

31. MARKETING COMMUNICATION

		Sekolah Tinggi Ilmu Ekonomi YAPAN Surabaya Program Studi S1 Manajemen Bachelor Degree of Management Study Program				Kode Dokumen Document Code	
RENCANA PEMBELAJARAN SEMESTER Semester Lesson Plan							
MATA KULIAH (MK) COURSE		KODE CODE	Rumpun MK CLUSTER	BOBOT (sks) WEIGHT (credits)		SEMESTER	Tgl Penyusunan Compilation Date
Komunikasi Pemasaran Terpadu Marketing Communication		MPB-PKW 161117	Pemasaran Marketing	T=3 P=0		6	
OTORISASI AUTHORIZATION		Pengembang RPS Developer		Koordinator RMK Coordinator		Ketua PRODI Head of the Study Program	
				Dr.Fariz,SE.,MM.,ICPM Ira Ningrum Resmawa,SE.,MM.,CMA		Ira Ningrum Resmawa,SE.,MM.,CMA	
Capaian Pembelajaran (CP) Program Learning Outcome (PLO)		CPL-PRODI yang dibebankan pada MK PLO charged in this course					
		CPL1 PLO1	Lulusan mampu menguasai teori bidang manajemen secara menyeluruh. Graduates are able to master the theory of management as a whole.				
		CPL2 PLO2	Lulusan mampu mengimplementasikan teori bidang manajemen dalam mengelola organisasi secara efektif. Graduates are able to implement management theory in managing organizations effectively.				
		CPL8 PLO8	Lulusan mampu mengelola organisasi secara etis. Graduates are able to manage organizations ethically.				
		CPL9 PLO9	Lulusan mampu mengembangkan jiwa entrepreneurial leadership secara berkelanjutan. Graduates are able to develop an entrepreneurial leadership spirit sustainably.				
		Capaian Pembelajaran Mata Kuliah (CPMK) Course Learning Outcome (CLO)					
		CPMK1 CLO1	C4. Mahasiswa mampu menelaah secara cermat teori-teori bidang Komunikasi Pemasaran. C4. Students are able to examine theories in the field of Marketing Communication carefully				

	CPMK2 CLO2	C5. Mahasiswa mampu menilai secara tepat kesesuaian praktik-praktik. Komunikasi Pemasaran dengan teori. C5. Students are able to judge precisely the suitability of practices Marketing Communication with theory.					
	CPMK3 CLO3	A5. Mahasiswa mampu menunjukkan karakter Iman, cerdas, mandiri, jujur, peduli dan tangguh di dalam kegiatan pembelajaran Komunikasi Pemasaran. A5. Students are able to show religious, smart, independent, honest, caring and resilient character in Marketing Communication learning activities.					
Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)							
	Sub-CPMK1 Sub-CLO1	Mahasiswa mampu menguraikan dasar-dasar komunikasi pemasaran terintegrasi. Students are able to describe the basics of integrated marketing communications.					
	Sub-CPMK1 Sub-CLO1	Mahasiswa mampu membandingkan alat-alat periklanan dalam komunikasi pemasaran terintegrasi. Students are able to compare advertising tools in integrated marketing communications					
	Sub-CPMK3 Sub-CLO3	Mahasiswa mampu menguraikan regulasi dan ethical concern dalam komunikasi pemasaran terintegrasi. Students are able to describe regulations and ethical concerns in integrated marketing communications.					
	Sub-CPMK4 Sub-CLO4	Mahasiswa mampu membandingkan pemasaran digital dan alternative. Students are able to compare digital and alternative marketing..					
	Sub-CPMK5 Sub-CLO5	Mahasiswa mampu membandingkan alat-alat promosi dalam komunikasi pemasaran terintegrasi. Students are able to compare promotional tools in integrated marketing communications.					
	Sub-CPMK6 Sub-CLO6	Mahasiswa mampu mengevaluasi program komunikasi pemasaran terintegrasi. Students are able to evaluate the integrated marketing communication program					
Korelasi CPMK terhadap Sub-CPMK Correlation of CLO to Sub-CLO							
		Sub-CPMK1 Sub-CLO1	Sub-CPMK1 Sub-CLO1	Sub-CPMK3 Sub-CLO3	Sub-CPMK4 Sub-CLO4	Sub-CPMK5 Sub-CLO5	Sub-CPMK6 Sub-CLO6
	CPMK1 CLO1	√	√	√	√	√	√
	CPMK2 CLO2	√	√	√	√	√	√
	CPMK3 CLO3	√	√	√	√	√	√
Deskripsi Singkat MK Brief description of the course	Matakuliah Komunikasi Pemasaran diberikan kepada mahasiswa S1 Manajemen konsentrasi pemasaran untuk mempelajari bagaimana perusahaan melakukan komunikasi pemasaran. Melalui matakuliah ini mahasiswa akan belajar bauran komunikasi pemasaran dan proses komunikasi pemasaran dilakukan perusahaan serta belajar merancang bauran komunikasi pemasaran terintegrasi pada UMKM. Metode						

