

THESIS

**CREATING INTERACTIVE LEARNING MEDIA FOR
MARKETING COMMUNICATION: AN ONLINE-BASED
APPROACH TO ENHANCE STUDENTS' COMMUNICATION
SKILLS IN THE WORKPLACE**

*In Partial Fulfilment of the Requirements for Applied Bachelor Study Program of English
for Business and Professional Communication Study Program of Language Department
of State Polytechnic of Bengkalis*



By:

Ainal Mardiyah

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**ENGLISH FOR BUSINESS AND PROFESSIONAL COMMUNICATION
STUDY PROGRAM
LANGUAGE DEPARTMENT
STATE POLYTECHNIC OF BENGKALIS**

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Declare truly that this is truly my own original work and is not the result of plagiarism, theft of other people's work or is not the result of other people's work, except for quotations from several theories that helped to complete this work.

Thus, I am making this statement, if it is proven that I have committed an academic violation, I am willing to accept the consequences in accordance with the Institution's provisions and applicable laws of regulations.

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CREATING INTERACTIVE LEARNING MEDIA FOR MARKETING COMMUNICATION: AN ONLINE-BASED APPROACH TO ENHANCE STUDENT'S COMMUNICATION SKILLS IN THE WORKPLACE

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ABSTRACT

The limited availability of interactive learning media in Marketing Communication has made it challenging for students to connect theoretical knowledge with real-world workplace practices. Therefore, this study aimed to develop an interactive learning media called MarComm Academy to enhance students' communication skills through an online-based learning platform. This study employed the Research and Development (R&D) method using the ADDIE model, which includes Analysis, Design, Development, Implementation, and Evaluation. The research was conducted at the State Polytechnic of Bengkalis. Data were collected through observation, questionnaires, documentation, and expert validation, and were analyzed using quantitative and qualitative descriptive methods. The results indicated that the developed interactive learning media met students' learning needs and was considered feasible based on expert validation. User responses also showed that MarComm Academy was easy to use, engaging, and relevant to Marketing Communication learning. Furthermore, the implementation results demonstrated that the media supported students' engagement and communication skills by providing interactive and practice-oriented learning experiences. In conclusion, MarComm Academy is a feasible interactive learning medium that can support the teaching and learning process of Marketing Communication while bridging the gap between theory and workplace practice.

Keywords: Interactive learning media, marketing communication, online learning, communication skills, ADDIE model.

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Finally, I sincerely hope that this thesis will make a meaningful contribution to the field of education, particularly in the development of interactive learning media for Marketing Communication, and serve as a useful reference for future research.

Bengkalis, 23th July 2026

Best Regards,

Ainal Mardiyah
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

The integration of interactive media has emerged as a key strategy for enhancing the learning and development of essential communication skills in the ever-evolving landscape of marketing communications in the digital era. These skills are essential not only for successful campaigns, but also for fostering long-term relationships with stakeholders. Traditional classroom-based learning often fails to replicate the dynamic and interactive nature of real-world marketing challenges. These shortcomings include limited opportunities for practical exercises, a lack of engagement with realistic scenarios, and an overemphasis on theoretical knowledge without sufficient application. As a result, learners struggle to translate academic concepts into the practical skills needed in professional marketing environments.

The rise of online learning platforms offers new opportunities to address these gaps. Interactive media, with its potential to engage users through simulations and multimedia content, offers a viable solution. The growth of interactive technologies has revolutionised the way marketing communications is both practiced and learned. For example, simulations can allow students to practice real-time decision making in marketing campaigns, gamification can motivate learners by incorporating challenges and rewards, and multimedia content can present complex concepts through engaging visuals and interactive elements. Together, these tools mimic real-world scenarios and increase learner engagement. By integrating real-world scenarios into a controlled learning environment, interactive media can bridge the gap between theoretical knowledge and practical application.

Recent studies have emphasized the effectiveness of interactive media in education. For instance, a study by Rodrigo Smiderle (2020) found that gamified learning platforms improved engagement and retention in marketing courses by

35%. Similarly, Jones and Taylor (2020) demonstrated that using multimedia simulations increased learners' problem-solving abilities in real-world business contexts. Another research by Olga et al. (2022) highlighted that interactive e-learning tools enhanced communication skills among professionals by 40%, particularly in virtual team environments. The growing body of research in the field of interactive digital marketing highlights the potential of interactive media to enhance customer engagement and foster more informed, empowered, and connected consumer groups in both physical and virtual realms (Krishen et al., 2021). This shift in marketing communication paradigms underscores the importance of incorporating interactive media into the academic curriculum, as it can provide students with the necessary tools and experiences to navigate the complexities of contemporary marketing communication. These findings underscore the potential of integrating interactive media into marketing communication education to meet the demands of a rapidly evolving industry.

The selection of this thesis title stems from the critical gap between traditional marketing communication education and the practical skills demanded in the modern workplace. Based on the research through observations, many students struggle to fully grasp marketing communication concepts and fail to develop essential skills effectively. This challenge often arises from teaching methods that do not align with students' learning preferences, such as over-reliance on theoretical lectures and a lack of interactive, real-world applications.

However, the adoption of such tools in marketing communication education remains limited. There is a need for research and development to design, test, and implement effective interactive media tailored to this field. This study seeks to explore and develop an online-based approach to enhance communication skills in real-life marketing contexts.

Developing interactive learning media that can accommodate the specific need of marketing communication students or professionals is a very relevant step. Involving them in the development process can ensure that the media not only meets

general learning standards, but also provides added value specific to their professional needs. As such, any incongruities that may arise from commonly available learning media can be addressed, creating a more effective and relevant learning experience for marketing communication students.

Online-based learning media is an effective tool to enrich the learning process of Marketing Communication, especially in this digital era where the society use internet the most. By providing opportunities to actively engage with the learning material, students can better understand the concepts being taught. The interactivity of the media and materials allows for the simulation of real work situation, preparing the students for the challenges they may face during their daily work environment.

Thus, the main Objective of this study lies in the recognition that traditional teaching methods often fall short in equipping students with the dynamic communication skills required in the modern marketing landscape.

1.2 Formulation of the Problem

This study aims to address the following research questions:

- a. How can interactive media be designed and developed to effectively enhance marketing communication skills?
- b. What are the key features of an online-based approach that supports learning in real life marketing communication scenarios?
- c. How does user respond towards the website that are made?

1.3 Scope and Limitation of the Study

This study focuses on the development and evaluation of interactive media for marketing communication learning, targeting students aiming to enhance their

skills. It emphasizes practical, real-world scenarios and exercises designed for online learning platforms, ensuring accessibility and engagement.

This study Focus on specific aspects of marketing communication, such as marketing communication fundamentals, message delivery, audience engagement, scenario-based problem-solving, and case study. Broader marketing strategies and concepts are excluded to maintain focus and feasibility.

1.4 Objectives of the Study

The primary objectives of this study are:

- a. To design and develop interactive media tailored for marketing communication education, incorporating features such as real-time simulations, gamified learning modules to enhance user engagement and practical skill application.
- b. To identify and integrate key features of an online-based approach (e.g., scenario-based exercises, multimedia content, and accessibility tools) that bridge the gap between theory and practice.
- c. To know user responds towards the website that are made.

1.5 Significance of the Study

This study is significant for several reasons:

- a. Theoretical Contribution
Expands the body of knowledge on interactive media and its application in the context of marketing communication learning. It will explore the various types of interactive media, their pedagogical benefits, and the strategies for integrating them into online-based learning environments.
- b. Practical Benefits

Provides an innovative tool for educators and learners to improve marketing communication skills also examine the impact of interactive media-driven learning on the development of communication skills, such as interpersonal communication, and the ability to adapt to real-life marketing scenarios.

c. For Researcher

This research offers valuable experience and insights, particularly in conducting studies and developing materials that incorporate key elements essential for Marketing Communication practitioners to excel as professionals in their field.

d. For Further Development

This research serves as a valuable reference for future researcher who interested in creating interactive learning media tailored specifically in Marketing Communication. The study's findings and methods offer useful guidance for designing interactive learning tools and enhancing the skills required to become professional Marketing Communication practitioners, particularly through industry-aligned materials.

Drawing from the insights provided in the selected sources, this study will present a comprehensive framework for the design and implementation of interactive media-based learning experiences that can enhance the communication competencies of marketing communication students. By addressing the identified gaps, such as the lack of practical application in traditional learning methods and the limited use of interactive media in education, this study contributes to the advancement of marketing communication education in an increasingly digital world by providing evidence-based solutions and innovative tools for skill enhancement.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Related Study

Numerous studies have investigated the role of interactive media in educational contexts, particularly within marketing communication. For instance, gamified platforms and multimedia simulations have been widely studied for their ability to enhance learning engagement and practical application skills. These studies provide foundational insights and underscore the potential of innovative tools to enhance learning outcomes.

One notable study by Rodrigo Smiderle with the title “*The Impact of Gamification on Students’ Learning, Engagement and Behaviour based on Their Personality Traits*” in 2020 examined the impact of gamified learning platforms on student engagement in marketing courses, revealing a 35% increase in retention rates. This increase was measured by comparing pre- and post-intervention retention data from course participants, highlighting significant improvements attributed to the use of gamification elements. Key elements such as point-based rewards, interactive challenges, and leaderboards were identified as critical factors that motivated students to actively participate and maintain consistency in their learning journey.

Similarly, Jürgen Seifried and Steffen Brandt with the title “*The Computer-Based Assessment of Domain-Specific Problem-Solving Competence*” in 2020 explored how multimedia simulations, such as virtual role-playing and scenario-based decision-making tools, enhance problem-solving abilities in real-world business scenarios. These simulations provided users with authentic challenges, such as managing product launches or addressing customer feedback, allowing participants to test strategies in controlled environments. Their research emphasized the importance of experiential learning tools that replicate professional

environments, enabling students to practice decision-making and strategy development in a risk-free setting.

