



Universitas Negeri Surabaya
Faculty of Education,
Doctoral Study Program in Educational Management

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																														
Educational Marketing	8603102916	Compulsory Study Program Subjects	T=2 P=0 ECTS=5.04	4	July 17, 2024																																																														
AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator																																																																
	Dr.Nunuk Hariyati, M.Pd	Dr. Nunuk Hariyati, S.Pd., M.Pd.																																																																
Learning model	Project Based Learning																																																																		
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																		
	Program Objectives (PO)																																																																		
	PO - 1	Able to internalize the character of "intelligent, religious, noble, independent, caring, academically ethical and tough in accordance with the roles and functions carried out inside and outside the work environment, as well as in the context of society, nation and state in educational marketing. Able to develop scientific concepts and study the results of his work based on scientific rules, procedures and ethics in the form of a dissertation as well as compiling scientific research articles published in reputable national and international scientific journals by paying attention to legal aspects related to the results of his research based on educational marketing theory and development of educational marketing, educational organizations, educational leadership and educational supervision decision making, educational policy through the development of research road maps with interdisciplinary, multidisciplinary or transdisciplinary approaches.																																																																	
	PLO-PO Matrix																																																																		
		<table border="1" style="margin: auto;"> <tr><td style="width: 50px;">P.O</td></tr> <tr><td>PO-1</td></tr> </table>				P.O	PO-1																																																												
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	PO Matrix at the end of each learning stage (Sub-PO)																																																																		
		<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																																			
Short Course Description	The Educational Marketing course is one of the substantive courses in Educational Management that students are required to take. The Educational Marketing course equips students to abstract the marketing management concept of educational institutions, project the behavior and expectations of educational service customers and formulate strategies for building the image (brand) of educational institutions both theoretically and practically. So that it can form students who are creative, careful and intelligent in improving the quality of educational institutions.																																																																		
References	<p>Main :</p> <ol style="list-style-type: none"> 1. Lockhart, J. 2011. How to Market Your School: A Guide to Marketing, Communication, and Public Relations for School Administrators. Maryland: Rowman & Littlefield Publisher, Inc. 2. Adnett, N. & Davies, P. 2002. Markets For Schooling: An Economic Analysis. New York: Routledge 3. Bahri, A.S. 2020. Manajemen Humas Sekolah. Bandung: Widina Bhakti Persada. 4. Carney, W.W. & Lymer, L.A. 2015. Fundamentals of Public Relations and Marketing, Communications in Canada. Canada: The University of Alberta Press. 5. Cutlip, Scott M., Allen H. C, & Glen . M. Broom. 2000. Effective Public Relation. Englewood Cliffs. New Jersey: Prentice Hall. 6. Komputindo. Jakarta: PT.Elex Media Everything You Should Know About Public Relations. Davis, A. 2005. 7. Gorton, R. A. 1976. School Administration. Dubuque, Iowa: Wm C. Brown Company Publisher. 8. Grant, Carl. A. 1979. Community Participation in Education: School and the Symbolic uses of Community Participation . Boston. Allyn and Bacon, Inc 9. Handerson, A. 2002. A New Wave of Evidence: Family and Community Connection with School . Texas: Southwest Educational Development Library. 10. Hoy, W.K. dan Cecil, C.G. 2001. Educational Administration: Theory, Research and Practice 6th ed. New York: Mc Graw Hill 11. Keith, S. dan Girling, R.H. 1991. Educational, Management, and Participation: New Directions in Educational Administration. Boston: Allyn and Bacon. 12. Kowalski, Theodore J. 2004. Public Relations in School .New Jersey: Pearson, Merrill Prentice. 13. Leslie.W.K, Bagin Don, and Donald R.G.1984. The School and Community Relations 3rd Edition. Englewood Cliffs, N.J: Prentice Hall 14. Maskur. 2018. Manajemen Humas Pendidikan Islam: Teori dan Aplikasi. Sleman: Deepublish. <p>Supporters:</p>																																																																		
Supporting lecturer	Prof. Dr. Dewie Tri Wijayati Wardoyo, M.Si. Dr. Amrozi Khamidi, S.Pd., M.Pd. 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	Students know the objectives of the Educational Marketing lecture. Students know the competencies that must be achieved in the Educational Marketing course. Students make a lecture contract which is agreed upon with the lecturer. Students know references that are relevant to lectures.	<ol style="list-style-type: none"> 1.Students are able to: Generalize the study of lecture material comprehensively. 2.Building a commitment based on a lecture agreement (Building Learning Commitment) 3.Identify relevant sources or references to support lectures 	<p>Criteria: -</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative Learning 2 X 50		<p>Material: 1. Colin Gilligan and Richard MS Wilson. 2009. Strategic Marketing Planning. London: Elsevier.</p> <p>References:</p> <p>Material: Antoro, Dwi Qamarudin. 2015. Educational Marketing Management in Improving Quality at MI Muhammadiyah Basin Kebonarum Klaten [thesis]. Yogyakarta: UIN Sunan Kalijaga. Arid, Rahman. 2010. DaHxyat Marketing Mix Strategy. Jakarta: Trans Media. Arifin, Zainal. 2011. Educational Research New Methods and Paradigms. Bandung: Youth Rosdakarya Offset. Arikunto, Suharsini. 2013. Research Procedures, a Practical Approach. Jakarta: Rineka Cipta. Bastrowi and Suwandi. 2008. Understanding Qualitative Research. Jakarta: Rineka Cipta. Bernadin, Deden Edwar Yokeyu. 2013. "The Influence of the Educational Services Marketing Mix on Student Satisfaction Levels at Pgrn Kurnia Garut High School". Ecodemica Journal. Vol. 1(2). Accessed 27 May 2018. (https://ejournal.bsi.ac.id/ejurnal/index.php/ecodemica/article/view/141/11) 7) Christopher Lovelock, Jockhen Wirtz and Jacky Musstry. 2012. Services Marketing. Jakarta: Gelora Aksara Pratama.</p> <p>References:</p>	2%																																																												

