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|  | | **RENCANA PEMBELJARAN SEMESTER** **UNIVERSITAS NEGERI SURABAYA,**  **FAKULTAS EKONOMI**  **PRODI PENDIDIKAN EKONOMI** | | | | | | | | | | | | | **Kode Dokumen** | |
| **RENCANA PEMBELAJARAN SEMESTER** | | | | | | | | | | | | | | | | |
| **MATA KULIAH (MK)** | | | | **KODE** | | **Rumpun MK** | | | | | **BOBOT (sks)** | | **SEMESTER** | **Tgl Penyusunan** | | |
| **PEMASARAN DIGITAL** | | | |  | |  | | | | | **T = 1** | **P = 1** | GENAP |  | | |
|  | | | | **Pengembang RPS** | | | | **Koordinator RMK** | | | | | **Ketua PRODI** | | | |
| Finisica D. Patrikha | | | |  | | | | |  | | | |
| **Capaian Pembelajaran (CP)** | | **CPL-PRODI yang dibebankan pada MK** | | | | | |  | | | | | | | | |
| PLO (KU 8) | Able to carry out research according to the field which includes activities to formulate problems, process, analyze, interpret the data obtained and communicate the results | | | | | | | | | | | | | |
| PLO (KK 5) | Able to use information and communication technology both in writing and orally in a professional and ethical manner for learning Commerce (Business and Marketing) and its development by the development of information technology by the field | | | | | | | | | | | | | |
| PLO (P 2) | Individuals who are able to communicate both in writing and orally in a professional and ethical manner in accordance with developments in information technology in accordance with their fields | | | | | | | | | | | | | |
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| **Capaian Pembelajaran Mata Kuliah (CPMK)** | | | | | |  | | | | | | | | |
| CPMK 1 | Able to carry out research according to the field which includes activities to formulate problems, process, analyze, interpret the data obtained and communicate the results | | | | | | | | | | | | | |
| CPMK 2 | Able to use information and communication technology both in writing and orally in a professional and ethical manner for learning Commerce (Business and Marketing) and its development by the development of information technology by the field | | | | | | | | | | | | | |
| CPMK 3 | Individuals who are able to communicate both in writing and orally in a professional and ethical manner in accordance with developments in information technology in accordance with their fields | | | | | | | | | | | | | |
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| **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | | | | | | |  | | | | | | | |
| Sub-CPMK1 | Describe and identify digital business trends | | | | | | | | | | | | | |
| Sub-CPMK2 | Identifying digital marketing strategies | | | | | | | | | | | | | |
| Sub-CPMK3 | Identify e-commerce management | | | | | | | | | | | | | |
| Sub-CPMK4 | Develop content marketing designs | | | | | | | | | | | | | |
| Sub-CPMK5 | Develop digital marketing strategy proposals based on trend theory and analysis | | | | | | | | | | | | | |
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|  | | Korelasi CPMK terhadap Sub-CPMK | | | | | | | | | | | | | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | Sub-CPMK1 | Sub-CPMK2 | Sub-CPMK3 | Sub-CPMK4 | Sub-CPMK5 | | CPMK1 | √ |  |  | √ | √ | | CPMK2 | √ | √ | √ |  | √ | | CPMK3 | √ | √ | √ | √ | √ | | CPMKn |  |  |  |  |  | | | | | | | | | | | | | | | |
| **Deskripsi Singkat MK** | | courses that equip students with knowledge and skills by prioritizing mastery of the main topics, namely, basic concepts of digital marketing, online networking strategy skills, digital marketing strategies, utilization of Information Technology in Business Communication, designing content marketing, making business reports, and oral and written communication in Business | | | | | | | | | | | | | | |
| **Bahan Kajian: Materi Pembelajaran** | | Overview of online Networking Strategy skills  Digital marketing strategy  Digital customer experience  Content creation  Millineal audience  Digital communication media  Implementing channel promotion | | | | | | | | | | | | | | |
| **Pustaka** | | **Utama :** | |  | | | | | | | | | | | | |
| 1. Milani, Fredrik. 2019. Digital business analysis. Springer Nature Switzerland. E-book (ISBN 978-3-030-05719-0) 2. Diamond, Stephanie. 2019. Digital Marketing All in one. New Jersey: John Wiley& sons, Inc e-book (ISBN 978-1-119-56025-8) 3. Chaffey, Dave. 2015. Digital business and E-commerce management. Pearson Education Limited e-book (ISBN 978-0-273-78657-3) 4. Dorling Kindersley. 2014. The business book. London. DK limited (ISBN 978-1-4654-1585-1) | | | | | | | | | | | | | | |
| **Pendukung :** | |  | | | | | | | | | | | | |
| 1. Patrikha, Finisica. Modul Praktikum Pemasaran Digital. Not published. | | | | | | | | | | | | | | |