Another relevant study is “*Simulation-Based Learning in Higher Education: A Meta Analysis*” by Olga Chernikova, Nicole Heitzmann, and Matthias Stadler in 2020. This study contributed further to this field by focusing on the development of communication skills through interactive e-learning tools, such as virtual team collaboration platforms and scenario-based communication training modules. Their findings reported a 40% improvement in communication efficacy among professionals working in virtual teams, highlighting the potential of technology-driven platforms to address complex interpersonal challenges.

Destianingsih, A., & Satria, A. (2017) in their study “*A Study on Students’ Need Analysis on Web-Based English Learning Materials*” says Needs Analysis (NA) is a foundational step in developing effective learning materials, particularly for specialized fields like marketing communication. As highlighted by Hutchinson & Waters (1990) and Nation & Macalister (2010), NA identifies three core components: necessities (target proficiency requirements), lacks (gaps in current skills), and wants (learner preferences). The study by Destianingsih & Satria (2017) applied this framework to web-based English learning, revealing that 62% of students at State Polytechnic of Bengkalis were beginners who prioritized practical, real-world topics (e.g., daily life, science, and technology) and interactive activities like paired dialogues (50%) and multimedia simulations. This underscores the importance of aligning materials with learners’ proficiency levels and preferences—a principle directly applicable to designing marketing communication tools. The proliferation of digital tools has transformed language education, with studies emphasizing the role of interactivity and authentic scenarios in enhancing engagement. Destianingsih & Satria’s findings showed that 72% of students were familiar with internet-based learning, and 56% advocated for its integration into classrooms. Preferred activities included gamified vocabulary exercises (e.g., matching words to meanings, 50%) and multimedia-supported listening tasks (e.g., identifying keywords in dialogues, 40%). These results mirror broader trends in

marketing communication education, where simulations and gamification are proven to bridge theory-practice gaps (Rodrigo, 2020; Seifried & Brandt, 2020).

In addition, existing literature on effective teaching techniques in advertising and marketing education emphasizes the importance of fostering critical thinking and creative problem-solving skills. Interactive media-based learning approaches have been shown to effectively cultivate these competencies by providing dynamic, engaging, and contextually relevant learning experiences.

While these studies highlight the benefits of antigerative media, none specifically address its application in enhancing communication skills for marketing in real-life situations. This study aims to fill this gap by designing and evaluating an interactive media approach that focuses on real-world scenarios to effectively improve marketing communication skills. This gap underscores the need for the present research, which seeks to design and evaluate a tailored interactive media approach for this purpose.

Previous research, such as Smiderle (2020) and Chernikova et al. (2020), has demonstrated that interactive media such as gamification and simulations effectively boosts engagement and learning outcomes. However, a significant gap remains, as most studies have focused on controlled learning environments rather than real-world marketing communication challenges, such as client negotiations or brand crisis management. Therefore, this study was conducted to address this gap by designing interactive learning media specifically for practical, real-life scenarios. It is expected that this approach will not only improve learners' understanding of theoretical concepts but also develop practical communication skills that can be applied in professional settings.

2.2 Literature Review

In the realm of marketing communication, where practical application and adaptability are paramount, traditional teaching approaches often fall short of

meeting the demands of real-world scenarios. Based on previous research to support the product development research to be researched, there are several relevant literature studies or theories that can be discussed and will be discussed and used as a basis to guide and explain the research. These theories are the role of marketing communication, the scope of marketing communication, the role of interactive media in education, online learning key features, the effectivity between online and traditional learning, and the potential of online learning platforms to bridge the gap between theoretical knowledge and professional expertise.

2.2.1. The Role of Marketing Communication

Marketing communications is closely aligned to an educational context and Egan (2020) refer to three types of engagement taken from a learning perspective. These are cognitive, relational and behavioural engagement. Cognitive engagement refers to the degree to which individuals are engrossed and intellectually involved in what they are learning (messages). Relational engagement refers to the extent to which individuals feel connected with their environment, whilst behavioural engagement reflects the extent to which individuals feel involved and participate in activities. Marketing communication plays a crucial role in engaging audiences to achieve marketing and business objectives. Its primary purpose is to provoke a response from the target audience, which can be cognitive, emotional, or behavioural. By delivering tailored messages, marketing communication fosters connections with audiences, encouraging actions such as purchasing products, sharing information, or engaging with brands through specific calls-to-action. These responses can be immediate, such as making a purchase, or deferred, allowing audiences to consider the message for future use.

A key function of marketing communication is building brand value by shaping how audiences think and feel about a brand. This involves creating positive perceptions, attitudes, and emotional connections, which form the foundation for long-term brand loyalty. Additionally, it drives behavioural responses by motivating specific actions, such as visiting a website, signing up for a service, or participating

in promotional campaigns. Interactive strategies like product sampling, online competitions, and targeted advertisements enhance audience involvement and strengthen engagement (Fill, 2016).

Engagement is at the heart of marketing communication, serving as a bridge between brands and their audiences. By fostering mutual value, engagement creates opportunities for deeper interactions and stronger relationships. For example, the Magners campaign emphasized emotional benefits and resonated with modern values, while Petplan combined television and online platforms to build brand affinity through user participation in competitions.

Egan's engagement framework was selected as one of the theoretical foundations of this study because it explains the sequential process of effective marketing communication, beginning with capturing attention (cognitive), establishing relationships (relational), and encouraging behavioural responses (behavioral). Previous studies and practical campaign examples, such as Magners and Petplan, demonstrate that interactive experiences can facilitate this complete engagement cycle. Consequently, the framework emphasizes that strategic marketing communication aims not only to generate immediate consumer responses but also to foster long-term brand relationships through meaningful audience engagement.

2.2.2. The Scope of Marketing Communication

Marketing communication, originally referred to as "promotion," is the process of communicating an organization's offering products, services, or reputation to its target audience. It encompasses planned and unplanned dimensions, addressing the complexity of how audiences engage with a brand. Based on Fill (2020), The key aspects of marketing communication as follows:

1). Planned Marketing Communication

a. Core Elements:

- a) Tools: Advertising, sales promotion, public relations, direct marketing, personal selling, sponsorship, exhibitions, and field marketing.
 - b) Media: Paid media (e.g., magazines, websites, TV), owned media (e.g., buildings, vehicles, websites), and earned media (e.g., social media conversations).
 - c) Content: Blends informative and emotional elements tailored to audience preferences and needs.
- b. Routes to Audiences:
 - a) Paid media for targeted reach.
 - b) Owned assets to share messages.
 - c) Social sharing to encourage word-of-mouth with minimal cost.
 - d) Application: Brands typically use a combination of these approaches to maximize engagement.
- 2). Unplanned Marketing Communication
 - a) Definition: Involves unintended messages from third-party sources or situations outside the organization's control.
 - b) Sources: Comments from experts, government regulations, competitor actions, production failures, and word-of-mouth feedback.
 - c) Impact: These messages influence audience perceptions, brand reputation, and overall brand image.
 - d) Management: Successful organizations monitor and actively manage unplanned communications, especially word-of-mouth, to shape audience perceptions positively.
- 3). Interactive Media and Internet
 - a) The Internet and interactive media allow organizations to engage directly with current, potential, and lapsed customers.
 - b) These platforms facilitate two-way communication, enabling brands to shape real-time engagement and feedback.



Figure 2. 2 The Scope of Marketing Communication

This framework is closely aligned with the focus of this research on developing interactive media for marketing communication learning. The research seeks to leverage these principles by designing an online-based learning tool to enhance communication skills in real-life scenarios. By integrating planned communication strategies and exploring the dynamic role of interactive media, the study aims to provide learners with practical insights into managing both structured and organic marketing communications effectively. Marketing communication's dual emphasis on strategy and adaptability provides a strong foundation for the development of interactive learning tools, making it highly relevant to this study's objective of preparing learners for real-life marketing communication challenges.

Fill's marketing communication framework was adopted in this study because it explains the integration of planned communication activities and organic communication that emerges through audience interactions. In the context of digital and interactive media, this framework illustrates how organizations can execute

structured marketing campaigns while responding effectively to real-time public engagement. As a result, successful marketing communication requires both strategic planning and adaptability to evolving communication environments. Based on this framework, the interactive learning media developed in this study is intended to prepare students with the competencies required to address the challenges of contemporary marketing communication.

2.2.3. The Role Interactive Media in Education

Interactive media is a crucial innovation in education, leveraging digital tools and platforms to foster active engagement and dynamic learning experiences. One of its main strengths lies in its ability to provide interactive learning environments that significantly enhance conceptual understanding through simulations or role-playing activities. For example, marketing students can participate in interactive simulations where they take on the role of marketers, develop campaigns, and receive real-time feedback on their decisions. This experiential approach allows students to learn by doing, rather than merely absorbing theoretical knowledge.

Interactive learning not only facilitates students' access to information but also encourages active engagement in the learning process (Said, 2023). Through the use of interactive technology, students can participate in various engaging learning activities such as simulations, educational games, and online discussions, which significantly enhance their motivation to learn. Moreover, interactive learning media provides flexibility for students to learn independently, adjust their learning pace, and deepen their understanding of complex concepts (Anasro, 2023). Thus, the use of interactive learning media contributes positively to enhancing student engagement and academic performance across various educational levels.

Idrissov et al. (2021) highlights that another key advantage of interactive media is its ability to present information in multisensory formats—combining visual, auditory, and kinaesthetic elements—that align with the brain's natural way

of processing information. This strategy not only boosts cognitive engagement but also strengthens memory retention and the transfer of learning to real-world contexts. In marketing education, interactive media serves as a relevant tool to create dynamic and engaging learning environments.

Interactive media's ability to create dynamic and engaging learning environments is crucial in the context of marketing education. It enables students to simulate real-world marketing scenarios, enhancing their communication skills and preparing them for practical applications. By leveraging the multisensory and flexible aspects of interactive media, this research aims to explore and validate its role in improving learning outcomes and equipping students with skills relevant to professional marketing contexts.

