

BM62G3 – PERILAKU KONSUMEN

# PEMBELAJARAN, MEMORI, DAN POSITIONING PRODUK

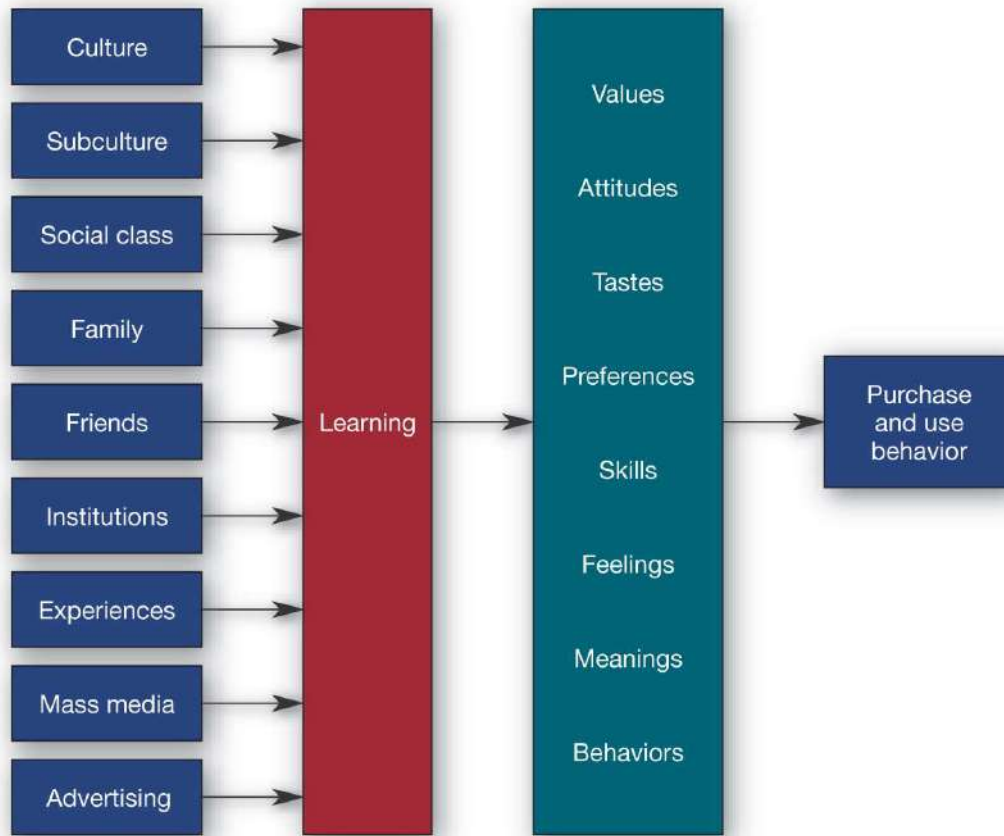
OSA OMAR SHARIF

S1 MBTI – FAKULTAS EKONOMI DAN BISNIS



Date	No	Topik Bahasan	Referensi	Grup
	1	Pendahuluan; Pembagian 10 kelompok & Objek; Ketua Kelas	Chapter 1	
	2	Presentasi Latihan Pembuatan Tugas Mingguan	Chapter 1	All
	3	Cross-cultural variations in consumer behavior	Chapter 2	1
	4	Group influence on consumer behavior	Chapter 7	2
	5	Perception	Chapter 8	3
	6	Learning, memory, and product positioning	Chapter 9	4
	7	Motivation, Personality, and emotion	Chapter 10	5
	8	Ujian Tengah Semester		
	9	Attitudes and influencing attitudes	Chapter 11	6
	10	Self-concept and lifestyle	Chapter 12	7
	11	Situational influences; Consumer decision process & problem recognition (KULIAH UMUM-RESUME)	Chapter 13&14	
	12	Information search; Alternative evaluation & problem	Chapter 15&16	8
	13	Outlet selection & purchase	Chapter 17	9
	14	Post purchase processes, customer satisfaction, and customer	Chapter 18	10
	15	Presentasi Tugas 2		All
	16	Ujian Akhir Semester		

# The Role of Learning



# Learning

## ➤ **What is Learning?**

Learning is any change in the content or organization of long-term memory.

