



<b>Short Course Description</b>	Educational marketing management development courses equip students to comprehensively and in-depth identify the scope of educational marketing which includes urgency, objectives and principles in marketing educational institutions. Apart from that, this course also equips students to formulate the market segmentation process for educational institutions, the educational marketing mix, promotion and communication strategies, the important human resources (HR) required as well as the process of organizing and implementing educational marketing with the aim that students are able to formulate institutional marketing development strategies. customer-oriented education and able to provide excellent educational services. The final goal of this lecture is that students are able to design a model for developing educational marketing development strategies within the educational unit.						
<b>References</b>	<b>Main :</b>		<ol style="list-style-type: none"> <li>1. Lockhart, J. 2011. How to Market Your School: A Guide to Marketing, Communication, and Public Relations for School Administrators. Maryland: Rowman &amp; Littlefield Publisher, Inc.</li> <li>2. Adnett, N. &amp; Davies, P. 2002. Markets For Schooling: An Economic Analysis. New York: Routledge</li> <li>3. Bahri, A.S. 2020. Manajemen Humas Sekolah. Bandung: Widina Bhakti Persada.</li> <li>4. Carney, W.W. &amp; Lymer, L.A. 2015. Fundamentals of Public Relations and Marketing, Communications in Canada. Canada: The University of Alberta Press.</li> <li>5. Cutlip, Scott M., Allen H. C, &amp; Glen . M. Broom. 2000. Effective Public Relation. Englewood Cliffs. New Jersey: Prentice Hall.</li> <li>6. Davis, A. 2005. Everything You Should Know About Public Relations. Jakarta: PT.Elex Media Komputindo.</li> <li>7. Gorton, R. A. 1976. School Administration. Dubuque, Iowa: Wm C. Brown Company Publisher.</li> <li>8. Grant, Carl. A. 1979. Community Participation in Education: School and the Symbolic uses of Community Participation. Boston. Allyn and Bacon, Inc.</li> <li>9. Handerson, A. 2002. A New Wave of Evidence: Family and Community Connection with School. Texas: Southwest Educational Development Library.</li> <li>10. Hoy, W.K. dan Cecil, C.G. 2001. Educational Administration: Theory, Research and Practice 6th ed. New York: Mc Graw Hill.</li> <li>11. Keith, S. dan Girling, R.H. 1991. Educational, Management, and Participation: New Directions in Educational Administration. Boston: Allyn and Bacon.</li> <li>12. Kowalski, Theodore J. 2004. Public Relations in School. New Jersey: Pearson, Merrill Prentice.</li> <li>13. Leslie.W.K, Bagin Don, and Donald R.G.1984. The School and Community Relations 3rd Edition. Englewood Cliffs, N.J: Prentice Hall.</li> <li>14. Maskur. 2018. Manajemen Humas Pendidikan Islam: Teori dan Aplikasi. Sleman: Deepublish</li> </ol>				
	<b>Supporters:</b>						
<b>Supporting lecturer</b>	Prof. Dr. Dewie Tri Wijayati Wardoyo, M.Si. Dr. Nunuk Hariyati, 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	<ol style="list-style-type: none"> <li>1.1. Students know the objectives of the Education Marketing course</li> <li>2.2. Students know the competencies that must be achieved in Educational Marketing courses.</li> <li>3.3. Students make a lecture contract which is agreed with the lecturer.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are able to generalize the study of lecture material comprehensively.</li> <li>2. Building a commitment based on a lecture agreement (Building Learning Commitment)</li> </ol>	<b>Form of Assessment :</b> Participatory Activities	Cooperative Learning 2 X 50		<b>Material:</b> Educational Marketing <b>Reference:</b> <i>Lockhart, J. 2011. How to Market Your School: A Guide to Marketing, Communication, and Public Relations for School Administrators. Maryland: Rowman &amp; Littlefield Publishers, Inc.</i>	3%
2	<ol style="list-style-type: none"> <li>1. Students clarify the concept of marketing educational services and public relations</li> <li>2. Students abstract the basic concepts of marketing and service marketing</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are able to generalize the definition of marketing and marketing of educational services</li> <li>2. Classifying the types and characteristics of service marketing</li> <li>3. Describe approaches in services marketing</li> <li>4. Proposing a hypothesis regarding the evolutionary development of services marketing</li> </ol>	<b>Criteria:</b> Activeness and participation in the learning process and assignments  <b>Form of Assessment :</b> Participatory Activities	Cooperative Learning Group assignments Question and answer 2 x 50		<b>Material:</b> Characteristics and Approaches to Educational Marketing <b>Reference:</b> <i>Lockhart, J. 2011. How to Market Your School: A Guide to Marketing, Communication, and Public Relations for School Administrators. Maryland: Rowman &amp; Littlefield Publishers, Inc.</i>	4%