Previous studies have shown that interactive media promotes active learning by engaging students in authentic learning experiences, including simulations and role-playing activities that reflect professional marketing communication practices. In addition, the integration of multisensory elements, such as visual, auditory, and kinesthetic features, has been reported to improve learner engagement, comprehension, and knowledge retention. Interactive media also facilitates immediate feedback, enabling students to reflect on their decisions and effectively bridge theoretical concepts with practical application. Based on these advantages, the development and validation of the interactive learning media in this study are expected to enhance students' learning outcomes while strengthening the competencies required to address the dynamic challenges of contemporary marketing communication.

2.2.4. Online Learning Key Features

By using digital technologies and interactive platforms, online learning environments enable learners to engage in authentic scenarios, collaborate effectively and develop essential competences needed in professional and everyday contexts. The success of such an approach lies in several key features that ensure

relevance, accessibility and applicability to real-world challenges. There are many opinions on what elements should be included in online learning. Below we have summarised the essential elements of online learning that can promote a meaningful and real learning experience, based on several figures.

1) Doug Gregory (2023)

(a) Authentic Learning Experiences

Incorporating real-world scenarios and problem-solving activities enhances learners' ability to apply knowledge practically (Doug Gregory, 2023).

- (i) Online platforms should provide tasks, scenarios, or projects that mirror real-world challenges.
- (ii) Examples include problem-solving simulations, case studies, and role-playing activities relevant to professional or practical contexts.

(b) Emphasis on Soft Skills

Online learning environments often incorporate activities that develop critical thinking, problem-solving, and digital literacy, essential for real-life applications. These skills are crucial for success in real-world professional and personal scenarios.

(c) Interactivity and Engagement

Utilizing interactive elements such as virtual labs and simulations fosters active learning and mirrors real-life tasks

- (i) Tools such as discussion forums, live webinars, virtual labs, and collaborative workspaces enhance interactivity.
- (ii) Active participation through peer-to-peer and instructor-student interactions fosters deeper understanding and teamwork.

2) Ishan Gupta (2024)

(a) Personalized Learning Paths

- (i) Adaptive learning technologies tailor educational content to individual needs, enhancing relevance and effectiveness.
 - (ii) Personalization ensures relevance to learners' real-life interests and career aspirations.
- (b) Multimedia and Interactive Content
 - (i) Incorporating videos, podcasts, gamification, and interactive simulations makes learning engaging and relatable.
 - (ii) Multimedia helps connect abstract concepts to practical applications.
- 3) Li and Keller (2018)
 - a) Attention and Engagement, learning media should include interactive elements that capture learners' attention and encourage active participation.
 - b) Engaging instructional activities increase learners' motivation to complete learning tasks.
 - c) Learning media should provide enjoyable and meaningful learning experiences. Positive learning experiences encourage learners to recommend the instructional media and continue using similar learning technologies.
- 4) Catherine Cote (2023)

Collaborative Learning Tools; features like discussion forums and group projects enable collaboration, reflecting real-world team dynamics and enhancing communication skills.

 - (a) Platforms with group projects, team discussions, and shared document editing tools mimic real-life workplace collaboration.
 - (b) Students learn how to communicate, delegate tasks, and solve problems together, reflecting real-world dynamics.
- 5) Zhou et al. (2022)

This study reviewed numerous online learning evaluation instruments and identified several important dimensions that influence the effectiveness of online learning.

- (a) Learners' Previous Experience with Interactive Learning
 - (b) Perceived Learning Effectiveness
 - (c) Students' learning difficulties should be identified before designing instructional materials.
- 6) Lai and Bower (2022)
- Lai and Bower (2022) proposed that effective educational technology should combine pedagogical principles with interactive features that encourage engagement, collaboration, and meaningful learning.
- (a) User Experience and Learning Engagement, learner engagement reflects the extent to which students actively participate in and interact with learning activities. Higher engagement generally leads to better learning performance and satisfaction.
 - (b) Multimedia Learning Resources, Online learning platforms should include videos, animations, infographics, and visual learning materials.
 - (c) Interactive Learning Activities, learning activities should allow students to interact with the learning content rather than passively receiving information.
 - (d) Immediate and personalized feedback helps learners identify mistakes, monitor progress, and improve their learning performance
- 7) Kimberly Falk (2023)
- Immediate Feedback and Assessment; online assessments provide instant feedback, allowing learners to identify areas for improvement and apply corrections promptly.
- (a) Online tools like quizzes, automated assessments, and instant feedback mechanisms help learners track progress.
 - (b) Constructive feedback from instructors or peers enhances understanding and skill improvement.
- 8) Shatri & Shala (2022)

Flexibility and Accessibility; online learning platforms offer 24/7 accessibility, allowing learners to engage with content at their convenience, which is crucial for balancing education with other real-life responsibilities.

- (a) Online platforms allow learners to access materials and activities anytime and anywhere.
- (b) This flexibility supports learners with diverse schedules, enabling them to balance their education with real-life responsibilities.

Previous studies have indicated that online learning environments provide an effective means of connecting theoretical concepts with practical application through authentic simulations and collaborative learning activities. The effectiveness of these environments is supported by three key characteristics: (1) authentic learning scenarios that encourage the application of knowledge in real-world contexts, (2) adaptive learning pathways that address diverse learner needs, and (3) immediate feedback that facilitates continuous learning and competency development. Furthermore, comparative analyses have shown that interactive online learning environments not only enhance knowledge acquisition but also promote essential workplace competencies, such as critical thinking, problem-solving, communication, and teamwork. Therefore, online interactive learning is considered a valuable approach for preparing students to meet the demands of professional practice.

2.2.5. Online Learning and Traditional (Offline) Learning

The meaning of traditional classrooms has changed over the years, especially with technology permeating some, then all, domains of the classroom environment. From projectors to smart screens and everything in between, technology has changed classroom learning as we know it. And now, online learning serves to switch up what we expect from learning environments, processes,

and experiences. Many of the perks offered by traditional classrooms are now being provided by eLearning platform services, with a few additional features. The public's appreciation for online learning has only increased over time, with 46% of surveyed recent graduates having taken an online course already (Parthiba Kumar, 2024). Online learning is also enthusiastically adopted by companies training their employees, professionals looking to upskill, and career veterans looking to enter a different industry. According to HubSpot, 75% of professionals surveyed prefer to learn using online training videos; similarly, 68% of professionals trust the online learning platform of their choice.

The rise of online education has significantly transformed learning dynamics, particularly by offering flexibility and scalability. Garrison and Vaughan (2019) argue that while online platforms provide broad access to education, they also pose challenges in maintaining learner engagement. Interactive media effectively addresses this challenge by creating immersive and engaging learning experiences. For example, online interactive simulations can replicate professional environments, allowing learners to develop practical skills such as negotiation, presentation, or decision-making in a controlled setting. These experiences not only enhance learner engagement but also ensure the skills acquired are practical and applicable in real-life situations.

Several factors affecting the effectiveness of interactive learning media include limited comprehension of subject concepts, the demand for digital learning resources among students, advancements in information technology, and the implementation of innovative and varied teaching media (Siahaan & Simamora, 2023).

Based on the theories above, the research can conclude what are the differences between online learning and traditional learning which can be seen in the table below:

Table 2. 1 The Differences of Online Learning and Traditional Learning

Aspect	Online Learning	Traditional Learning
Flexibility & Accessibility	Accessible anytime and anywhere; supports self-paced learning.	Fixed schedules; requires physical attendance.
Interaction & Engagement	Limited real-time interaction; uses tools like video calls and forums.	Direct face-to-face interaction with immediate feedback.
Effectiveness	Comparable or better results with interactive and multimedia resources.	Effective, especially for hands-on and structured subjects.
Cost	Reduces expenses on commuting, materials, and facilities.	Higher costs for transportation, infrastructure, and physical resources.
Technology Dependency	Requires stable internet and digital tools, which can be a barrier in some areas.	Minimal technology reliance; focuses on physical materials and spaces.
Social Skills	Encourages global connections but may limit interpersonal skill development.	Enhances collaboration, communication, and teamwork in physical settings.

The shift from traditional to online learning is influenced by technological developments that offer flexibility, accessibility and cost-effectiveness. Online learning allows anytime, anywhere access, but has limitations in real-time interaction compared to traditional learning that offers immediate feedback and collaborative experiences. Interactive media in online learning has proven effective in increasing engagement and ensuring relevant real-world skills, but remains dependent on technology stability. While traditional learning relies more on physical presence, the two can complement each other depending on need and context. This will be the benchmark and consideration for future research.

The transition from traditional classroom instruction to online learning represents a significant development in educational technology, with each learning

modality offering unique benefits. Traditional learning environments emphasize face-to-face interaction, collaborative activities, and practical experiences, while online learning enhances flexibility, accessibility, scalability, and cost-effectiveness. According to Kumar (2024) and HubSpot, the adoption of digital learning continues to increase, with 46% of graduates and 75% of professionals preferring online learning platforms. Nevertheless, online learning may reduce opportunities for immediate interaction and social engagement. The integration of interactive media has the potential to overcome these limitations by incorporating simulations, collaborative activities, and real-time feedback into the learning process. As shown in Table B.1, the comparison between traditional and online learning demonstrates that the strengths of each approach are complementary rather than mutually exclusive. Therefore, this comparison serves as an important theoretical basis for the development of the interactive learning media proposed in this study, which seeks to combine the accessibility of online learning with the engagement and authenticity of interactive learning experiences.

2.2.6. Marketing Communication Fundamentals

Marketing communications, or MarCom, are essential for engaging and informing potential customers about a brand's offers. MarCom is comprised of a variety of approaches and strategies for communicating with the market and encouraging involvement. How a brand communicates its message, values, and product or service information is critical to attracting and converting potential customers.

Fundamentally, marketing communications creates and spread brand messages and product information through numerous channels. This includes both established and developing platforms, such as:

- a. Digital advertising is using internet-based advertising technologies to reach a larger audience.

