SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Digital Promotion	9034204449		T=1	P=3	ECTS=6.36	5	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Nanda Nini Anggalih, S.Pd., M.Ds.	Nanda Nini Anggalih, S.Pd., M.Ds.	Asidigisianti Surya Patria, S.T., M.Pd.

Learning model	**Project Based Learning**	
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	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-6	Able to design, implement and produce graphic design work both manually and digitally.
	Program Objectives (PO)	
	PO - 1	Have good morals, ethics and personality when participating in Digital Promotion learning
	PO - 2	Able to identify problems and determine actions to produce Digital Promotion works according to the digital marketing pillars
	PO - 3	Have knowledge about managing digital media visual content to support digital marketing strategies.
	PO - 4	Have the ability and sensitivity in designing media planning, as a form of applying case studies to digital promotions.
	PLO-PO Matrix	

P.O	PLO-2	PLO-3	PLO-6
PO-1			
PO-2			
PO-3			
PO-4			

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
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	This course is intended to provide experience and deepening of digital promotion design methods, finding creative solutions and developing the concept of a digital media approach as a vehicle based on communication and persuasion needs in visual communication design. Furthermore, this course provides experience so that students master effective, interactive and tactical digital media systems in supporting a message through web design for social or commercial purposes. This course emphasizes practical skills in designing digital promotions and web design.
References	**Main :**

1. Austin, Tracy & Doust, Richard. New Media Design. London: Laurence King Publishers. 2007.
2. Lester, Paul M. Visual Communication: Images with Messages. USA: Wadsworth. 2000.
3. Lupock, Lisa. Designing Multimedia: A Visual Guide to Multimedia and Online Graphics. California: Peachpit Press. 1996.
4. Marcotte, Ethan. Responsive Web Design. USA: Eyrolles Paperback. 2011.
5. Susanto, GM. The Power of Digital Marketing. Jakarta: Gramedia. 2017.

Supporters:	

Supporting lecturer	Herma Retno Prabayanti, S.E., M.Med.Kom. Nanda Nini Anggalih, S.Pd., M.Ds. Arieviana Ayu Laksmi, S.T., M.B.A.

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	Able to understand e-commerce and digital marketing	1. Students can describe the e-commerce framework 2. Students can describe the advantages and disadvantages of e-commerce 3. Students can describe the advantages and disadvantages of e-commerce 4. Students can describe the obstacles and challenges of e-commerce in Indonesia	**Criteria:** Accuracy in answering questions in the quiz **Form of Assessment** : Participatory Activities, Tests	Lecture, Discussion in groups Task-1: Present the results of the 4X 50 assignment		**Material:** E-commerce and digital marketing **Reference:** *Susanto, GM. The Power of Digital Marketing. Jakarta: Gramedia. 2017.*	5%
2	Able to understand the e-commerce business model in modern marketing	1. Students can describe types of e-commerce business models 2. Students can describe the classification and content of the e-commerce framework 3. Students can describe the structure of the e-commerce industry 4. Students can describe the value chain of the e-commerce industry 5. Students can describe the value chain of e-commerce companies	**Criteria:** Accuracy in answering questions in the quiz **Form of Assessment** : Participatory Activities, Tests	Lecture: Discovery Learning, Discussion and practice Task-2 4 X 50	Vinesa, Web Meeting 4 X 50	**Material:** E-commerce business models in modern marketing **Reference:** *Susanto, GM. The Power of Digital Marketing. Jakarta: Gramedia. 2017.*	5%

| 3 | Able to understand the user interface in web-based marketing applications | Students can describe the 7C Framework in the user interface: 1) Context 2) Content 3) Community 4) Customization 5) Connection 6) Communication 7) Commerce | **Criteria:** Punctuality and discipline

