip Kotler, Hermawan Kartajaya & Iwan Setiawan. (2017). Marketing 4.0 (Moving from Traditional to Digital). Wiley.</i> | 3% |

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| 2 | Students can plan and prepare marketing websites. | <p>1.2.1. Explains: - Marketing website planning - Marketing website elements - Types of website design and interface</p> <p>2.2.2 Develop: - Planning a marketing website - Designing a marketing website design</p> | <p>Criteria: Grammatically good</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p> | lectures, questions and answers, and presentations 3 X 50 | | <p>Material: Digital Marketing Strategy Readers: <i>Dave Chaffey & Fiona Ellis-Chadwick. (2019). Digital Marketing 7th Edition. Pearson.</i></p> <hr/> <p>Material: Digital Marketing Strategy 4.0 Readers: <i>Philip Kotler, Hermawan Kartajaya & Iwan Setiawan. (2017). Marketing 4.0 (Moving from Traditional to Digital). Wiley.</i></p> | 3% |
| 3 | Students can understand search engine optimization and search engine marketing. | 3.1 Explain :- various factors play a role in making a website rank first on the search engine results page. - various aspects of SEO like on-page and off-page optimization, keyword research, meta tags, meta descriptions, link building | <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p> | Lectures, Discussions, Assignments to create an SEO Blog and optimization analysis 3 X 50 | | <p>Material: Digital Marketing Strategy Readers: <i>Dave Chaffey & Fiona Ellis-Chadwick. (2019). Digital Marketing 7th Edition. Pearson.</i></p> | 3% |
| 4 | Students can understand and organize marketing through social media. | <p>1.4.1. Explain: - The concept of marketing through social media - Differences in the characteristics of social media for digital marketing - Target audience and effective selection of social media for marketing</p> <p>2.4.2 Develop: Marketing campaigns via social media, copywriting and advertising creative.</p> | <p>Criteria: Analyzing case studies on selecting social media marketing to increase the number of visits</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p> | lecture, discussion, writing practice 3 X 50 | | <p>Material: Marketing Strategy Reader: <i>Dave Chaffey & Fiona Ellis-Chadwick. (2019). Digital Marketing 7th Edition. Pearson.</i></p> | 3% |

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| 5 | Students can develop content marketing strategies. Students can develop content marketing strategies. | <p>1.5.1 Explain: - The purpose of compiling marketing content - The role of market & product positioning in compiling marketing content - Marketing content matrix, content bucketing and social media calendar. 5.1. Explain : - Purpose of compiling marketing content - The role of market & product positioning in compiling marketing content - Marketing content matrix, content bucketing, social media calendar</p> <p>2.5.2 Analyze: - Digital marketing content with a marketing content matrix. 5.2. Analyze: - Digital marketing content with marketing content matrix</p> | <p>Criteria: Criteria: Holistic rubric Non-test form</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p> | Discussion, Lecture 3x50 | Discussion, Lecture (Video conference, Youtube videos, Google Classroom/Microsoft Teams) 3x50 | <p>Material: Digital Marketing</p> <p>References: 1. Dave Chaffey & Fiona Ellis-Chadwick. (2019). <i>Digital Marketing 7th Edition</i>. Pearson.</p> <hr/> <p>Material: Digital Marketing</p> <p>Bibliography: 2. Chuck Hemann & Ken Burbary. (2018). <i>Digital Marketing Analytics (Making Sense of Consumer Data in Digital World)</i>. Pearson.</p> <hr/> <p>Material: Marketing</p> <p>Literature: 3. Philip Kotler, Hermawan Kartajaya & Iwan Setiawan. (2017). <i>Marketing 4.0 (Moving from Traditional to Digital)</i>. Wiley.</p> | 3% |
| 6 | | <p>1.6.1. Explains: - Purchase funnel concept - Google Analytics interface - Google Analytics navigation</p> <p>2.7.1 Understand: - Overview report - Audience report - Acquisition report - Behavior report</p> | <p>Criteria: Compile Google Analytics Audience/ Acquisition/Behaviour Reports</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p> | discussion and simulation 3 X 50 | | <p>Material: Marketing Analytics</p> <p>Bibliography: Chuck Hemann & Ken Burbary. (2018). <i>Digital Marketing Analytics (Making Sense of Consumer Data in Digital World)</i>. Pearson.</p> | 3% |
| 7 | | <p>1.6.1. Explains: - Purchase funnel concept - Google Analytics interface - Google Analytics navigation</p> <p>2.7.1 Understand: - Overview report - Audience report - Acquisition report - Behavior report</p> | <p>Criteria: Compile Google Analytics Audience/ Acquisition/Behaviour Reports</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p> | discussion and simulation 3 X 50 | | <p>Material: Marketing Analytics</p> <p>Bibliography: Chuck Hemann & Ken Burbary. (2018). <i>Digital Marketing Analytics (Making Sense of Consumer Data in Digital World)</i>. Pearson.</p> | 3% |