- b. Social media campaigns involve engaging with customers on platforms where they spend a lot of time.
- c. Influencer partnerships involve collaborating with individuals with a large following to promote companies or services.
- d. Public relations strategies involve shaping and managing public views through media interactions.
- e. Information marketing entails creating valuable information that solves problems or answers client demands.
- f. Personal Selling: Direct engagement between salespeople and potential customers.
- g. Trade Shows and Conferences: Attending industry-specific events to demonstrate products or services.

A thorough marketing communication plan integrates these techniques to answer customer queries about a product's usability, benefits, potential users, application contexts, and appropriate usage time.

The marketing mix, or Seven Ps (Product, Price, Promotion, Place, People, Process, and Packaging), assures a well-rounded product or service promotion approach. This balanced mix simplifies the development of the Integrated Marketing Communications (IMC) strategy, boosting brand message consistency and communication effectiveness.

MarCom involves promoting a brand's products and features and engaging with the target audience to deliver the right message through the right channel. A fashion brand may utilize Instagram influencers to attract younger consumers, while a B2B company may use LinkedIn and direct sales to attract experts.

In a dynamic industry, staying current on communication channels and developing an integrated MarCom strategy can boost a brand's reach and influence, influencing consumers' purchases and loyalty.

1. Importance Of Marketing Communication

Marketing communication is a company's lifeblood, conveying its mission, product insights, and brand values to customers. This dynamic process is essential to building enduring relationships, accomplishing marketing goals, driving leads, and improving sales success. A closer look at why marketing communications matter:

- a. **Reaching the Desired Group:** In today's hyper-competitive business, personalizing your message to a specific group is critical. Marketing communications serve as a conduit, ensuring your message reaches the intended market and making your brand more relatable and approachable.
- b. **Distributing Key Messages:** Awareness is the first step toward conversion. Strategic marketing communications allow brands to declare their presence and clarify their value proposition, ensuring potential customers understand what they offer and why it matters.
- c. **Fulfilling Marketing Goals:** Businesses of all sizes primarily aim to market their services and carve out a niche in their particular industries. Effective communication and promotional methods are critical for navigating the competitive corporate world and achieving marketing objectives.
- d. **Maintaining Sales During Economic Downturns:** Economic swings are a fact in business. During a recession, effective marketing communications tactics can be the lifeline that keeps sales momentum going, helping firms stay afloat and competitive.
- e. **Educating the Consumer Base:** The modern marketplace is complex, with numerous channels and middlemen connecting a product to its end consumer. Transparent and direct communication is essential for informing consumers about new goods, updates, or changes, allowing businesses to retain a direct connection with their clients and ease the purchasing process.

2. Marketing communication objectives

Marketing communication is essential to reaching the target audience, developing brand preference, and easing the purchase process. Several main aims contribute to brand impression and sales pointed below:

- a. **Building and Sustaining Product Demand:** The goal is to generate and maintain demand for a product or service. This entails creating and communicating messages highlighting the offering's distinguishing characteristics, functions, and benefits. For example, suppose a company debuts an innovative meal delivery service that accommodates dietary restrictions. To differentiate it from competitors, the communication should highlight convenience, nutritional balance, and individualized meal plans.
- b. **Creating Preference with Brand Positioning:** Establishing a brand as the preferred choice in consumers' minds is a deliberate undertaking. This necessitates consistent messaging across all marketing channels, supported by the product's quality, pricing plan, and distribution techniques. Effective brand positioning increases market share and profitability and even attracts top talent to a firm.
- c. **Accelerating the Purchasing Process:** Marketing communications seek to simplify the customer's journey from awareness to purchase. Understanding a client's steps, from recognizing a need to post-purchase evaluation, allows marketers to adjust information and interaction techniques. For areas like technology, where purchase decisions require extensive research and thought, delivering timely and appropriate information to educate potential buyers is critical.
- d. **Motivating Action:** Persuasion is a critical goal in which the target audience is encouraged to perform specified activities, such as purchasing, visiting a website, or trying out a product. This entails developing appealing calls to action that meet the audience's needs and preferences.

- e. **Reinforcing Customer Decisions:** Post-purchase communication tries to reassure customers about their purchasing decisions while increasing customer happiness and loyalty. This could include advice on how to make the product more useful and enjoyable, strengthen the value proposition, and promote long-term market share.
- f. **Improving Brand Image and Awareness:** The overarching goal is to increase brand visibility and develop a positive perception among current and potential customers. This includes beginning brand switching by emphasizing distinct value propositions, building trust and credibility through open communication, and attaining brand recognition.

3. Core Competencies of Marketing Communication

To succeed in professional communication and marketing roles, individuals must demonstrate a combination of technical skills, behavioral attributes, and strategic thinking. These abilities commonly referred to as core competencies serve as benchmarks for performance, guide professional development, and support recruitment and evaluation processes. This module introduces and explains key competencies based on the Core Competencies for Communication/Marketing framework, which is widely used in academic and professional development settings. It focuses particularly on three foundational competencies: Communication, Attention to Detail, and Strategic Thinking. Each competency is further explored across three levels of proficiency, Advanced, and Expert providing a developmental pathway for learners and professionals alike.

- a. **Communication** is a foundational skill in any marketing or media role. It involves crafting and adapting messages to suit different audiences, actively listening, and employing various methods to build collaborative relationships. At the proficient level, individuals are expected to share updates clearly and tailor content for specific audiences. As they progress to the advanced level, they begin adjusting their communication style depending on the stakeholder and

encouraging open dialogue. At the expert level, communicators take a leadership role, shaping organizational vision through messaging, leading communication teams, and mentoring others.

- b. Attention to Detail is equally essential, ensuring that tasks are carried out accurately and to a high standard. At the proficient level, this includes checking grammar, preparing thoroughly for meetings, and adhering to procedures. The advanced practitioner focuses on quality control, process improvement, and the depth of content research. An expert in this area not only ensures quality but also designs systems and workflows that support organizational efficiency, such as media protocols or quality assurance procedures.
- c. Strategic Thinking refers to the ability to work with foresight, align tasks with broader organizational goals, and make data-informed decisions. Individuals operating at a proficient level may be involved in planning platform-specific content and working collaboratively. Those at the advanced level take on the responsibility of managing campaigns and aligning messaging with institutional branding. At the expert level, strategic thinkers help shape the organization's overall media strategy, implement analytics tools, and forecast future trends.

These competencies do not exist in isolation but are demonstrated in real-world professional tasks. For instance, when an intern adapts a press release for both a website and social media, they demonstrate communication skills at the proficient level by adjusting the tone and length appropriately. A marketing assistant who identifies and corrects errors in an annual report showcases advanced attention to detail. Meanwhile, a team leader who presents a campaign to senior executives illustrates expert-level strategic thinking by aligning ideas with brand vision and supporting them with data.

To help learners internalize these competencies, a reflective activity encourages them to assess their current skill levels and identify steps they can take to progress. This includes evaluating which competencies they feel strongest in,

identifying specific behaviors they can practice, and considering what experiences or support they may need to grow further.

Assessment methods for this module may include scenario-based role-play, reflective writing, or quizzes linking behaviors to competency levels. These assessments not only reinforce theoretical understanding but also help learners connect competencies to practical workplace situations.

By mastering and reflecting on these competencies, learners position themselves for success in diverse roles within marketing and communication—roles that demand not only creativity but also precision, strategic insight, and the ability to connect meaningfully with varied audiences.

The instructional modules developed in this research are based on the concepts and frameworks presented in by Chris Fill and Sarah Turnbull (2019). This book was selected as the primary theoretical foundation due to its comprehensive coverage of key marketing communication principles, including message delivery, audience engagement, and scenario-based problem solving.

2.2.7. Message Delivery in Marketing Communication

Effective marketing communication goes beyond the content of a message, it involves the careful consideration of how a message is constructed, who delivers it, and how it reaches the audience. Message delivery, therefore, plays a crucial role in determining how a communication effort is perceived and whether it achieves its intended goal. Drawing from Fill and Turnbull (2019), this module explores the strategic and psychological dimensions of message delivery.

- a. **Sender**, whose credibility can significantly influence the reception of the message. Credibility consists of trustworthiness, expertise, and attractiveness, and each of these attributes contributes to how believable and persuasive the sender appears. A credible source can enhance the effectiveness of a message, while a less trusted figure might hinder audience engagement.

- b. **Message Structure**, the organization of content within the communication. Whether the message presents a one-sided argument (only emphasizing benefits) or a two-sided one (acknowledging drawbacks) can shape how audiences interpret it. Moreover, messages can conclude with an open-ended reflection or a clearly stated recommendation, depending on whether the communicator wishes to encourage independent thinking or prompt specific action. The order in which points are presented also affects audience retention and persuasion, with the *primacy effect* favoring early arguments and the *recency effect* benefiting closing statements.
- c. **Message Framing**, framing determines whether the message emphasizes potential gains (gain-framed) or possible losses (loss-framed). For instance, telling consumers that using sunscreen protects their skin (gain) can have a different emotional impact than warning them about the risks of premature aging (loss). This approach plays into psychological tendencies that affect how people process risks and rewards.
- d. **Emotional and Rational Appeals**, closely linked to framing is the use of Emotional appeals rely on triggering feelings—such as fear, happiness, or empathy—while rational appeals focus on logic, product features, or pricing. Many successful marketing campaigns integrate both approaches to maximize influence. For example, a car advertisement might highlight the safety features (rational) while also telling the story of a family road trip (emotional).
- e. **Story Telling**, to enhance retention and audience connection, communicators often use story telling. A compelling story includes relatable characters, a problem or conflict, and a resolution that often involves the brand's product or service. Stories create emotional engagement, which is more likely to be remembered than plain facts. For example, the John Lewis “Monty’s Christmas” campaign told a

touching story of friendship that reinforced holiday values and positioned the brand as part of meaningful gift-giving.

- f. **Execution of the Message**, how it is brought to life creatively is the final layer of delivery. This includes the use of styles such as slice-of-life scenarios, testimonials, dramatizations, or animations. It also means aligning the message format with the platform. A brief, humorous video may perform well on TikTok, while a longer, detailed explanation suits YouTube. Effective execution ensures that the tone, visuals, and style are consistent with the brand's identity and suitable for the audience.