Form of Assessment: Participatory Activities, Project Results Assessment / Product Assessment | Practice Studio Project Based Learning, Discussion in groups Phase 1: Determining Basic Questions Lecturer asks: Developing web-based visual content Students respond to lecturer's statements. 4 X 50 | Vinesa, web meeting | **Material:** 7C Framework in userinterface: 1) Context 2) Content 3) Community 4) Customization 5) Connection 6) Communication 7) Commerce **Reader:** *Lupock, Lisa. Designing Multimedia: A Visual Guide to Multimedia and Online Graphics. California: Peachpit Press. 1996.* | 5% |
| 4 | Able to identify markets and segmentation comprehensively | Students can describe market specifications and types of consumers | **Criteria:** 1.Punctuality and discipline 2.Honesty and creativity

Form of Assessment: Participatory Activities, Project Results Assessment / Product Assessment | Project Based Learning, Discussion in groups Phase 2: Developing a Project Plan Lecturer gives students time to design a design concept, Students create visual content designs Phase 3: Developing a Schedule Lecturer makes an agreement on the final deadline for submitting the project. Students develop a timeline for completing the project Phase 4: Monitoring The lecturer monitors the student's process of collecting project results. Students submit their work according to the agreed time limit of 4 X 50 | | **Material:** Market and digital segmentation **Reader:** *Susanto, GM. The Power of Digital Marketing. Jakarta: Gramedia. 2017.* | 10% |

| 5 | Able to identify markets and segmentation comprehensively | Students can describe market specifications and types of consumers | **Criteria:**
1. Punctuality and discipline
2. Honesty and creativity

Form of Assessment :
Participatory Activities, Project Results Assessment / Product Assessment | Project Based Learning, Discussion in groups Phase 2: Developing a Project Plan Lecturer gives students time to design a design concept, Students create visual content designs Phase 3: Developing a Schedule Lecturer makes an agreement on the final deadline for submitting the project. Students develop a timeline for completing the project Phase 4: Monitoring The lecturer monitors the student's process of collecting project results. Students submit their work according to the agreed time limit of 4 X 50 | | **Material:** Market and digital segmentation **Reader:** *Susanto, GM. The Power of Digital Marketing. Jakarta: Gramedia. 2017.* | 5% |

| 6 | Able to understand the pillars of digital marketing | Students can describe the division of online channels and offline marketing channels | **Criteria:**
1. Punctuality and discipline
2. Completeness and suitability
3. Honesty and creativity
4. High motivation and interest

Form of Assessment :
Participatory Activities, Project Results Assessment / Product Assessment | Project Based Learning, Discussion in groups Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students collect their work according to the agreed time limit.

Phase 5: Testing the results. Students explain and present the results . Lecturer, accuracy of the interface on the media.

Phase 6: Evaluation of experience. Students revise if the work produced has not reached the standards set. Lecturer gives students time to reflect and revise the project. Lecturer provides suggestions and input on the 4 X 50 project | | **Material:** online channels and offline marketing channels
Reference:
Susanto, GM. The Power of Digital Marketing. Jakarta: Gramedia. 2017. | 5% |

| 7 | Able to understand the pillars of digital marketing | Students can describe the division of online channels and offline marketing channels | **Criteria:**
 1. Punctuality and discipline
 2. Completeness and suitability
 3. Honesty and creativity
 4. High motivation and interest

 Form of Assessment :

 Participatory Activities, Project Results Assessment / Product Assessment | Project Based Learning, Discussion in groups Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students collect their work according to the agreed time limit.

 Phase 5: Testing the results. Students explain and present the results . Lecturer, accuracy of the interface on the media.

 Phase 6: Evaluation of experience. Students revise if the work produced has not reached the standards set. Lecturer gives students time to reflect and revise the project. Lecturer provides suggestions and input on the 4 X 50 project | | **Material:** online channels and offline marketing channels **Reference:** *Susanto, GM. The Power of Digital Marketing. Jakarta: Gramedia. 2017.* | 5% |

| 8 | Able to understand the pillars of digital marketing | Students can describe the division of online channels and offline marketing channels | **Criteria:**
1. Punctuality and discipline
2. Completeness and suitability
3. Honesty and creativity
4. High motivation and interest

Form of Assessment :
Participatory Activities, Project Results Assessment / Product Assessment | Project Based Learning, Discussion in groups Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students collect their work according to the agreed time limit.