3	Students are able to abstract and create marketing management plans for educational institutions in a comprehensive and in-depth manner	<ol style="list-style-type: none"> <li>1. Students are able to generalize management concepts in the field of marketing educational services holistically</li> <li>2. Identify the marketing planning process for educational services carefully</li> <li>3. Organize resources in marketing educational services clearly</li> <li>4. Building stakeholder motivation and commitment in marketing educational services</li> <li>5. Evaluate the implementation of educational services marketing management comprehensively</li> </ol>	<b>Form of Assessment :</b> Participatory Activities	Cooperative Learning Discussion Questions and answers Review 2 x 50		<b>Material:</b> School Marketing <b>Reference:</b> <i>Lockhart, J. 2011. How to Market Your School: A Guide to Marketing, Communication, and Public Relations for School Administrators. Maryland: Rowman &amp; Littlefield Publishers, Inc.</i>	0%
4	<ol style="list-style-type: none"> <li>1. Abstracting the scope of marketing communication</li> <li>2. Analyzing the condition of institutions through SWOT analysis and formulating marketing strategies for educational institutions that are considered effective</li> <li>3. Plan targets and project customer service behavior at educational institutions</li> <li>4. Abstracting the marketing mix of services in educational institutions</li> <li>5. Formulate Segmentation, Targeting and Positioning strategies for Educational Institutions</li> <li>6. Projecting the determinants of educational service customer satisfaction and loyalty</li> </ol>			Cooperative Learning Discussion Questions and answers Review 2 x 50		<b>Material:</b> Marketing communication <b>Bibliography:</b> <i>Lockhart, J. 2011. How to Market Your School: A Guide to Marketing, Communication, and Public Relations for School Administrators. Maryland: Rowman &amp; Littlefield Publishers, Inc.</i>	0%

5	<ol style="list-style-type: none"> <li>1. Abstracting the scope of marketing communication</li> <li>2. Analyzing the condition of institutions through SWOT analysis and formulating marketing strategies for educational institutions that are considered effective</li> <li>3. Plan targets and project customer behavior at educational institutions</li> <li>4. Abstracting the marketing mix of services in educational institutions</li> <li>5. Formulate Segmentation, Targeting and Positioning strategies for Educational Institutions</li> <li>6. Projecting the determinants of educational service customer satisfaction and loyalty</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are able to generalize the communication process in educational marketing in a comprehensive manner</li> <li>2. Comprehensively explaining effective forms of communication in educational marketing</li> <li>3. Project the implementation of E-communication in the marketing of educational services clearly</li> <li>4. Building cooperation with customers (Building Community Partnerships)</li> </ol>	<p><b>Criteria:</b> Activeness and participation in the learning process and assignments</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Cooperative Learning Discussion Questions and answers Review 2 x 50</p>		<p><b>Material:</b> School Marketing <b>Reference:</b> <i>Adnett, N. &amp; Davies, P. 2002. Markets For Schooling: An Economic Analysis. New York: Routledge</i></p>	4%
6	<p>Students are able to abstract the scope of marketing communication accurately and comprehensively</p>	<ol style="list-style-type: none"> <li>1. Students are able to generalize the communication process in educational marketing in a comprehensive manner</li> <li>2. Comprehensively explaining effective forms of communication in educational marketing</li> <li>3. Project the implementation of E-communication in the marketing of educational services clearly</li> <li>4. Building cooperation with customers (Building Community Partnerships)</li> </ol>	<p><b>Criteria:</b> Activeness and participation in the learning process and assignments</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Cooperative Learning Discussion Questions and answers Review 2 x 50</p>		<p><b>Material:</b> School Marketing <b>Reference:</b> <i>Adnett, N. &amp; Davies, P. 2002. Markets For Schooling: An Economic Analysis. New York: Routledge</i></p>	4%