In professional and academic contexts, analyzing message delivery involves assessing all these dimensions: source credibility, structure, appeal, storytelling, and execution. When applied strategically, message delivery becomes a powerful tool for influencing consumer attitudes and behaviors, reinforcing brand identity, and achieving communication objectives.

This explanation provides a conceptual foundation for understanding message delivery in marketing and serves as a bridge to practical applications such as campaign design, audience analysis, and media selection. It also helps the students understand the conceptual foundation for message delivery in marketing communication

2.2.8. Audience Engagement

Audience engagement is a central concern in marketing communication. It refers to the depth of attention, emotional connection, and participation that an audience demonstrates in response to a message or brand. In an increasingly crowded digital environment, marketers must create not only awareness but also meaningful interaction and lasting impact. Engagement can be categorized into three interconnected levels: cognitive, emotional, and behavioral.

- a. **Cognitive engagement** involves the mental processes of paying attention, processing information, and demonstrating interest in a message. This is often achieved through relevance, clarity, and novelty.
- b. **Emotional engagement**, on the other hand, involves how the audience feels—whether they are moved, amused, inspired, or provoked. Emotional triggers often lead to stronger memory retention and can influence attitudes.
- c. **Behavioral engagement** refers to the observable actions an audience takes, such as liking, commenting, sharing, subscribing, or purchasing.

Capturing attention is the first step toward engagement. In a marketplace saturated with information, marketers must employ techniques such as visual hierarchy, compelling headlines, and emotionally charged imagery to draw in viewers. Relevance is also critical—messages that reflect the audience’s values, needs, or identity are more likely to resonate.

Once attention is secured, fostering interaction becomes key. Today’s audiences expect two-way communication. Platforms like social media enable brands to create dialogues, not monologues. Effective interaction may involve responding to comments, conducting polls or Q&As, or building brand communities where users share experiences. Interactive content, such as quizzes and challenges, increases participation and personal investment.

Over time, successful engagement strategies lead to deeper connection and loyalty. Audiences begin to identify with a brand that reflects their beliefs and experiences. This can be enhanced through personalization—using names, targeted messaging, or customized content—as well as storytelling that reflects the audience’s aspirations. Continuity in tone, message, and brand identity also builds familiarity and trust.

For example, campaigns like Dove’s “Real Beauty” connected with audiences through storytelling that aligned with shared values around self-acceptance and diversity. These campaigns not only attracted attention but inspired conversations and advocacy, leading to long-term brand loyalty.

This module developed based on insights and frameworks presented in Fill and Turnbull's (2019) book, "Marketing Communications: Discovery, Creation and Conversations," which provides foundational principles for understanding how to create effective and engaging marketing communication strategies.

In summary, audience engagement involves attracting attention, creating emotional resonance, and encouraging active participation. Marketers who understand and apply these principles can build stronger connections with their audience and create lasting impressions that go beyond a single message or campaign. This is a very important lesson for students who are seeking to be a Marketers.

2.2.9. Scenario-Based Problem Solving

Scenario-based problem solving is a pedagogical and strategic method that enables learners and professionals to engage in critical thinking by responding to realistic marketing and communication challenges. Instead of learning in the abstract, it places learners within practical, contextual situations, simulating decision making processes that mirror real world experiences. This approach enhances not only knowledge retention but also problem-solving agility, creativity, and teamwork.

The primary purpose of this in marketing communication is to built adaptive thinking and collaborative decision-making. It encourages learners to apply theories, concepts, and communication tools in response to issues such as crisis response, product launches, rebranding, or digital engagement failures. Each scenario presents a challenge that demands thoughtful strategy development, audience awareness, and appropriate channel selection.

Common marketing scenarios include crises (e.g., a viral complaint on social media), product launches in specific markets, rebranding efforts for outdated images, and engagement issues with specific target segments like Gen Z. Each

situation requires marketers to assess the context, understand the target audience, and align their message and media choices accordingly.

To navigate these challenges, structured frameworks are used. One popular method is the SPIN model, which helps users analyse the Situation, identify the Problem, explore Implications of inaction, and propose a Need or solution. This model is particularly useful in framing communication campaigns that must address both internal and external stakeholder concerns. Another key tool is the SWOT analysis, which helps map out Strengths, Weaknesses, Opportunities, and Threats to guide brand strategy. Finally, using SMART objectives ensures that the solutions proposed are Specific, Measurable, Achievable, Relevant, and Time-bound, bringing discipline and clarity to planning efforts.

Realistic application is at the heart of this approach. Learners may be asked to respond to a crisis by crafting a real-time social media statement or develop a multi-platform strategy for launching a new product. Others might be tasked with reimagining a brand's tone and visuals to appeal to a younger audience. These simulated tasks mimic what professionals encounter in dynamic industries, making the learning both practical and relevant.

In addition to developing communication skills, scenario-based learning strengthens teamwork and reflective thinking. Collaborative exercises allow learners to share diverse perspectives, defend decisions, and respond to feedback—skills that are crucial in marketing roles where cross-functional collaboration is the norm.

Scenario-based problem solving prepares students and early-career professionals to think on their feet and make strategic decisions under pressure. By combining theoretical knowledge with realistic applications, this approach bridges the gap between classroom learning and workplace performance in marketing communication.

This module builds upon concepts from the previous modules on 'Message Delivery' and 'Audience Engagement' as informed in Fill and Turnbull's (2019), particularly in its emphasis on practical application, message framing, and scenario-based learning techniques used in communication strategy development. Learners are encouraged to apply techniques from those topics when evaluating communication scenarios and crafting strategic responses.

2.3 Theoretical Framework

The integration of innovative tools and methodologies in education has significantly transformed how knowledge is imparted and skills are developed. In the realm of marketing communication, where practical application and adaptability are paramount, traditional teaching approaches often fall short of meeting the demands of real-world scenarios.

The role of a Marketing Communication Officer is critical in establishing and maintaining an organization's brand identity and ensuring effective communication with diverse stakeholders. This position involves strategic and tactical responsibilities, including the development of comprehensive marketing campaigns, crafting persuasive messages, and managing various communication channels such as digital platforms, public relations, and advertising. By aligning communication strategies with organizational goals, Marketing Communication Officers contribute to building a cohesive and impactful brand presence in competitive markets.

To excel in this role, a Marketing Communication Officer must possess a range of core competencies, including exceptional communication skills, analytical thinking, creativity, and an in-depth understanding of consumer behaviour. Additionally, managerial skills such as project management, budgeting, and the ability to coordinate cross-functional teams are vital. Social intelligence, relationship-building capabilities, and adaptability further enhance their effectiveness in navigating complex and dynamic business environments.

In today's fast-paced and technology-driven landscape, proficiency in digital marketing tools, data analytics, and content management systems has

become indispensable. Ethical considerations also play a pivotal role in guiding the actions and decisions of Marketing Communication Officers. Adherence to professional codes of conduct and a commitment to transparency, integrity, and accountability ensure that their efforts resonate with trust and credibility.

This section explores the role of interactive media in education, its impact on marketing communication skills, and the potential of online learning platforms to bridge the gap between theoretical knowledge and professional expertise. By examining these interconnected areas, this review highlights the importance of leveraging technology to enhance communication skills effectively.

By integrating these competencies with ethical principles, Marketing Communication Officers serve as strategic communication agents who bridge the gap between an organization and its audiences. Their ability to adapt to market trends, overcome challenges, and create meaningful engagement underscores their significance in achieving organizational success and fostering long-term relationships with stakeholders. This role is not just pivotal in driving marketing efforts but also in contributing to the broader mission of sustainable growth and innovation across industries.

2.3.1. Constructivist Learning Theory

Constructivist theory, as articulated by Piaget and Vygotsky, emphasizes that learners construct knowledge through active engagement with their environment. Recent studies, such as those by Rodrigo (2020) and Seifried & Brandt (2020), further validate this theory in the context of digital learning environments. Interactive media aligns with constructivist principles by providing scenarios that require learners to apply concepts, solve problems, and reflect on their experiences. For instance, a study by Zhang and Liu (2023) demonstrated that scenario-based learning through interactive platforms significantly improved problem-solving skills among marketing students.

Harrison and Nguyen (2021) introduced virtual marketing simulations that required students to create advertising strategies, evaluate campaign performance,

and refine approaches based on feedback. This approach mirrored real-world marketing processes and improved participants' decision-making and strategic thinking skills.

The purpose of this research is to develop an interactive learning media product that aims to enhance students' understanding of the competencies required for effective communication in the Marketing Communication (Marcomm) profession. This interactive media is designed as a supplementary learning resource that can be utilized by students preparing to enter the Marcomm industry, as well as by Marcomm practitioners who seek to improve their skills and professionalism. The content includes key competencies and ethical standards relevant to the Marcomm field, along with simple case studies addressing contemporary challenges faced by marketing professionals.

Additionally, this interactive learning media is tailored to provide a deeper understanding of the competencies, ethical guidelines, and digital skills required in Marcomm practice. It is expected that the media will serve as an effective tool to improve the quality and depth of knowledge necessary for successfully executing Marcomm roles and responsibilities.

The development of this interactive learning media adopts a research and development (R&D) methodology, as the primary outcome is a product created through a systematic process comprising six stages: needs analysis, design, development, evaluation, implementation, and preparation of the final draft. The content design is aligned with the current demands of the Marcomm profession and incorporates insights into practical competencies. A conceptual framework for the development process is provided in the following figure, illustrating the structured approach to ensure the final product meets the intended objectives.