Phase 5: Testing the results. Students explain and present the results . Lecturer, accuracy of the interface on the media.

Phase 6: Evaluation of experience. Students revise if the work produced has not reached the standards set. Lecturer gives students time to reflect and revise the project. Lecturer provides suggestions and input on the 4 X 50 project | | **Material:** online channels and offline marketing channels
Reference: *Susanto, GM. The Power of Digital Marketing. Jakarta: Gramedia. 2017.* | 5% |

| 9 | Able to plan content on Social Media | Students can apply the constants and variables of social media content design to various visuals | **Criteria:**
1. Punctuality and discipline
2. Completeness and suitability
3. Honesty and creativity
4. High motivation and interest

Form of Assessment:
Participatory Activities, Project Results Assessment / Product Assessment | Practice Studio Project Based Learning, Discussion in groups
Phase 1: Determining Basic Questions Lecturer asks: Developing web-based visual content Students respond to the lecturer's statement.

Phase 2: Develop a project plan. The lecturer gives students time to design the design concept. Students create visual content designs .

Phase 3: Develop a schedule. The lecturer makes an agreement on the final deadline for submitting the project. Students develop a timeline for completing the project

Phase 4: Monitoring The lecturer monitors the student's process of collecting project results. Students submit their work according to the agreed time limit of 4 X 50 | | **Material:**
Content on Social Media
Bibliography:
Austin, Tracy & Doust, Richard. New Media Design. London: Laurence King Publishers. 2007. | 5% |

| 10 | Able to plan content on Social Media | Students can apply the constants and variables of social media content design to various visuals | **Criteria:** 1.Punctuality and discipline 2.Completeness and suitability 3.Honesty and creativity 4.High motivation and interest **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment | Practice Studio Project Based Learning, Discussion in groups Phase 1: Determining Basic Questions Lecturer asks: Developing web-based visual content Students respond to the lecturer's statement. Phase 2: Develop a project plan. The lecturer gives students time to design the design concept. Students create visual content designs . Phase 3: Develop a schedule. The lecturer makes an agreement on the final deadline for submitting the project. Students develop a timeline for completing the project Phase 4: Monitoring The lecturer monitors the student's process of collecting project results. Students submit their work according to the agreed time limit of 4 X 50 | | **Material:** Content on Social Media **Bibliography:** *Austin, Tracy & Doust, Richard. New Media Design. London: Laurence King Publishers. 2007.* | 5% |

| 11 | Able to understand and apply Digital Marketing Strategy Trends | Students can organize Visual Elements by emphasizing rhythm by applying arrangement variables, variations in appearance, applying composition principles to produce good Basic Visual works | **Criteria:**
1. Punctuality and discipline
2. Completeness and suitability
3. Honesty and creativity
4. High motivation and interest

Form of Assessment :
Participatory Activities, Project Results Assessment / Product Assessment | Project Based Learning, Discussion in groups

Phase 5: Testing the Results Students explain and present the results of the lecturer, accuracy of the interface on the media

Phase 6: Evaluation of Experience Students revise if the work produced has not reached the standards set.
The lecturer gives the students time to reflect and revise the project.
The lecturer provides suggestions and input. against the 4 X 50 project | | **Material:** Digital Marketing Strategy Trends
Reference:
Susanto, GM. The Power of Digital Marketing. Jakarta: Gramedia. 2017. | 5% |