	<p>pembelajaran yang diterapkan berpusat pada mahasiswa di mana mahasiswa secara aktif mencari sumber belajar dan mengkonstruksi pengetahuannya sesuai dengan tujuan belajar.</p> <p>Marketing Communication course is given to S1 Management students with a concentration in marketing to learn how companies carry out marketing communications. Through this course, students will learn about the marketing communication mix and the marketing communication process carried out by companies and learn to design an integrated marketing communication mix for SMEs. The learning method applied is student-centered where students actively seek learning resources and construct their knowledge according to learning objectives.</p>	
<p>Bahan Kajian: Materi Pembelajaran Learning Materials</p>	<ol style="list-style-type: none"> 1. Integrated marketing communication 2. Brand management 3. Integrated marketing communication planning process 4. Advertising campaign management 5. Advertising design 6. Traditional media channels 7. Regulation and ethical concern 8. Digital marketing 9. Social media 10. Alternative marketing 11. Database marketing and direct response and personal selling 12. Sales promotion 13. Public relations and sponsorship programs 14. Evaluation of the integrated marketing communication program 	
<p>Pustaka References</p>	<p>Utama: Primary:</p>	<ol style="list-style-type: none"> 1. Clow, Kenneth E & Donald Baack. 2018. Integrated Advertising, Promotion, and Marketing Communications Eighth Edition Global Edition. Harlow: Pearson Education Limited 2. Shimp, Terence A. 2010. Integrated Marketing Communication in Advertising and Promotion 8 ed. South-Western, Cengage Learning. 3. Belch, George E, & Belch. Michael A, 2009, Advertising and Promotion, an Integrated Marketing Communications Perspective 8th ed. Irwin: McGraw-Hill. 4. Kasali. R. 2000. Management Public Relations Konsep dan Aplikasinya di Indonesia. Grafiti. 5. Rosa Prafitri Juniarti, Adi Zakaria Afiff. 2020. Consumer response to different advertising appeals: The role of brand value and the perceptual fit of an extended brand for high-involvement products. JEMA: Jurnal Ilmiah Bidang Akuntansi dan Manajemen. 17(2). 135-155
	<p>Pendukung:</p>	

	Supplement:	
Dosen Pengampu Lecturers	Dr.Fariz,SE.,MM.,ICPM Ira Ningrum Resmawa,SE.,MM.,CMA Siti Masruroh,SP.,MM	
Matakuliah prasyarat Requirements course	Mahasiswa harus menempuh mata kuliah Manajemen Pemasaran Students have taken Marketing Management	

Mg Ke-Week	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) Expected ability of each learning stage (Sub-CLO)	Penilaian Assessment		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] Learning Form, Learning Methods, Student Assignment, [Estimated time]		Materi Pembelajaran [Pustaka] Learning materials [References]	Bobot Penilaian (%) rating weight
		Indikator Indicators	Kriteria & Teknik Criteria & Technic	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1-3	<p>Mahasiswa mampu menguraikan dasar-dasar komunikasi pemasaran terintegrasi.</p> <p>Students are able to describe the basics of integrated marketing communications.</p>	<p>1.1 Mahasiswa mampu menguraikan komunikasi pemasaran terintegrasi.</p> <p>1.2 Mahasiswa mampu menguraikan manajemen merek.</p> <p>1.3 Mahasiswa mampu memerinci proses perencanaan komunikasi pemasaran terintegrasi.</p> <p>1.1 Students are able to describe integrated marketing communications.</p> <p>1.2 Students are able to describe brand management.</p> <p>1.3 Students are able to detail the process of integrated marketing communication planning process.</p>	<p>Kriteria: Rubrik Holistik</p> <p>Criteria: Holistic Rubric</p> <p>Teknik non-test: Powerpoint komunikasi pemasaran terintegrasi dan manajemen merek</p> <p>Non-test technique: Integrated marketing communication and brand</p>		<p>discussion, project based method</p> <p>Google Meet dan Google Classroom: Presentations and Discussions</p> <p>Tugas 1: Membuat dan mempresentasikan komunikasi pemasaran terintegrasi dan manajemen merek</p> <p>Task 1: Create and present integrated marketing communications and brand management</p> <p>[PB: 3x(2x50")]</p>	1,2	20