7	Students are able to analyze the condition of institutions through SWOT analysis and formulate marketing strategies for educational institutions that are considered effective precisely and carefully	<ol style="list-style-type: none"> <li>1. Students are able to formulate the problems experienced by educational institutions carefully</li> <li>2. Solving problems through holistic SWOT analysis techniques</li> <li>3. Categorizing types of strategies in marketing educational services</li> <li>4. Formulate strategies based on the results of SWOT analysis in marketing educational services</li> </ol>	<p><b>Criteria:</b> Activeness and participation in the learning process and assignments</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Cooperative Learning Discussion Questions and answers Review 2 x 50		<p><b>Material:</b> Marketing Strategy</p> <p><b>Literature:</b> <i>Leslie. WK, Bagin Don, and Donald RG1984. The School and Community Relations 3rd Edition. Englewood Cliffs, NJ: Prentice Hall.</i></p>	5%
8	Students are able to complete UTS on time	Assessment rubric	<p><b>Criteria:</b> According to the Rubric</p> <p><b>Form of Assessment :</b> Test</p>	UTS 2 X 50			20%
9	Students are able to plan targets and project the behavior of service customers at educational institutions holistically	<ol style="list-style-type: none"> <li>1. Students are able to analyze and plan targets in marketing educational services carefully</li> <li>2. Formulate strategies for achieving targets in marketing educational services holistically</li> <li>3. Abstracting a comprehensive definition of educational service customer behavior</li> <li>4. Reconstructing the AIDA S principle (Attention, Interest, Desire, Action Satisfaction) in depth</li> <li>5. Comprehensively classifying educational service behavior</li> <li>6. Detailing the behavior of middle class educational service customers</li> </ol>	<p><b>Criteria:</b> Activeness and participation in the learning process and assignments</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Cooperative Learning Discussion Questions and answers Review 2 x 50		<p><b>Material:</b> AIDA S</p> <p><b>Reference:</b> <i>Davis, A. 2005. Everything You Should Know About Public Relations. Jakarta: PT. Elex Media Komputindo.</i></p>	5%

10	Students are able to comprehensively abstract the marketing mix of services in educational institutions	<ol style="list-style-type: none"> <li>1. Students are able to generalize the 4P concept (Product, Price, Place, Promotion) in a comprehensive marketing mix</li> <li>2. Building product offerings for educational institutions that are of interest to service customers</li> <li>3. Building price offers for educational institutions by carefully combining the results/benefits provided to customers</li> <li>4. Carefully identify places for educational institutions to achieve marketing targets</li> <li>5. Designing promotional activities to project to customers the benefits that will be obtained</li> <li>6. Formulate a marketing strategy based on the 4Ps holistically</li> </ol>	<b>Form of Assessment :</b> Participatory Activities	Cooperative Learning Discussion Questions and Answers Review 2 X 50		<b>Material:</b> 4P <b>References:</b> <i>Adnett, N. &amp; Davies, P. 2002. Markets For Schooling: An Economic Analysis. New York: Routledge</i>	0%
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11	Students are able to formulate Segmentation, Targeting and Positioning strategies for educational institutions in order to create an image (brand) of the institution carefully and holistically	<ol style="list-style-type: none"> <li>1. Students are able to abstract the concept of educational marketing segmentation comprehensively</li> <li>2. Categorize potential customers according to characteristics determined based on the abstraction results of the segmentation concept</li> <li>3. Abstracting the concept of educational marketing targeting comprehensively</li> <li>4. Identifying the market segment to be targeted based on the results of the abstraction of the targeting concept</li> <li>5. Abstracting the concept of educational marketing positioning comprehensively</li> <li>6. Designing activities that create an impression that is easy for customers to remember based on the abstraction of the positioning concept</li> </ol>		Cooperative Learning Discussion Questions and Answers Review 2 X 50		<b>Material:</b> Marketing Segmentation <b>Bibliography:</b> <i>Leslie. WK, Bagin Don, and Donald RG1984. The School and Community Relations 3rd Edition. Englewood Cliffs, NJ: Prentice Hall.</i>	0%
12	Students are able to comprehensively project the determinants of Customer Satisfaction and Loyalty of Education Services	<ol style="list-style-type: none"> <li>1. Students are able to comprehensively abstract the definition and dimensions of educational service customer satisfaction</li> <li>2. Abstracting the definition and dimensions of educational service customer loyalty in a comprehensive manner</li> <li>3. Identifying factors that influence customer satisfaction and loyalty in educational services holistically</li> </ol>	<b>Criteria:</b> Activeness and participation in the learning process and assignments  <b>Form of Assessment :</b> Participatory Activities		Cooperative Learning Discussion Questions and Answers Review 2 X 50	<b>Material:</b> Customer Satisfaction <b>References:</b> <i>Kowalski, Theodore J. 2004. Public Relations in School. New Jersey: Pearson, Merrill Prentice.</i>	5%
13	Review the material as a whole by the lecturer				Cooperative Learning Discussion Questions and Answers Review 2 X 50		0%

14	Students produce work in the form of papers	Students are able to transfer ideas in the form of papers	<b>Criteria:</b> Rubric  <b>Form of Assessment :</b> Portfolio Assessment		Cooperative Learning Discussion Questions and Answers Review 2 X 50		10%
15	Students produce work in the form of papers	Students are able to transfer ideas in the form of papers	<b>Criteria:</b> Rubric  <b>Form of Assessment :</b> Portfolio Assessment		Cooperative Learning Discussion Questions and Answers Review 2 X 50		10%
16	Students are able to complete the UAS on time		<b>Form of Assessment :</b> Portfolio Assessment		Cooperative Learning Discussion Questions and Answers Review 2 X 50		30%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	25%
2.	Portfolio Assessment	50%
3.	Practice / Performance	5%
4.	Test	20%
		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.