2	Students clarify the concept of marketing educational services and public relations. Students abstract the basic concepts of marketing and marketing services. Students are divided into a group	<ol style="list-style-type: none"> 1. Students are able to: Generalize the definition of marketing and marketing of educational services 2. Classifying the types and characteristics of service marketing 3. Describe approaches in services marketing 4. Proposing a hypothesis regarding the evolutionary development of services marketing 	Criteria: Attached Form of Assessment : Participatory Activities	Cooperative Learning Division of group tasks Questions and answers 2 X 50		Material: 1. Colin Gilligan and Richard MS Wilson. 2009. Strategic Marketing Planning. London: Elsevier. References:	3%
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"> 1. Students are able to: Generalize management concepts in the field of marketing educational services holistically 2. Identify the marketing planning process for educational services carefully 3. Organize resources in marketing educational services clearly 4. Building stakeholder motivation and commitment in marketing educational services 5. Evaluate the implementation of educational services marketing management comprehensively 	Criteria: Attached Form of Assessment : Participatory Activities, Practice/Performance	Cooperative Learning Discussion Questions and answers Review 2 X 50		Material: 1. Colin Gilligan and Richard MS Wilson. 2009. Strategic Marketing Planning. London: Elsevier. References:	3%
4	Students prepare material in groups	<ol style="list-style-type: none"> 1. Students are able to: Abstract the scope of marketing communication 2. Analyzing the condition of institutions through SWOT analysis and formulating marketing strategies for educational institutions that are considered effective 3. Plan targets and project customer service behavior at educational institutions 4. Abstracting the marketing mix of services in educational institutions 5. Formulate Segmentation, Targeting and Positioning strategies for Educational Institutions 6. Projecting the determinants of educational service customer satisfaction and loyalty 	Criteria: Attached Form of Assessment : Practice / Performance	Group Discussion 2 X 50		Material: 1. Colin Gilligan and Richard MS Wilson. 2009. Strategic Marketing Planning. London: Elsevier. References:	3%