## ➤ **Why is Learning Important to Marketers?**

### ➤ **High vs Low-Involvement Learning:**

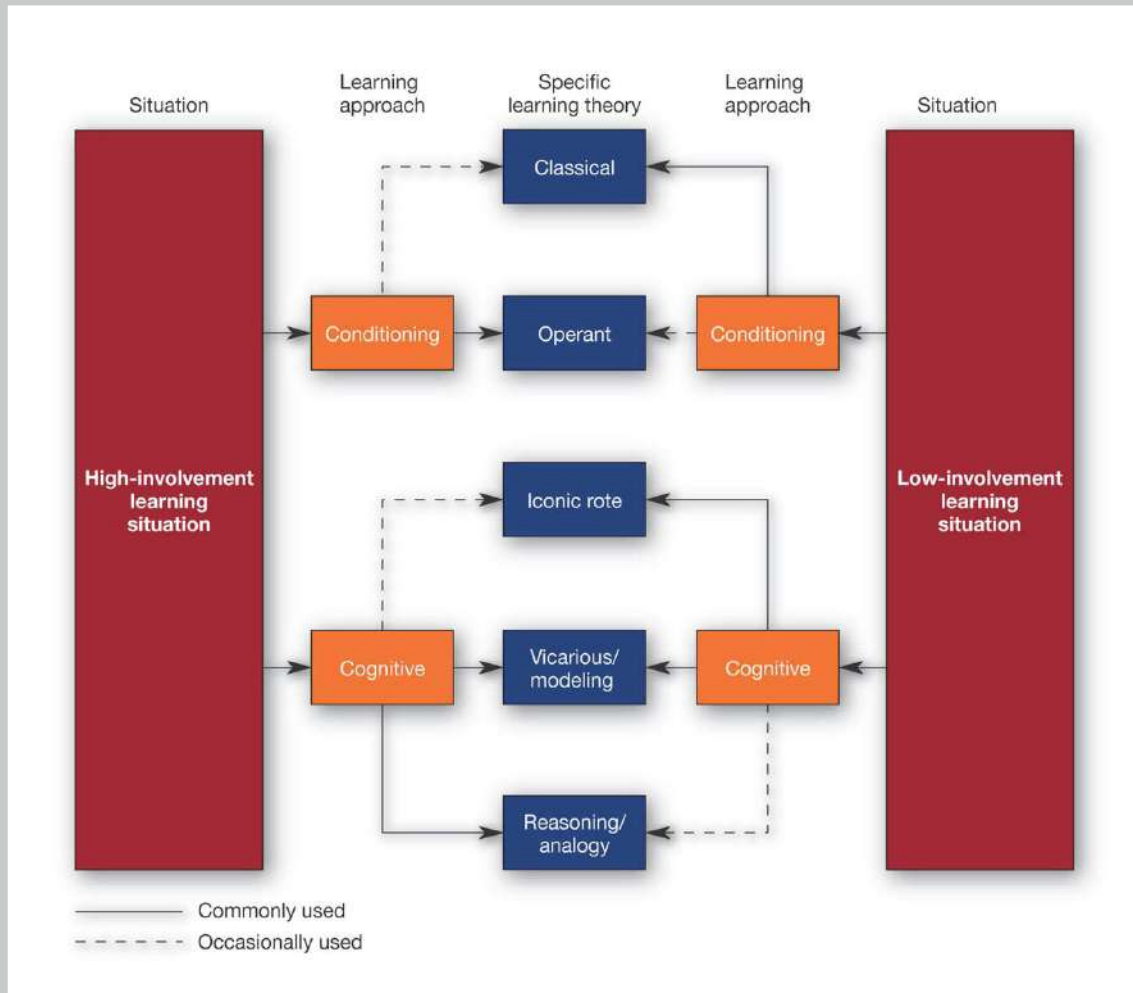
- **High-Involvement Learning**

situations in which the consumer is motivated to learn the material.