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| 8 | | - able to answer questions correctly | <p>Criteria: max value 100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Test</p> | written test 3 X 50 | | <p>Material: Digital Marketing Strategy Readers: <i>Dave Chaffey & Fiona Ellis-Chadwick. (2019). Digital Marketing 7th Edition. Pearson.</i></p> <p>Material: Marketing Analytics Bibliography: <i>Chuck Hemann & Ken Burbary. (2018). Digital Marketing Analytics (Making Sense of Consumer Data in Digital World). Pearson.</i></p> <p>Material: Digital Marketing Strategy 4.0 Readers: <i>Philip Kotler, Hermawan Kartajaya & Iwan Setiawan. (2017). Marketing 4.0 (Moving from Traditional to Digital). Wiley.</i></p> | 20% |
| 9 | Students can prepare digital media and advertising plans. | Explains: when, where and how often advertising maximizes conversions and ROI; types of media buying, platform-based advertising space, as well as media planning and budgeting, website remarketing | <p>Criteria: Analyzing eGoogle Merchandise Store media buying</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p> | Lectures, discussions and practice | | <p>Material: Digital Marketing Strategy Readers: <i>Dave Chaffey & Fiona Ellis-Chadwick. (2019). Digital Marketing 7th Edition. Pearson.</i></p> | 3% |
| 10 | Students can apply marketing via e-mail. | <p>1.10.1. Explain: - Definition and forms of e-mail marketing - Benefits of e-mail marketing - Key metrics of e-mail marketing</p> <p>2.10.2 Develop: - Form e-mail marketing of e-commerce products</p> | <p>Criteria: Arrange e-mail marketing of individual e-commerce products</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p> | practical discussion lecture | | | 3% |

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| 11 | Students can develop mobile-based e-commerce marketing management. | 1.11.1 Explain: - Definition, role and benefits of e-commerce - Characteristics of e-commerce marketing - Product/service marketing strategies in e-commerce - Consumer persona of e-commerce - 7Ps of e-commerce 2.11.2 Develop: Marketing mix strategy (7P) for e-commerce products | Criteria: Develop an e-commerce marketing mix (7P) strategy Form of Assessment : Participatory Activities, Practice/Performance | case study lectures | | | 3% |
| 12 | | | Criteria: maximum 80 Form of Assessment : Practice / Performance | case study lectures | | Material: Digital Marketing Strategy Readers: <i>Dave Chaffey & Fiona Ellis-Chadwick. (2019). Digital Marketing 7th Edition. Pearson.</i> | 3% |
| 13 | | 12.1 Explain: - Benefits of ORM. - Steps to implement Online Reputation Management (ORM) - Implementation of monitoring or directing perceptions of brands, companies or individuals via the internet, - Ineffective ORM and its crisis management | Criteria: Case studies of ineffective ORMs and recommended solutions Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment | Lectures, lectures, case analysis discussions | | Material: Digital Marketing Strategy Readers: <i>Dave Chaffey & Fiona Ellis-Chadwick. (2019). Digital Marketing 7th Edition. Pearson.</i> | 4% |
| 14 | Students can create marketing through video marketing, automation, influencers & podcasts | 1.14.1 Explain script writing and video execution and how to market it, use the right platform, develop a video content strategy that will generate positive brand awareness, important elements in a video going viral 2.14.2 Arrange script writing and execution of marketing videos and product marketing podcasts | Criteria: Create marketing videos & podcasts in groups Form of Assessment : Project Results Assessment / Product Assessment | Lectures, discussions, practices | | Material: Digital Marketing Strategy Readers: <i>Dave Chaffey & Fiona Ellis-Chadwick. (2019). Digital Marketing 7th Edition. Pearson.</i> | 3% |

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| 15 | | <p>1.</p> <p>2.15.1 Explain: - Digital marketing Key Metrics analysis - Contingency plan for findings in digital marketing reports</p> <p>3.15.2 Prepare: 1. Report and evaluation of digital marketing implementation with Business Intelligence</p> | <p>Criteria: Case study analysis of corporate digital marketing reports.</p> <p>Form of Assessment : Practice / Performance</p> | lectures and discussions, case studies | | <p>Material: Digital Marketing Strategy Readers: Dave Chaffey & Fiona Ellis-Chadwick. (2019). Digital Marketing 7th Edition. Pearson.</p> | 10% |
| 16 | | <p>1.Able to compose marketing videos by implementing digital marketing strategies</p> <p>2.Able to compile marketing podcasts by implementing digital marketing strategies</p> | <p>Criteria: Video marketing and podcast marketing with AIDA principles</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p> | Project Based Final Semester Exam | | <p>Material: Digital Marketing Strategy Readers: Dave Chaffey & Fiona Ellis-Chadwick. (2019). Digital Marketing 7th Edition. Pearson.</p> <p>Material: Digital Marketing Strategy 4.0 Readers: Philip Kotler, Hermawan Kartajaya & Iwan Setiawan. (2017). Marketing 4.0 (Moving from Traditional to Digital). Wiley.</p> | 30% |

Evaluation Percentage Recap: Project Based Learning

| No | Evaluation | Percentage |
|----|---|------------|
| 1. | Participatory Activities | 16.5% |
| 2. | Project Results Assessment / Product Assessment | 52.5% |
| 3. | Portfolio Assessment | 1% |
| 4. | Practice / Performance | 19% |
| 5. | Test | 11% |
| | | 100% |

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.