5	Students prepare material in groups	<ol style="list-style-type: none"> 1. Students are able to: Abstract the scope of marketing communication 2. Analyzing the condition of institutions through SWOT analysis and formulating marketing strategies for educational institutions that are considered effective 3. Plan targets and project customer service behavior at educational institutions 4. Abstracting the marketing mix of services in educational institutions 5. Formulate Segmentation, Targeting and Positioning strategies for Educational Institutions 6. Projecting the determinants of educational service customer satisfaction and loyalty 	Criteria: Attached Form of Assessment : Participatory Activities	Group Discussion 2 X 50		Material: 1. Colin Gilligan and Richard MS Wilson. 2009. Strategic Marketing Planning. London: Elsevier. References:	3%
6	Students are able to abstract the scope of marketing communication accurately and comprehensively	<ol style="list-style-type: none"> 1. Students are able to: Generalize the communication process in educational marketing comprehensively 2. Comprehensively explaining effective forms of communication in educational marketing 3. Project the implementation of E-communication in the marketing of educational services clearly 4. Building cooperation with customers (Building Community Partnerships) 	Criteria: Attached Form of Assessment : Participatory Activities	Cooperative Learning Discussion Questions and answers Review 2 X 50		Material: 1. Colin Gilligan and Richard MS Wilson. 2009. Strategic Marketing Planning. London: Elsevier. References:	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"> 1. Students are able to: Formulate the problems experienced by educational institutions carefully 2. Solving problems through holistic SWOT analysis techniques 3. Categorizing types of strategies in marketing educational services 4. Formulate strategies based on the results of SWOT analysis in marketing educational services 	Criteria: Attached Form of Assessment : Participatory Activities	Cooperative Learning Discussion Questions and answers Review 2 X 50		Material: 1. Colin Gilligan and Richard MS Wilson. 2009. Strategic Marketing Planning. London: Elsevier. References:	4%

8	Students master educational marketing conceptually and contextually which is realized in the form of a paper (UTS)	<ol style="list-style-type: none"> 1. Students are able to: Abstract the scope of marketing communication 2. Analyzing the condition of institutions through SWOT analysis and formulating marketing strategies for educational institutions that are considered effective 3. Plan targets and project customer service behavior at educational institutions 4. Abstracting the marketing mix of services in educational institutions 5. Formulate Segmentation, Targeting and Positioning strategies for Educational Institutions 6. Projecting the determinants of educational service customer satisfaction and loyalty 	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Compiling 2 X 50 Papers		<p>Material: 1. Colin Gilligan and Richard MS Wilson. 2009. Strategic Marketing Planning. London: Elsevier.</p> <p>References:</p>	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"> 1. Students are able to: Analyze and plan targets in marketing educational services carefully 2. Formulate strategies for achieving targets in marketing educational services holistically 3. Abstracting a comprehensive definition of educational service customer behavior 4. Reconstructing the AIDA S principle (Attention, Interest, Desire, Action Satisfaction) in depth 5. Comprehensively classifying educational service behavior 6. Detailing the behavior of middle class educational service customers 	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative Learning Discussion Questions and Answers Review 2 X 50		<p>Material: 1. Colin Gilligan and Richard MS Wilson. 2009. Strategic Marketing Planning. London: Elsevier.</p> <p>References:</p>	4%
10	Students are able to comprehensively abstract the marketing mix of services in educational institutions	<ol style="list-style-type: none"> 1. Students are able to: Generalize the 4P concept (Product, Price, Place, Promotion) in a comprehensive marketing mix 2. Building product offerings for educational institutions that are of interest to service customers 3. Building price offers for educational institutions by carefully combining the results/benefits provided to customers 4. Carefully identify places for educational institutions to achieve marketing targets 5. Designing promotional activities to project to customers the benefits that will be obtained 6. Formulate a marketing strategy based on the 4Ps holistically 	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities</p>	Cooperative Learning Discussion Questions and answers Review 2 X 50		<p>Material: 1. Colin Gilligan and Richard MS Wilson. 2009. Strategic Marketing Planning. London: Elsevier.</p> <p>References:</p>	4%