- **Low-Involvement Learning**

situations in which the consumer has little or no motivation to learn the material.

# Learning Theories and Involvement

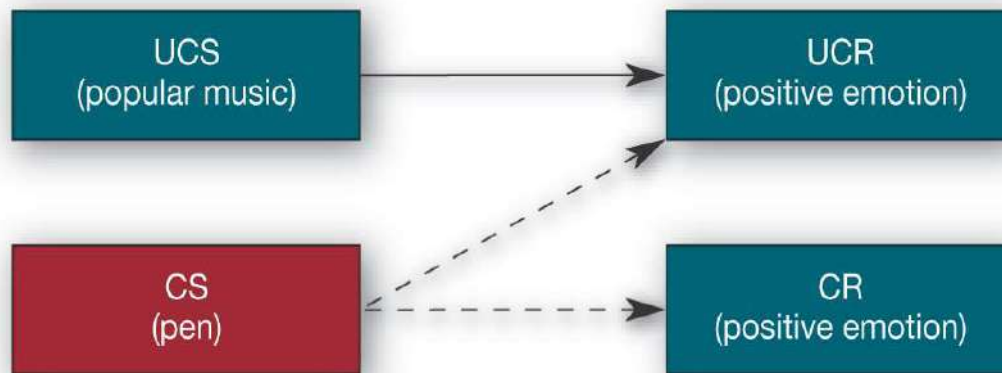


# Learning through Conditioning

- Conditioning refers to learning based on association of a stimulus and response.
- **Classical (low-involvement)**  
Using an established relationship between a stimulus and response (Pavlov)
- **Operant (high-involvement)**  
Molding or shaping behavior by using a reinforcement (trial, discount)



