	Universitas Negeri Surabaya Faculty of Sports and Health Sciences Bachelor of Sports Science Study Program					Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Sports Marketing		8920102244		T=2	P=1	ECTS=4.77	6	July 17, 2024
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator	
		....		....			Dr. Heri Wahyudi, S.Or., M.Pd.	

Learning model	Case Studies
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

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 sports to managing sports customers. 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 sports 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.
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	Catur Supriyanto, S.Pd., M.Kes., Ph.D. Ika Nurmaya, S.K.M., M.Kes. Dr. Roy Januardi Irawan, S.Or., M.Kes.

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 elaborate marketing management. Students are able to elaborate marketing management.	1.Students are able to outline the definition of marketing for the new reality. 2.Students are able to describe strategy development and marketing planning. 3.Students are able to decipher marketing definitions for new realities. 4.Students are able to describe the development of marketing strategies and planning,		Form of learning: lectureLearning method: group discussionForm of learning: lectureLearning method: group discussion 3 X 50			0%
2	Students are able to elaborate marketing management. Students are able to elaborate marketing management.	1.Students are able to outline the definition of marketing for the new reality. 2.Students are able to describe strategy development and marketing planning. 3.Students are able to decipher marketing definitions for new realities. 4.Students are able to describe the development of marketing strategies and planning,		Form of learning: lectureLearning method: group discussionForm of learning: lectureLearning method: group discussion 3 X 50			0%
3	Students are able to decipher marketing insights. Students are able to decipher marketing insights.	Students are able to outline how to gather information and predict requests.		Form of learning: lecture Learning method: group discussion Form of learning: lecture Learning method: group discussion 3 X 50			0%
4	Students are able to explain how to relate to customers. Students are able to describe how to connect with customers.	1.Students are able to describe how to build long-term loyalty relationships. 2.Students are able to describe consumer market analysis. 3.Students are able to describe business market analysis. 4.Students are able to describe how to build long-term loyalty relationships. 5.Students are able to decipher consumer market analysis. 6.Students are able to decipher business market analysis.		Form of learning: lecture Learning method: group discussion Form of learning: lecture Learning method: group discussion 3 X 50			0%

5	Students are able to explain how to relate to customers. Students are able to describe how to connect with customers.	1. Students are able to describe how to build long-term loyalty relationships. 2. Students are able to describe consumer market analysis. 3. Students are able to describe business market analysis. 4. Students are able to describe how to build long-term loyalty relationships. 5. Students are able to decipher consumer market analysis. 6. Students are able to decipher business market analysis.		Form of learning: lecture Learning method: group discussion Form of learning: lecture Learning method: group discussion 3 X 50			0%
6	Students are able to describe how to build a strong brand.	1. Students are able to describe the identification of market segments and target markets. 2. Students are able to describe the preparation of brand positioning. 3. Students are able to decipher the identification of market segments and target markets. 4. Students are able to describe the crafting of brand positioning.		Form of learning: lecture Learning method: group discussion Form of learning: lecture s 3 X 50			0%
7	Students are able to describe how to build a strong brand.	1. Students are able to describe the identification of market segments and target markets. 2. Students are able to describe the preparation of brand positioning. 3. Students are able to decipher the identification of market segments and target markets. 4. Students are able to describe the crafting of brand positioning.		Form of learning: lecture Learning method: group discussion Form of learning: lecture s 3 X 50			0%
8	Midterm ExamMid Test			3 X 50			0%

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			0%
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			0%

| 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 | | | 0% |
| 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 | | | 0% |

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			0%
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			0%

| 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 | | | 0% |
| 16 | Final Semester ExamFinal test | | | 3 X 50 | | | 0% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.