| | **Universitas Negeri Surabaya**<br>**Faculty of Education, Master of Education**<br>**Education Management Study Program** | **Document Code** |
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## SEMESTER LEARNING PLAN

| Courses | | CODE | Course Family | | Credit Weight | | | SEMESTER | Compilation Date |
|---|---|---|---|---|---|---|---|---|---|
| **Educational Marketing Management** | | 8610402101 | | | T=2 | P=0 | ECTS=4.48 | 2 | July 18, 2024 |

| AUTHORIZATION | SP Developer | Course Cluster Coordinator | Study Program Coordinator |
|---|---|---|---|
| | ...................................... | ...................................... | Dr. Amrozi Khamidi, S.Pd., M.Pd. |

| Learning model | Case Studies |
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| Program Learning Outcomes (PLO) | **PLO study program that is charged to the course** |
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| | **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 | This course studies educational marketing management with a 7 P concept approach, namely products, price, promotions, place, people, process and physical evidence and its application in the management and development of educational institutions. |
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| References | **Main :** |
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1. Banach, W., J. 2001.. The ABC Complete Book of School Marketing . London: Scarecrow Press.Inc.
2. Ferrel, O., C. & Hartline, N., D. 2011. Marketing Strategy: Fifth Edition . United States of America: South-Western Cengage Learning
3. Kevin Lane Keller. 2013. Strategic Brand Management Building, Measuring, and Managing Brand Equity: Fourth Edition . United States of America: Pearson
4. Philip Kotler & Kevin Lane Keller. 2009. Manajemen Pemasaran , Edisi Ketiga belas, Erlangga
5. Joseph P. Cannon, William D. Perreault, Jr., E. Jerome McCrthy. 2008. Pemasaran Dasar Pendekatan Manajerial Global, Edisi Ke enam belas . Jakarta: Salemba Empat.
6. Wijaya, D. 2016. Pemasaran Jasa Pendidikan . Jakarta: Bumi Aksara

| | **Supporters:** |
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| | |

| Supporting lecturer | Prof. Dr. Dewie Tri Wijayati Wardoyo, M.Si.<br>Prof. Dr. Eni Wuryani, S.E., M.Si., CMA.<br>Dr. Amrozi Khamidi, S.Pd., M.Pd. |
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| 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 | Formulating 21st century educational marketing activities | • Able to explain the importance of marketing management<br><br>• Able to explain the scope of educational marketing management<br><br>• Able to explain the core concepts of educational marketing management and marketing philosophy | | • Read literature and listen to learner explanations<br><br>• Reading literature and group discussions<br><br>2 X 50 | | | 0% |
| 2 | Formulate and analyze customer value (in the world of education) | 1. Able to explain the importance of customers<br>2. Able to explain how to achieve customer satisfaction<br>3. Able to differentiate CRM from CSR | | Reading literature and listening to students' explanations Reading literature and group discussions<br>2 X 50 | | | 0% |
| 3 | Analyze, conclude educational marketing processes and planning | 1. Able to identify and mention market segmentation<br>2. Able to name the target market | | Reading literature and listening to students' explanations Reading literature and group discussions<br>2 X 50 | | | 0% |
| 4 | Analyze, conclude educational marketing processes and planning | Able to determine the position of products/services in the market | | Reading literature and listening to students' explanations Reading literature and group discussions<br>2 X 50 | | | 0% |
| 5 | Understanding Marketing Information Systems in schools Analyzing Markets and Market Behavior (environment around the school) | 1. Able to explain the components of an educational Marketing Information System<br>2. Able to carry out internal records in the educational marketing information system<br>3. Able to understand educational marketing intelligence | | Reading literature and listening to students' explanations Reading literature and group discussions<br>2 X 50 | | | 0% |
| 6 | Analyzing the Market and Market Behavior (environment around the school) | 1. Able to differentiate and describe various markets<br>2. Able to explain the factors that influence decisions | | 2 X 50 | | | 0% |
| 7 | Analyzing the Market and Market Behavior (environment around the school) | Able to describe the decision process | | 2 X 50 | | | 0% |
| 8 | | UTS | | 2 X 50 | | | 0% |
| 9 | | | | | | | 0% |

| 10 | | | | | | | 0% |
|----|--|--|--|--|--|--|----|
| 11 | | | | | | | 0% |
| 12 | | | | | | | 0% |
| 13 | | | | | | | 0% |
| 14 | | | | | | | 0% |
| 15 | | | | | | | 0% |
| 16 | | | | | | | 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** 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.