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"> 1. Students are able to: Abstract the concept of educational marketing segmentation comprehensively 2. Categorize potential customers according to characteristics determined based on the abstraction results of the segmentation concept 3. Abstracting the concept of educational marketing targeting comprehensively 4. Identifying the market segment to be targeted based on the results of the abstraction of the targeting concept 5. Abstracting the concept of educational marketing positioning comprehensively 6. Designing activities that create an impression that is easy for customers to remember based on the abstraction of the positioning concept 	Criteria: Attached Form of Assessment : Participatory Activities	Cooperative Learning Discussion Questions and answers Review 2 X 50		Material: 1. Colin Gilligan and Richard MS Wilson. 2009. Strategic Marketing Planning. London: Elsevier. References:	4%
12	Students are able to comprehensively project the determinants of Customer Satisfaction and Loyalty of Education Services	<ol style="list-style-type: none"> 1. Students are able to: Abstract the definition and dimensions of educational service customer satisfaction in a comprehensive manner 2. Abstracting the definition and dimensions of educational service customer loyalty in a comprehensive manner 3. Identifying factors that influence customer satisfaction and loyalty in educational services holistically 	Criteria: Attached Form of Assessment : Participatory Activities	Cooperative Learning Discussion Questions and answers Review 2 X 50		Material: 1. Colin Gilligan and Richard MS Wilson. 2009. Strategic Marketing Planning. London: Elsevier. References:	4%
13	Review the material as a whole by the lecturer	<ol style="list-style-type: none"> 1. Students are able to: Clarify the concept of marketing educational services and public relations. 2. Abstracting the basic concepts of marketing and service marketing 3. Abstracting and creating marketing management plans in educational institutions 4. Analyzing institutional conditions through SWOT analysis and formulating marketing strategies for educational institutions 5. Plan targets and project customer service behavior at educational institutions 6. Abstracting the marketing mix of services in educational institutions 7. Formulate segmentation, targeting and positioning strategies for educational institutions 8. Projecting the determinants of educational service customer satisfaction and loyalty 	Criteria: Attached Form of Assessment : Participatory Activities	Cooperative Learning Discussion Questions and Answers Review 2 X 50		Material: 1. Colin Gilligan and Richard MS Wilson. 2009. Strategic Marketing Planning. London: Elsevier. References:	4%

14	Students produce work in the form of papers	Students are able to transfer ideas in the form of papers	Criteria: Attached Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Compiling 2 X 50 Papers		Material: 1. Colin Gilligan and Richard MS Wilson. 2009. Strategic Marketing Planning. London: Elsevier. References:	4%
15	Students produce work in the form of papers	Students are able to transfer ideas in the form of papers	Criteria: Attached Form of Assessment : Practice / Performance	Compiling 2 X 50 Papers		Material: 1. Colin Gilligan and Richard MS Wilson. 2009. Strategic Marketing Planning. London: Elsevier. References:	4%
16	Students strengthen the concept of Educational Marketing theoretically and practically	Students are able to: Answer conceptual and contextual questions (in the form of cases) correctly.	Criteria: Attached Form of Assessment : Participatory Activities	UAS 2 X 50		Material: 1. Colin Gilligan and Richard MS Wilson. 2009. Strategic Marketing Planning. London: Elsevier. References:	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	77.5%
2.	Project Results Assessment / Product Assessment	2%
3.	Practice / Performance	10.5%
4.	Test	10%
		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.