Constructivist learning theory, proposed by Piaget and Vygotsky and supported by recent studies (Rodrigo, 2020; Seifried & Brandt, 2020), serves as the theoretical foundation for the development of interactive learning media in marketing communication education. Previous research, including the virtual

marketing simulations introduced by Harrison and Nguyen (2021), has demonstrated that scenario-based digital learning environments effectively promote essential professional competencies, such as strategic thinking, adaptive decision-making, and problem-solving. Guided by these theoretical perspectives, the present study develops an interactive learning product using a systematic Research and Development (R&D) approach. The five phase development process from needs analysis through design, development, validation, implementation, and evaluation is intended to ensure that the learning media addresses both core marketing communication competencies and the evolving demands of digital communication while incorporating authentic case studies and ethical considerations. Consequently, the integration of constructivist principles with contemporary industry needs is expected to produce an interactive learning medium that effectively supports the development of students' professional competencies and enhances their readiness for real-world marketing communication practice.

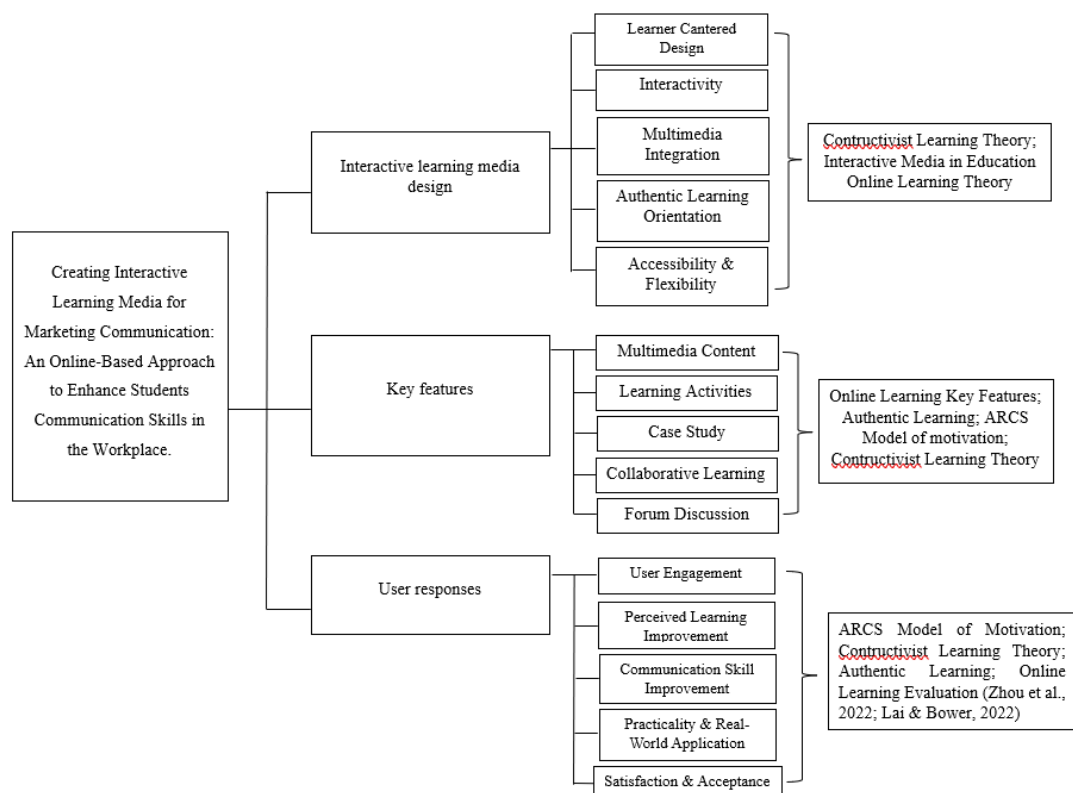


Figure 2. 3 The Framework in Developing Interactive Learning Media

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study applies the Research and Development (R&D) methodology, adopting the ADDIE model as the foundational framework for designing and developing interactive learning media for marketing communication education. According to Schimizzi, B. (2022) The ADDIE methodology originated in the 1970s at Florida State University's Center for Educational Technology. It emphasizes early collaboration with key stakeholders, clearly defines the skills, knowledge, and behaviours that need to be enhanced, and establishes a comprehensive learning framework for review before progressing to the development of learning materials.

The ADDIE model stands for five phases: Analysis, Design, Development, Implementation, and Evaluation provide a systematic and iterative approach to ensure the media effectively addresses educational challenges and enhances students' communication skills. Each phase in the ADDIE model is executed as follows:

3.1.1. Analysis Phase

This phase is critical for identifying the needs and gaps in the current educational landscape. The Analysis phase serves as the foundation for the entire development process. It involves identifying the needs, goals, and challenges of the target audience to ensure the learning tool is relevant and effective. In this phase, data is gathered through observation, questionnaires, and literature reviews to define the scope of the project, the target learners' characteristics, and the specific skills or knowledge gaps in marketing communication that the media aims to address. According to Branch (2018), the analysis phase in ADDIE involves a thorough assessment of learner characteristics, existing teaching methods, and environmental factors. The study identifies shortcomings in current marketing

communication education, such as a lack of practical application, low engagement, and the absence of interactive elements that mimic real-world scenarios. Mayer (2020) supports this step by stressing that understanding learners' cognitive capacities is essential for designing effective multimedia tools.

3.1.2. Design Phase

The design phase focuses on conceptualizing the interactive learning media based on the findings from the analysis phase. This phase includes defining learning objectives, outlining content, and planning interactive components. Objectives are developed following Bloom's Revised Taxonomy (Anderson & Krathwohl, 2019), ensuring that the media fosters higher-order thinking skills, such as analysing, evaluating, and creating. Media Features: Drawing from Salmon's E-Moderation Model (2018), the design incorporates interactive features such as:

- a. Simulations for real-time decision-making in marketing campaigns.
- b. Multimedia components like video animations, and case studies to enhance engagement.

A storyboard is created to visualize the user experience and ensure that the design aligns with educational goals. Hattie (2018) reinforces the importance of clarity in content presentation for effective learning outcomes.

3.1.3. Development Phase

In the development phase, the designs are translated into a functional prototype, integrating interactive elements and multimedia components. This phase uses Agile Development Methods, enabling iterative testing and refinement. The media is developed using user-friendly platforms like Canva for design, Adobe Captivate for interactivity, and Articulate Storyline for simulations. Initial versions are tested by a small group of users (students and educators). Feedback is collected to identify issues related to usability, engagement, and content accuracy. The design adheres to Mayer (2020), such as:

- a. Segmenting: Breaking content into manageable chunks.
- b. Personalization: Using conversational language to engage users.
- c. Dual Coding: Combining text and visuals to enhance memory retention.

3.1.4. Implementation Phase

This phase involves deploying the developed interactive media to the target audience and evaluating its effectiveness in real-world settings. The prototype is introduced in small-scale classroom settings or online platforms. This allows for observation of learner interactions and immediate adjustments. Instructors are trained on how to effectively integrate the media into their teaching. Rogers (2019) highlights the importance of training to facilitate the adoption of new educational technologies. Learners are provided with guidelines to navigate the media. Collaborative tasks, such as group projects and discussions, are encouraged to enhance engagement.

3.1.5. Evaluation Phase

The evaluation phase assesses the effectiveness of the media in achieving its intended objectives. Both formative and summative evaluations are conducted. Continuous feedback is collected during the implementation phase to identify areas for improvement. The final product is evaluated based on its impact on learning outcomes, user satisfaction, and practical application. This aligns with Kirkpatrick (2019):

- a. Reaction: Assessing learners' satisfaction.
- b. Learning: Measuring knowledge and skill acquisition.
- c. Behaviour: Observing changes in practical application.
- d. Results: Evaluating long-term benefits, such as improved communication skills.

By leveraging the ADDIE model and integrating recent theories and studies, this research ensures the systematic development of interactive learning media that bridges the gap between theoretical knowledge and practical application. The iterative nature of the ADDIE model not only enhances the product's quality but also ensures its relevance and effectiveness in fostering students' communication skills in real-world marketing contexts.

3.2 Location, Time, and Object of the Study

The study was conducted at the State Polytechnic of Bengkalis, particularly within the English for Business and Professional Communication Study Program. The research was carried over a period of six months, from January 2025 to June 2025, with each phase of the ADDIE model allocated sufficient time for completion. The research focused on developing an interactive learning media platform designed to address specific challenges in marketing communication education. The target participants were students enrolled in the Marketing Communication course, as well as educators who facilitated the learning process.

3.3 Research Instrument

To achieve the objectives of this study, a variety of research instruments were employed to gather data systematically at different stages of the ADDIE process. These instruments were carefully designed to ensure that the development and evaluation of the interactive learning media are grounded in reliable, comprehensive, and meaningful data.

The instruments are tailored to address two primary needs:

- a. To collect data about the challenges faced by students in marketing communication learning, particularly in bridging theoretical knowledge with practical application.
- b. To assess the effectiveness, usability, and relevance of the developed media in improving students' communication skills in real-life contexts.

By combining both quantitative and qualitative data collection methods from Muri Yusuf (2017), the research ensures a holistic approach to understanding the media's impact and identifying areas for improvement. In this study, the research used instruments for observation guidelines, questionnaires, and documentation.

1. Observation

Observation was conducted during the needs analysis stage to obtain direct information about the existing learning conditions in the Marketing Communication course before developing the interactive learning media. This method enabled the researcher to identify students' learning behaviours, classroom participation, learning difficulties, and the effectiveness of the current instructional practices in supporting communication skills development. Through direct classroom observation, the researcher gained a comprehensive understanding of the problems encountered by students, which served as the basis for determining the requirements of the interactive learning media.

The observation focused on the following aspects:

- a. Students' engagement during classroom learning, including students' attention, participation in discussions, willingness to answer questions, and overall involvement in learning activities.
- b. Students' difficulties in solving Marketing Communication tasks, including their ability to understand concepts, relate theoretical knowledge to workplace situations, and complete learning activities independently.
- c. Students' immediate responses during learning, such as confusion, boredom, hesitation, frustration, or lack of motivation observed throughout the learning process.

- d. Interaction during classroom learning, including communication between students and lecturers, collaborative discussions among students, and students' willingness to seek clarification when encountering difficulties.
- e. The suitability of existing learning materials and instructional methods, including whether the learning activities support students' understanding, encourage active participation, and provide opportunities to apply Marketing Communication concepts in authentic contexts.