| **Dosen Pengampu** | |  | | | | | | | | | | | | | | |
| **Matakuliah syarat** | |  | | | | | | | | | | | | | | |
| **Mg Ke-** | **Kemampuan akhir tiap tahapan belajar**  **(Sub-CPMK)** | | **Penilaian** | | | | **Bantuk Pembelajaran,**  **Metode Pembelajaran,**  **Penugasan Mahasiswa,**  **[ Estimasi Waktu]** | | | | | | **Materi Pembelajaran**  **[ Pustaka ]** | | | **Bobot Penilaian (%)** |
| **Indikator** | | **Kriteria & Bentuk** | | **Luring (*offline*)** | | | **Daring (*online*)** | | |
| **(1)** | **(2)** | | **(3)** | | **(4)** | | **(5)** | | | **(6)** | | | **(7)** | | | **(8)** |
| **1** | Introduction to digital business and e-commerce | | * Define the meaning and scope of digital business and e‑commerce and their different elements * Summarise the main reasons for adoption of digital business and barriers that may restrict adoption * Outline the ongoing business challenges of managing digital business in an organisation, paticularly online start-up businesses | | Non-test report  Summarise the main reasons for adoption of digital business and  barriers that may restrict adoption  ● Outline the ongoing business challenges of managing digital  business in an organisation, paticularly online start-up businesses | |  | | | **e-learning** | | | The impact of electronic communications on  traditional businesses  What is the difference between digital business and e-commerce? | | |  |
| **2-3** | Supply chain management | | * Identify the main elements of supply chain management and their relationship to the value chain and value networks * Assess the potential of information systems to support supply chain management and the value chain | |  | |  | | |  | | | Optimisation of digital business services  Alternatives for acquiring digital business systems  Managing web content | | |  |
| **4-5** | Digital business strategy | | * Follow an appropriate strategy process model for digital   Business  Apply tools to generate and select digital business strategies  Outline alternative strategic approaches to achieve digital  business | | Non-test report | |  | | | **e-lerning** | | | Strategic analysis  Strategic objectives  Strategy definition  Strategy implementation  Focus on Aligning and impacting digital business strategies | | |  |
| **6-7** | Strategy Implementation | | * Able to make a great decision according to a case | | Digital business strategy implementation  success factors for SMEs  Case Study | |  | | | **Case study** | | | Failed digital business strategies  Selection of digital business strategy  Options  Focus on Aligning and impacting digital business strategies | | |  |
|  | Supply chain management | | * Identify the main elements of supply chain management and their relationship to the value chain and value networks * Assess the potential of information systems to support supply chain management and the value chain | |  | |  | | |  | | |  | | |  |
| **8** | Midterm | |  | |  | |  | | |  | | |  | | |  |
| **9** | Connecting to the e-customers | | * Defining social media and its use for marketing * Analyzing the ads content on the social media | | Non-test report | |  | | |  | | | Influencers  Facebook, and other social media marketing | | |  |
| **10-11** | Uncovering the customer experinece | | * Understanding the customer bid data * Recognizing why data is crusial to digital marketing * Discovering difernt types of data | | Non-test report | |  | | |  | | | Interacting with customer data  Uncovering buyer personas  Structuring buyer | | |  |
| **12-13** | Crafting offer that Sells | | * Justify the suites of content and the brand massage * Developing a proposal or scenario of content creation * Making channel or ads based on the emarketing scenario | | Non-test report | |  | | | **elearning** | | | Reviewing content types  Understanding customer’s intent  Creating content framework using processes and systems | | |  |
| **14-15** | Analyzing data for success | | * Review on going channel form Crafting offer that Sells | | Non-test report | |  | | | **elearning** | | | Reviewinng the business model  Reasoning the business strategy  Reviewing on going improvement | | |  |
| **16** |  | |  | |  | |  | | |  | | |  | | |  |

**Catatan :**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya 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, ketrampulan umum, ketrampilan 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 dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat 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. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk 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 yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.