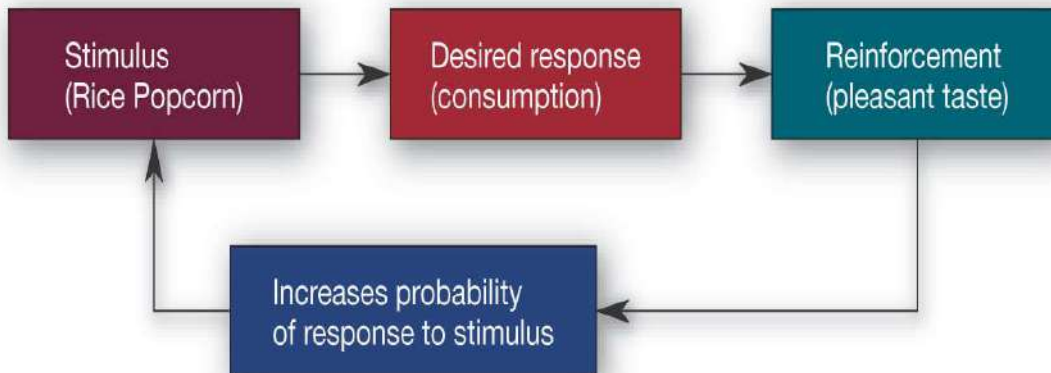
# Classical Conditioning



UCS = Unconditioned stimulus  
CS = Conditioned stimulus

UCR = Unconditioned response  
CR = Conditioned response

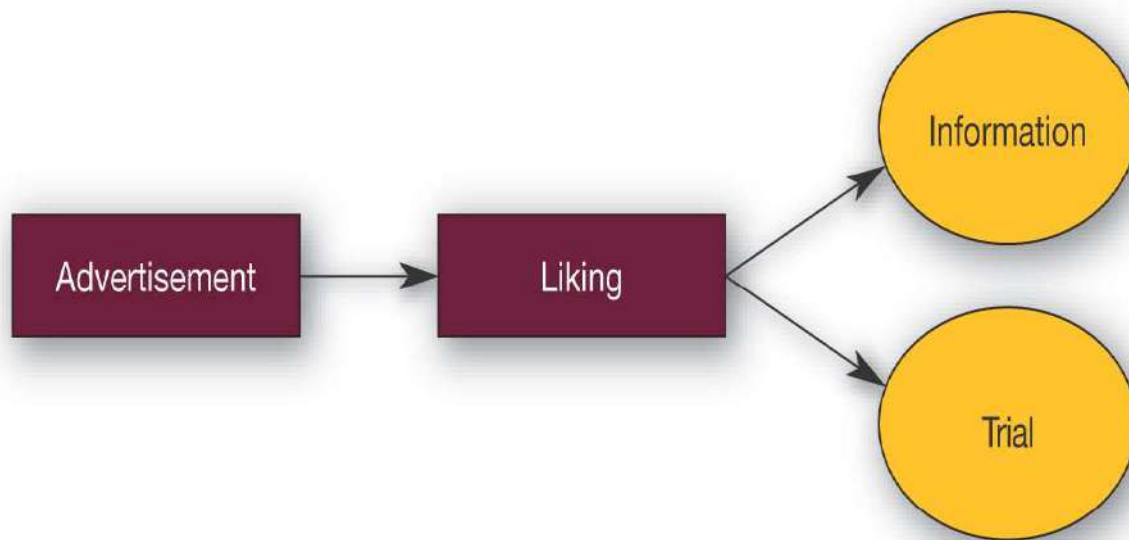




# Operant Conditioning







Affective Influence in Trial

Consume a free sample of Rice  
Popcorn that was sent to your home

Purchase a second package using the  
discount coupon that accompanied  
the free sample

Repurchase the product at full price

# The Process of Shaping



# Cognitive Learning

- Cognitive learning encompasses all the mental activities of humans as they work to solve problems or cope with situations.
- **Iconic Rote (low-involvement)**  
The association between two or more concepts in the absence of conditioning
- **Vicarious/Modeling (low or high-involvement)**  
Observing the outcomes of others' behaviors and adjusting their own accordingly
- **Reasoning (high-involvement)**  
Individuals engage in creative thinking to restructure and recombine existing information as well as new information to form new associations and concepts.



Theory	Description	High-Involvement Example	Low-Involvement Example
Classical Conditioning	A response elicited by one object is elicited by a second object if both objects frequently occur together.	The favorable emotional response elicited by the word <i>America</i> comes to be elicited by a car brand after repeated exposure to its <i>Made in America</i> campaign. This response is in addition to any cognitive learning that may have occurred.	The favorable emotional response elicited by a song in an ad for a new breath mint comes to be elicited by that brand after repeated pairing with the song even though the consumer pays little attention to the ad.
Operant Conditioning	A response that is reinforced is more likely to be repeated when the same (or similar) situation arises in the future.	A suit is purchased after extensive thought and the consumer finds that it is comfortable and doesn't wrinkle. A sport coat made by the same firm is later purchased because of the positive experience with the firm's suits.	A familiar brand of peas is purchased without much thought—because of the low importance of the decision. The peas taste "fresh" so the consumer continues to purchase this brand.
Iconic Rote Learning	A concept or the association between two concepts is learned without conditioning.	A consumer with little expertise about CD players tries hard to learn brand information by examining it carefully several times. Learning is limited, however, because his or her lack of expertise inhibits elaboration.	A consumer learns a company's most recent jingle because it is catchy and can't stop replaying it in his or her head.
Vicarious Learning or Modeling	Behaviors are learned by watching the outcomes of others' behaviors or by imagining the outcome of a potential behavior.	A consumer carefully watches the reactions that other co-workers have to her friend's new briefcase before deciding to buy one.	A child learns that people dress up for special occasions without really ever thinking about it.
Analytical Reasoning	Individuals use thinking to restructure and recombine existing and new information to form new associations and concepts.	A consumer buying a car carefully processes information about a new gas/electric hybrid car by using the analogy of homes powered by solar energy.	When a store is out of black pepper, a consumer buys white pepper instead based on the quick reasoning that "pepper is pepper."