			management powerpoint		[PT+KM: (3+3)x(2x60'')]		
4-6	<p>Mahasiswa mampu membandingkan alat-alat periklanan dalam komunikasi pemasaran terintegrasi.</p> <p>Students are able to compare advertising tools in integrated marketing communications.</p>	<p>2.1 Mahasiswa mampu menguraikan manajemen advertising campaign</p> <p>2.2 Mahasiswa mampu memilih desain periklanan.</p> <p>2.3 Mahasiswa mampu mediferensiasikan saluran-saluran media tradisional.</p> <p>2.1 Students are able to describe advertising campaign management</p> <p>2.2 Students are able to choose advertising designs.</p> <p>2.3 Students are able to differentiate traditional media channels.</p>	<p>Kriteria: Rubrik Holistik</p> <p>Criteria: Holistic Rubric</p> <p>Teknik non-test: Powerpoint manajemen advertising campaign, desain periklanan, dan saluran-saluran media tradisional.</p> <p>Non-test technique: Powerpoint advertising campaign management, advertising design, and traditional media channels.</p>		<p>discussion, project based method Google Meet dan Google Classroom: Presentations and Discussions</p> <p>Tugas 2: Membuat dan mempresentasikan manajemen advertising campaign, desain periklanan, dan saluran-saluran media tradisional.</p> <p>Task 2: Create and present advertising campaign management, advertising design, and traditional media channels.</p> <p>[PB: 3x(2x50'')] [PT+KM: (3+3)x(2x60'')]</p>	1,2	20
7	<p>Mahasiswa mampu menguraikan regulasi dan ethical concern dalam</p>	<p>3.1 Mahasiswa mampu menguraikan regulasi dan ethical concern.</p>	<p>Kriteria: Rubrik Holistik</p>		<p>discussion, project based method Google Meet and Google Classroom:</p>	1,2	10

	<p>komunikasi pemasaran terintegrasi.</p> <p>Students are able to describe regulations and ethical concerns in integrated marketing communications.</p>	<p>3.1 Students are able to describe regulations and ethical concerns.</p>	<p>Criteria: Holistic Rubric</p> <p>Non-test technique: Regulatory and ethical concern powerpoint.</p> <p>Teknik non-test: Powerpoint regulasi dan ethical concern.</p>		<p>Presentations and Discussions</p> <p>Tugas 3: Membuat dan mempresentasikan regulasi dan ethical concern.</p> <p>Task 3: Create and present regulations and ethical concerns.</p> <p>[PB: 1x(2x50’)] [PT+KM: (1+1)x(2x60’)]</p>		
8	Evaluasi Tengah Semester / Ujian Tengah Semester Midterm Exam						
9-11	<p>Mahasiswa mampu membandingkan pemasaran digital dan alternative.</p> <p>Students are able to compare digital and alternative marketing.</p>	<p>4.1 Mahasiswa mampu menguraikan pemasaran digital.</p> <p>4.2 Mahasiswa mampu menguraikan media sosial.</p> <p>4.3 Mahasiswa mampu menguraikan pemasaran alternatif.</p> <p>4.1 Students are able to describe digital marketing.</p> <p>4.2 Students are able to describe social media.</p> <p>4.3 Students are able to describe alternative marketing.</p>	<p>Kriteria: Rubrik Holistik</p> <p>Criteria: Holistic Rubric</p> <p>Teknik non-test: Powerpoint pemasaran digital, media sosial, dan pemasaran alternatif.</p>		<p>discussion, project based method Google Meet and Google Classroom: Presentations and Discussions</p> <p>Tugas 4: Membuat dan mempresentasikan pemasaran digital, media sosial, dan pemasaran alternatif.</p> <p>Task 4:</p>	1,2	20