The observational data were documented using structured observation sheets and field notes during classroom activities. The findings were subsequently analysed to identify the strengths and weaknesses of the existing learning process and to determine the essential features required for the development of the online-based interactive learning media.

Table 3. 1 Observation Indicators for Needs Analysis

Indicator	Sub-Indicators	Yes	No	Result
Students' engagement during conventional learning	1. Students actively pay attention during classroom instruction. 2. Students voluntarily participate in discussions or answer questions. 3. Students remain focused throughout the learning activities.			

	4. Students show interest in the learning materials and activities.			
Students' difficulties in solving Marketing Communication tasks	4. Students experience difficulty understanding communication concepts. 5. Students rely heavily on lecturer explanations to complete tasks. 6. Students struggle to connect theory with workplace communication situations. 7. Students require repeated guidance before solving problems.			
Students' immediate responses during learning	1. Students appear confused while completing learning activities. 2. Students show signs of boredom or low motivation. 3. Students hesitate to participate in discussions. 4. Students express frustration when completing assignments.			
Interaction during classroom learning	1. Students actively ask questions to the lecturer. 2. Students participate in classroom discussions. 3. Students collaborate with classmates during learning activities.			

	4. Students seek clarification when they encounter difficulties.			
Suitability of existing learning materials	1. Learning materials help students understand Marketing Communication concepts. 2. Learning activities relate to real workplace communication situations. 3. Learning materials encourage students' active participation. 4. Existing media support students' communication skill development.			

Table 3. 2 Observation Indicators for Evaluation Analysis

Indicator	Sub-Indicators	Yes	No	Result
The time and intensity of students' engagement with the interactive learning media.	5. Average time spent by students on each activity or module. 6. Completion rates of tasks or activities provided in the media. 7. Frequency of interaction with media features, such as quizzes, simulations, or videos. 8. Active participation in discussions or collaborative activities (if applicable)			
Students' approaches to solving	8. Students' navigation patterns within the media (e.g.,			

complex scenarios or tasks.	systematic or random approaches). 9. Use of supporting features such as hints, tutorials, or additional resources. 10. Willingness to try new or alternative approaches to challenges. 11. Speed in identifying solutions to the problems presented.			
Students' immediate reactions to the interactive learning media.	1. Expressions of enthusiasm or interest while using the media (e.g., smiling, positive comments). 2. Signs of confusion, such as prolonged pauses, seeking help, or repeating steps. 3. Indications of frustration. 4. Ability to stay focused or motivated.			
Patterns of interaction during learning activity	1. Seeking guidance or clarification from practitioners. 2. Effectiveness of interactions with the media. 3. Relevance of student questions or feedback. 4. Collaboration with practitioners to solve problems.			
The alignment of	1. Ease of operation for students.			

media design and content with students' learning needs.	2. Success rate in delivering learning materials. 3. Alignment of content with learning scenarios. 4. Feedback on quality and relevance.			
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2. Questionnaire

Questionnaires are designed to systematically collect feedback from a larger sample of participants, including both students and educators. This instrument is vital for gathering quantitative data that reflects the overall reception of the media. The questionnaires include Closed-ended questions on a Likert scale to measure satisfaction, usability, and perceived effectiveness. Open-ended questions that allow participants to share detailed feedback, suggestions, and opinions on the media. The questionnaire is administered in two phases:

- a. Pre-Implementation Phase: To understand students' prior experiences with interactive learning tools and their expectations from the new media.
- b. Post-Implementation Phase: To evaluate the perceived improvements in communication skills, user engagement, and the practicality of the media in addressing real-life scenarios.

Table 3. 3 Pre-Implementation Research Instrument

Section A: Experiences with Interactive Learning Tools	
No.	Questions
1.	Have you ever used interactive learning tools for educational purposes?

	▪ Yes ▪ No
2.	If yes, what types of tools have you used? (Check all that apply) ▪ Gamified learning platforms ▪ Multimedia simulations ▪ Online discussion forums ▪ Virtual labs ▪ Other (Please specify)
3.	On a scale of 1–5, how effective do you think these tools were in helping you understand marketing communication concepts? ▪ 1 = Not effective ▪ 2 = Quite Effective ▪ 3 = Neutral ▪ 4 = Effective ▪ 5 = Extremely effective
Section B: Expectations from the New Media	
4.	What learning challenges have you faced when studying marketing communication? (Open-ended)
5.	Which of the following features do you believe would most enhance your learning experience? (Rank them in order of importance) ▪ Interactive simulations ▪ Personalized feedback ▪ Gamified elements (e.g., challenges and rewards) ▪ Collaborative tools for group projects ▪ Multimedia resources (videos, infographics, animations)

6.	How important is the ability to practice real-world scenarios in an online learning platform? ▪ 1 = Not very important ▪ 2 = Quite important ▪ 3 = Neutral ▪ 4 = Important ▪ 5 = Very important
7.	Do you have any specific expectations for the new interactive learning media being developed? (Open-ended)

The pre-implementation questionnaire was adapted from previous studies on online learning evaluation and educational technology, particularly the questionnaire dimensions proposed by Zhou et al. (2022) and Lai and Bower (2022). Several items were modified to fit the context of Marketing Communication learning and the objectives of the present study. The instrument focuses on learners' previous experiences with interactive learning tools, perceived effectiveness, learning challenges, expected features of the learning media, and the importance of authentic practice.

Table 3. 4 Post-Implementation Research Instrument

Section A: User Experience and Engagement	
No.	Questions
1.	How often did you use the interactive learning media during the implementation phase? ▪ Daily ▪ 2-3 times a week ▪ Once a week ▪ Rarely
2.	How engaging did you find the interactive learning media? ▪ 1 = Not engaging

	▪ 2 = Quite engaging ▪ 3 = Neutral ▪ 4 = Engaging ▪ 5 = Extremely Engaging
3.	Which features of the media did you find most engaging? (Check all that apply) ▪ Interactive simulations ▪ Case Study ▪ Forum Discussion ▪ Multimedia content (e.g., videos, animations, infographics) ▪ Collaborative tools (e.g., group discussions, team activities)
4.	Did you encounter any technical issues while using the media? ▪ Yes ▪ No
5.	If yes, what were the most common issues? (Open-ended)
Section B: Communication Skills Improvement	
6.	How would you rate your improvement in the following skills after using the media? ▪ 1 = No improvement ▪ 2 = Less improvement ▪ 3 = Neutral ▪ 4 = Significant improvement ▪ 5 = Extreme improvement
7.	Can you share a specific instance where the media helped you improve your communication skills? (Open-ended)
Section C: Practicality and Real-World Application	
8.	How well did the interactive learning media simulate real-life marketing scenarios?

	▪ 1 = Not realistic ▪ 2 = Quite realistic ▪ 3 = Neutral ▪ 4 = Realistic ▪ 5 = Extremely Realistic
9.	How practical were the skills and knowledge you gained from the media in addressing real-world challenges? ▪ 1 = Not realistic ▪ 2 = Quite realistic ▪ 3 = Neutral ▪ 4 = Realistic ▪ 5 = Extremely Realistic
10.	Have you applied any skills learned from the media in real-world situations (e.g., internships, group projects, professional tasks)? ▪ Yes ▪ No
11.	If yes, please describe how the skills or knowledge were applied. (Open-ended)
Section D: Overall Feedback and Suggestions	
12.	What were the strengths of the interactive learning media? (Open-ended)
13.	What areas of the media could be improved? (Open-ended)
14.	Would you recommend this media to other students learning marketing communication? ▪ Yes ▪ No
15.	Any additional comments or feedback about the interactive learning media? (Open-ended)

The post-implementation questionnaire was adapted from previous studies on educational technology evaluation, learner engagement, and authentic learning. The instrument was developed by integrating evaluation dimensions proposed by Li and Keller (2018), Zhou et al. (2022), Gregory (2023). Several questionnaire items were modified to align with the objectives of the present study and the context of Marketing Communication learning. The questionnaire focuses on users' learning engagement, communication skills improvement, the practicality and real-world application of the interactive learning media, and overall user satisfaction and feedback. This adaptation ensured that the instrument was theoretically grounded while remaining appropriate for evaluating the effectiveness of the developed interactive learning media.

3. Documentation

Documentation is an essential component of this research, ensuring that all stages of the project are systematically recorded. This includes sketches, flowcharts, and notes created during the design and development phases for development documentation. Screenshots, user activity logs, and reports that provide evidence of how the media was tested and used in practice for implementation records. Consolidated responses from questionnaires, and observations, providing a comprehensive dataset for analysis for feedback compilation. The documentation serves not only as a reference for this study but also as a foundation for future research and product improvements.

3.4 Data Collection Technique

According to Muri Yusuf (2017, p. 372), data collection can be conducted across different contexts, sources, and methods. It is considered as a critical step in

the research process. Without a proper understanding of data collection techniques, researcher may struggle to obtain data that aligns with established standards. In this study, the data collection techniques included:

a. Observation

Observation was conducted to gain a comprehensive understanding of students' learning behaviours and the factors influencing the learning process. This technique enabled the identification of students' needs, challenges, and learning experiences in Marketing Communication. During the observation process, relevant phenomena were systematically recorded using observation instruments to ensure the accuracy and reliability of the collected data. The information obtained served as the basis for the needs analysis and provided essential input for the design and development of the interactive learning media.

b. Questionnaire

A questionnaire was used as a structured data collection instrument consisting of written questions designed to obtain information from respondents. The questionnaire included both closed-ended and open-ended questions that were developed based on the research indicators. It was administered to identify the participants' needs, limitations, and preferences regarding the development of the interactive learning media. The questionnaire was carefully designed to ensure clarity, relevance, and ease of use by incorporating an organized layout, logical sequencing of questions, and an attractive presentation. The data collected through the questionnaires were used to support the needs analysis, product validation, and user evaluation stages of the research.

3.5 Data Analysis Technique

This study employed both quantitative and qualitative data analysis techniques to analyse the data collected throughout the research process.