12	Able to understand and compile content on websites and landing pages	1.Students can describe the differences and similarities between websites and landing pages 2.Students can create websites and landing pages	**Criteria:** Activeness in class discussions **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning, Discussion in groups Phase 1: Determining Basic Questions Lecturer asks: Preparing content budgeting and media plan Students respond to lecturer's statement. Phase 2: Develop a project plan. The lecturer gives students time to design the design concept. Students create visual content designs . Phase 3: Develop a schedule . The lecturer makes an agreement on the deadline for submitting the project. Students prepare a timeline for completing the 4 X 50 project.		**Material:** Website and landing page **Bibliography:** *Lester, Paul M. Visual Communication: Images with Messages. USA: Wadsworth. 2000.*	5%
13	Able to explain the relationship between Owned, Earned, and Paid digital marketing	Students are able to explain the differences between Owned, Earned and Paid digital marketing	**Criteria:** 1.Punctuality and discipline 2.Completeness and suitability 3.Honesty and creativity 4.High motivation and interest **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning, discussion in groups Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students collect their work according to the agreed deadline. Phase 5: Testing the Results. Students explain and present the lecturer's results on the accuracy of the interface on 4 X 50 media.		**Material:** Owned, Earned, and Paid digital marketing **Reference:** *Susanto, GM. The Power of Digital Marketing. Jakarta: Gramedia. 2017.*	5%

| 14 | Able to design media planning, budgeting, and implement content on the Online and Offline Channel pillars | Students can prepare media planning and implement designs through digital promotional concepts with a case study approach on product services/food-drinks/Project Events/ *(please choose) | **Criteria:** 1. Punctuality and discipline 2. Completeness and suitability 3. Honesty and creativity 4. High motivation and interest **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment | Project Based Learning, Discussion in groups Phase 5: Testing the Results Students explain and present the lecturer's results, accuracy of the interface on the media Phase 6: Evaluation of Experience Students revise if the work produced has not reached the standards set. The lecturer gives the students time to reflect and revise the project. The lecturer provides suggestions and input. against the 4 X 50 project | | **Material:** Media planning **Bibliography:** *Austin, Tracy & Doust, Richard. New Media Design. London: Laurence King Publishers. 2007.* | 5% |
| 15 | Able to design media planning, budgeting, and implement content on the Online and Offline Channel pillars | Students can prepare media planning and implement designs through digital promotional concepts with a case study approach on product services/food-drinks/Project Events/ *(please choose) | **Criteria:** 1. Punctuality and discipline 2. Completeness and suitability 3. Honesty and creativity 4. High motivation and interest **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment | Project Based Learning, Discussion in groups Phase 5: Testing the Results Students explain and present the lecturer's results, accuracy of the interface on the media Phase 6: Evaluation of Experience Students revise if the work produced has not reached the standards set. The lecturer gives the students time to reflect and revise the project. The lecturer provides suggestions and input. against the 4 X 50 project | | **Material:** Media planning **Bibliography:** *Austin, Tracy & Doust, Richard. New Media Design. London: Laurence King Publishers. 2007.* | 5% |

| 16 | Able to design media planning, budgeting, and implement content on the Online and Offline Channel pillars | Students can prepare media planning and implement designs through digital promotional concepts with a case study approach on product services/food-drinks/Project Events/ *(please choose) | **Criteria:** 1.Punctuality and discipline 2.Completeness and suitability 3.Honesty and creativity 4.High motivation and interest **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment | Project Based Learning, Discussion in groups Phase 5: Testing the Results Students explain and present the lecturer's results, accuracy of the interface on the media Phase 6: Evaluation of Experience Students revise if the work produced has not reached the standards set. The lecturer gives the students time to reflect and revise the project. The lecturer provides suggestions and input. against the 4 X 50 project | | **Material:** Media planning **Bibliography:** *Austin, Tracy & Doust, Richard. New Media Design. London: Laurence King Publishers. 2007.* | 20% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Project Results Assessment / Product Assessment	45%
3.	Test	5%
		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.