			Non-test technique: Digital marketing, social media and alternative marketing powerpoint.		Create and present digital marketing, social media, and alternative marketing. [PB: 3x(2x50'')] [PT+KM: (3+3)x(2x60'')]		
12-14	Mahasiswa mampu membandingkan alat-alat promosi dalam komunikasi pemasaran terintegrasi. Students are able to compare promotional tools in integrated marketing communications.	5.1 Mahasiswa mampu membandingkan pemasaran database dan directresponse serta personal selling. 5.2 Mahasiswa mampu menguraikan promosi penjualan. 5.3 Mahasiswa mampu membandingkan public relation dan program sponsorship. 5.1 Students are able to compare database marketing and direct response as well as personal selling. 5.2 Students are able to describe sales promotions. 5.3 Students are able to compare public relations and sponsorship programs.	Kriteria: Rubrik Holistik Criteria: Holistic Rubric Teknik non-test: Powerpoint pemasaran digital, media sosial, dan pemasaran alternatif. Non-test technique: Digital marketing, social media and alternative marketing powerpoint.		discussion, project based method Google Meet and Google Classroom: Presentations and Discussions Tugas 5: Membuat dan mempresentasikan pemasaran digital, media sosial, dan pemasaran alternatif. Task 5: Create and present digital marketing, social media, and alternative marketing. [PB: 3x(2x50'')] [PT+KM: (3+3)x(2x60'')]	1,2,3	20
15	Mahasiswa mampu mengevaluasi program komunikasi pemasaran terintegrasi.	6.1 Mahasiswa mampu mengevaluasi program komunikasi pemasaran terintegrasi.	Kriteria: Rubrik Holistik		discussion, project based method Google Meet and Google Classroom:	1,2	10

	Students are able to evaluate the integrated marketing communication program.	6.1 Students are able to evaluate the integrated marketing communication program.	<p>Criteria: Holistic Rubric</p> <p>Teknik non-test: Powerpoint evaluasi komunikasi pemasaran terintegrasi</p> <p>Non-test technique: Integrated marketing communication evaluation powerpoint</p>	<p>Presentations and Discussions</p> <p>Tugas 6: Membuat dan mempresentasikan evaluasi komunikasi pemasaran terintegrasi.</p> <p>Task 6: Create and present an evaluation of integrated marketing communications.</p> <p>[PB: 3x(2x50")] [PT+KM: (3+3)x(2x60")]</p>		
16	Evaluasi Akhir Semester / Ujian Akhir Semester Final Semester Examination					

Catatan:

1. Capaian Pembelajaran PRODI (CPL-PRODI) adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan, dan keterampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
2. CPL yang dibebankan pada mata kuliah adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/ pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, keterampilan umum, keterampilan khusus, dan pengetahuan.
3. CP Mata Kuliah (CPMK) adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. Sub-CP Mata Kuliah (Sub-CPMK) adalah kemampuan yang dijabarkan secara spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. Indikator penilaian kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. Kriteria Penilaian adalah patokan yang digunakan sebagai ukuran atau tolak ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif dan kualitatif.

7. Teknik penilaian: tes dan non-tes.
8. Bentuk pembelajaran: Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian kepada Masyarakat, dan/atau bentuk pembelajaran lain yang setara.
9. Metode pembelajaran: Small Group Discussion, Role-play & simulation, discovery learning, self-directed learning, cooperative learning, collaborative learning, contextual learning, project-based learning, dan metode lainnya yang setara.
10. Materi pembelajaran adalah rincian atau uraian dari bahan kajian yang dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. Bobot penilaian adalah prosentase penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tersebut dan totalnya 100%.
12. PB=Proses Belajar, PT=Penugasan Terstruktur, KM=Kegiatan Mandiri.

Notes :

1. Learning Outcomes of Study Programs (CPL-PRODI) are abilities possessed by each graduate of the Study Program which are the internalization of attitudes, assignment of knowledge, and skills according to the level of study programs obtained through the learning process.
2. The CPL that is charged to the course is a number of learning outcomes for graduates of the study program (CPL-PRODI) which are used for the formation/development of a course consisting of aspects of attitudes, general skills, special skills, and knowledge.
3. Course CP (CPMK) is the ability that is specifically described from the CPL that is charged to the course, and is specific to the study material or learning material for the course.
4. Subject Sub-CP (Sub-CPMK) is the ability that is described specifically for the learning material of the course.
5. Indicators of the assessment of 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 measures or benchmarks for learning achievement in assessment based on predetermined indicators. The assessment criteria are guidelines for assessors so that the assessment is consistent and unbiased. Criteria can be both quantitative and qualitative.
7. Assessment techniques: 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 that can be presented in the form of several main points and sub-topics.
11. The weight of the assessment is the percentage of assessment of each achievement of the sub-CPMK which is proportional to the level of difficulty of achieving the sub-CPMK and the total is 100%.
12. PB=Learning Process, PT=Structured Assignments, KM=Independent Activities.