## Summary of Learning Theories and Involvement



# Characteristics of Learning

- **Stimulus Generalization**  
When a response to one stimulus is elicited by a similar but distinct stimulus.
- **Stimulus Discrimination**  
Process of learning to respond differently to somewhat similar stimuli. Differentiating factors may be real or symbolic. What brand differentiation is all about.



# Memory

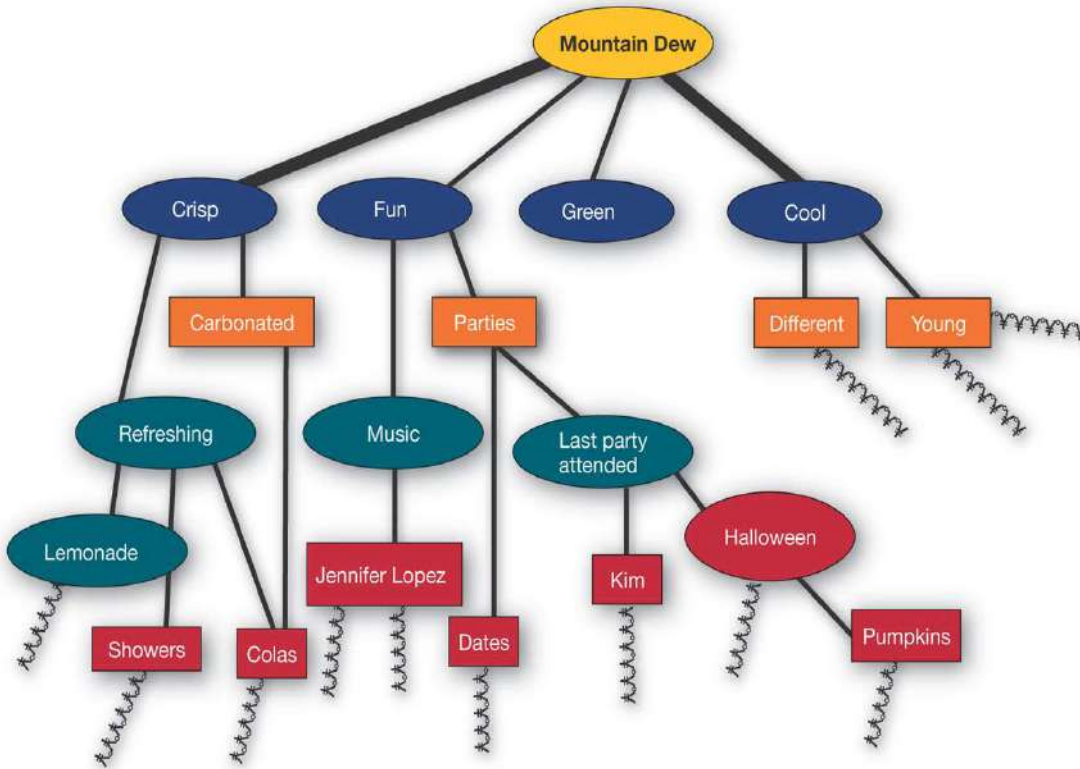
Total accumulation of prior learning experiences

## ➤ Short-Term Memory

- Very Limited Capacity
- “Working Memory”

## ➤ Long-Term Memory

- **Unlimited, Permanent Storage**
- **Semantic Memory** : the basic knowledge and feelings an individual has about a concept.
- **Episodic Memory** : the memory of a sequence of events in which a person has participated (e.g., first date, graduation, etc.)
- **Schematic Memory** :how we store information; a complex web of associations.
- **Script** : a type of schema of how an action sequence should occur (e.g., Online Shop)



# Schematic Memory



# Brand Image and Product Positioning

## ➤ Brand Image

- Schematic memory of a brand.
- It is what consumers have learned about the brand.
- Both cognitive and affective associations are included.

## ➤ Product Positioning

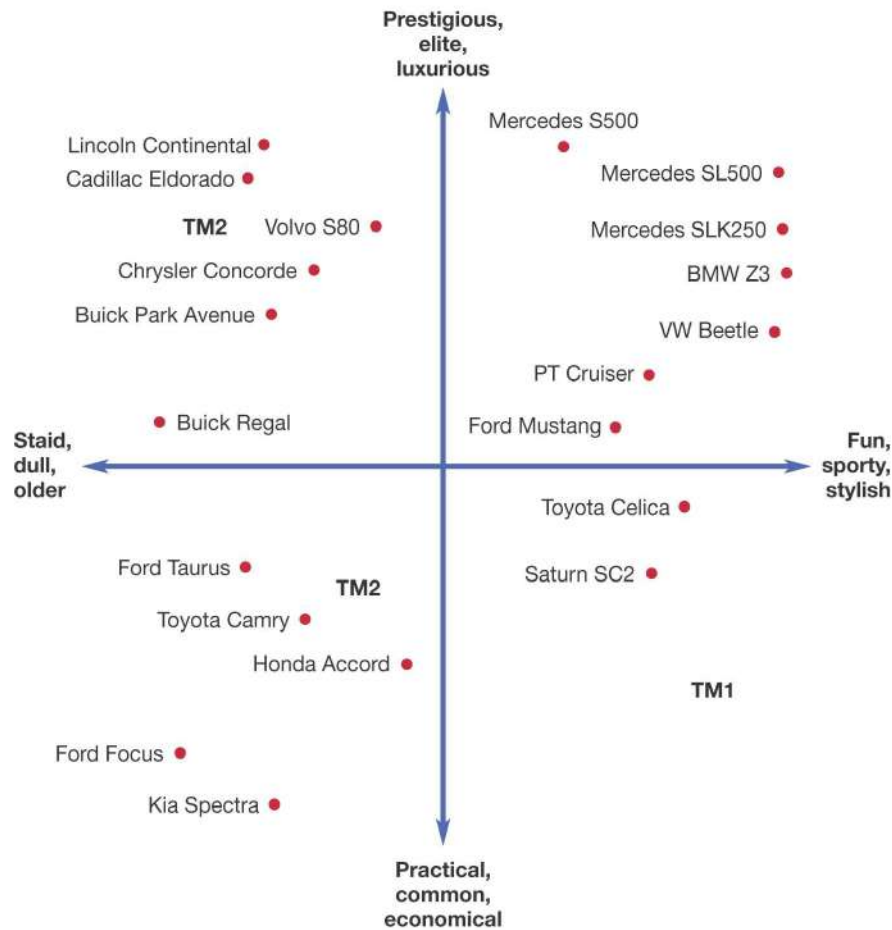
- Decision by a marketer to try to achieve a defined brand image relative to competition within a market segment.
- Will succeed to the extent that the position is desired by the target market.

## ➤ Product Repositioning

- Deliberate decision to significantly alter the way the market views a product (e.g., St. Joseph's Aspirin).
- Can involve brand performance, feelings it evokes, situational usage, or even who uses it.







# Perceptual Map for Automobiles



# Connecting Memory to Marketing Strategy

➤ **Brand Equity**

The value consumers assign to a brand above and beyond the functional characteristics of the product.

➤ **Brand Leverage**

Often termed family branding, brand extensions, or umbrella branding, refers to marketers capitalizing on brand equity by using an existing brand name for new products. **Based on *stimulus generalization*.**

# Connecting Memory to Marketing Strategy

Original brand should have a strong brand image and the new product should fit with the original product on at least one of the following:

1. **Complement** : Two products are used together.
2. **Substitute** : The new product can be used instead of the original.
3. **Transfer** : Consumers see the new product as requiring the same manufacturing skills as the original one.
4. **Image** : The new product shares a key image component with the original.

**TERIMA KASIH**