1. Quantitative Descriptive Analysis

Quantitative descriptive analysis was employed to analyse the data obtained from the observation checklists, questionnaires, and expert validation sheets. The analysis began with categorizing the data according to the type of respondents and the variables being studied, which may include factors such as engagement, usability, and learning outcomes. This classification helps in organizing the data to make it easier to identify patterns and relationships.

Descriptive statistics were used to summarize the results obtained from the questionnaires and observation checklists. Measures of central tendency, including the mean, median, and mode, were calculated to determine the overall evaluation of the developed interactive learning media. Measures of dispersion, such as the range and standard deviation, were also calculated to examine the variation in participants' responses. The observation responses were analysed using a Guttman Scale, which includes two components: values and scores. A "Yes" response is assigned a score of 1, while a "No" response is assigned a score of 0. Frequency distributions and percentages were calculated to present categorical data, such as the proportion of students rating the media as "Excellent" "Good" or "Fair" and "Less Good". To make the findings more interpretable, visual representations like bar charts and pie charts will be included. The results of the quantitative analysis were used to determine the feasibility, usability, and effectiveness of the developed interactive learning media and to support the conclusions of the study.

Table 3. 5 Achievement level qualification

No	Achievement Level	Qualification	Description
1.	76 – 100%	Excellent	Very good, no need to revise
2.	51 – 75%	Good	Feasible, still needs revision
3.	36 – 50%	Fair	Good enough, need revision
4.	<35%	Less Good	Not feasible, needs revision

Additionally, statistical methods and hypothesis testing were employed to evaluate the validity of the proposed hypotheses. This step involved applying appropriate statistical tools, such as descriptive analysis, inferential testing, or thematic analysis, depending on the nature of the data and research objectives.

2. Qualitative Descriptive Data Analysis

Qualitative descriptive analysis was employed to analyse the data obtained from observations, documentation, and the open-ended responses in the questionnaires. This analysis aimed to interpret participants' opinions, suggestions, criticisms, and experiences regarding the development and implementation of the interactive learning media. This study adopted Miles and Huberman's The qualitative data analysis technique, particularly focusing on data triangulation (A. Muri Yusuf, 2017, p. 407), the qualitative data analysis process consisted of four stages:

a. Data collection

Qualitative data were collected through observations, documentation, and open-ended questionnaire responses during the needs analysis, development, validation, and implementation phases

of the ADDIE model. The collected data focused on identifying students' learning needs, obtaining expert feedback, exploring users' experiences, and examining the strengths and limitations of the developed interactive learning media. These data served as the basis for evaluating the development process and improving the final product.

b. Data reduction

The collected data were reduced by selecting, organizing, summarizing, and categorizing the most relevant information. During this stage, meaningful patterns and key themes were identified, irrelevant information was excluded, and similar responses were grouped to facilitate systematic analysis. This process enabled the data to become more focused and manageable for subsequent interpretation.

c. Data Presentation

The reduced data were presented in the form of descriptive explanations, tables, and summaries. These presentations described participants' experiences, expert recommendations, user responses, and the overall implementation of the interactive learning media throughout the research process.

d. Conclusion

The final stage involved drawing conclusions based on the analysed data. Both qualitative and quantitative findings were interpreted to address the research questions, evaluate the quality and effectiveness of the developed interactive learning media, and formulate recommendations for future improvement. The conclusions were derived from the integration of evidence collected throughout each stage of the research process to ensure that the findings accurately reflected the objectives of the study.

3.6 Research Schedule

Table 3. 5 Research Schedule

No	Research Activity	Month						
		Jan	Feb	Mar	Apr	May	Jun	Jul
1.	Research Preparation Stage							
	a. Title Preparation and Submission							
	b. Proposal Submission							
	c. Research Permit							
2.	Implementation Stage							
	a. Data Collection							
	b. Data Analysis							
3.	Report Preparation Stage							

CHAPTER IV

RESULT AND DISCUSSION

4.1 Result

This study adopts a Research and Development (R&D) approach to create learning media tailored to user requirements. The development process follows the ADDIE model, a systematic framework comprising five phases: Analysis, Design, Development, Implementation, and Evaluation. This model serves as a foundation for crafting effective educational tools by employing a structured, step-by-step methodology. ADDIE is an instructional design framework that emphasizes early collaboration with key stakeholders, clearly defines the skills, knowledge, and behaviours that need to be enhanced, and establishes a comprehensive learning framework for review before progressing to the development of learning materials. (Schimizzi, B., 2022).

The first phase, Analysis, ensures the media's alignment with user needs. This stage specifically targets students from State Polytechnic of Bengkalis, particularly those in semesters 4, 6, and 8 who have completed or are enrolled in the Marketing Communication course. To establish a strong theoretical and practical foundation, relevant academic literature and professional resources related to Marketing Communication competencies and strategic communication skills were reviewed. The information obtained during this phase served as the basis for determining the learning objectives, content, and features of the interactive learning media.

4.1.1 Research Result

A needs analysis was conducted to identify students' learning needs and the challenges encountered in learning Marketing Communication. Data were collected through observations, questionnaires, and documentation to obtain comprehensive information regarding students' learning experiences, learning

difficulties, and expectations for interactive learning media. The findings from this phase provided the primary foundation for the design and development of the interactive learning media. The results of each data collection technique are presented in the following sections.

4.1.1.1 The Result of Needs Analysis Observation

To support the needs analysis and obtain a comprehensive understanding of the existing learning conditions, classroom observations were conducted before the development of the interactive learning media. The observations aimed to identify students' learning behaviours, challenges encountered during the Marketing Communication course, and the suitability of the current learning process in supporting communication skill development. Five observation indicators were used, namely students' engagement, problem-solving difficulties, students' immediate responses, interaction with lecturers or practitioners, and the alignment between the existing learning materials and students' learning needs. The observation findings are summarized in Table 4.1.

Table 4. 1 Observation of Needs Analysis Result

Indicator	Yes	No	Percentage	category
Low student engagement	9	1	90%	High problem
Difficulties in solving marketing communication	8	2	80%	High problem
Negative response during learning	7	3	70%	Moderate problem
Limited interaction during learning	7	3	70%	Moderate problem

Learning materials do not sufficiently help student understand	9	1	90%	High problem
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Based on Table 4.1, the observation results revealed several problems in the existing Marketing Communication learning process. The findings indicated that students demonstrated low engagement during classroom activities, experienced difficulties in solving marketing communication problems, showed several negative responses throughout the learning process, had limited interaction with lecturers or practitioners, and perceived that the existing learning materials were insufficient to support their understanding. These findings suggest that the current instructional approach requires improvement to better facilitate active learning and develop students' workplace communication skills. Therefore, the observation results served as an important basis for identifying students' needs and designing the interactive learning media.

a. Low Student Engagement

The observation revealed that most students demonstrated low engagement during classroom learning activities. Students tended to be passive during lectures, participated minimally in classroom discussions, and were reluctant to ask or answer questions. Several students also appeared to lose focus during the learning process, indicating that the existing instructional approach was not sufficiently engaging to maintain students' attention. This finding suggests the need for more interactive learning activities that encourage active participation throughout the lesson.

b. Difficulties in Solving Marketing Communication Problems

The observation showed that many students experienced difficulties when completing problem-solving tasks related to Marketing Communication. Students often relied heavily on lecturers' explanations, required repeated guidance before completing activities, and found it challenging to relate theoretical concepts to practical workplace situations. These findings indicate that the current learning process provides limited opportunities for students to develop analytical thinking and apply communication concepts to authentic scenarios.

c. Negative Responses During Learning

Students exhibited several negative responses during the learning process. Signs of confusion were observed when students were introduced to complex concepts or case-based assignments. Some students appeared unmotivated, hesitant to participate in discussions, and occasionally expressed frustration when completing learning tasks. These responses indicate that the existing learning methods have not fully supported students' learning preferences and engagement, highlighting the need for a more interactive and student learning environment.

d. Limited Interaction with Lecturer or Practitioner

The observation also indicated limited interaction between students and lecturers during classroom learning. Communication was generally dominated by one-way instruction, while only a small number of students actively participated in discussions or sought clarification regarding the learning materials. Furthermore, opportunities to interact with practitioners and discuss real-world marketing communication practices were limited. As a result, students had fewer opportunities to strengthen their communication skills through authentic interaction and collaborative learning experiences.

e. Learning Materials Do Not Sufficiently Help Students Understand

The observation demonstrated that the existing learning materials did not adequately support students' understanding of Marketing Communication concepts. The instructional materials primarily emphasized theoretical explanations with limited use of real-life case studies, multimedia resources, or interactive learning activities. Consequently, many students experienced difficulty connecting classroom knowledge with practical communication situations encountered in professional settings. These findings indicate that more engaging and authentic learning resources are needed to facilitate meaningful learning experiences.

Overall, the observation results demonstrated that the current Marketing Communication learning process still faced several challenges in supporting students' learning effectively. High levels of low student engagement (90%), learning materials that did not sufficiently support understanding (90%), and difficulties in solving marketing communication problems (80%) indicate that improvements are necessary. In addition, moderate problems related to students' negative learning responses (70%) and limited interaction with lecturers or practitioners (70%) further suggest that the existing instructional approach has not fully facilitated active participation and practical skill development. These findings became the primary basis for conducting the needs analysis and justified the development of an online-based interactive learning medium to enhance students' communication skills in workplace contexts.

4.1.1.2 The Analysis Result of Respondents' Needs

A questionnaire was distributed to students at the State Polytechnic of Bengkalis who had completed or were enrolled in courses related to Marketing Communication.

a. Learning Experience

This section reviews students' experiences in participating in Marketing Communication courses conducted so far and their experiences using another the learning tool besides in the classrooms. The main focus includes the types of learning media commonly used, and the students' comfort levels during the learning process. This information is important for evaluating the teaching approaches that have been applied and to what extent they help students understand the material. The results serve as an initial foundation for designing more effective and needs-based learning media.

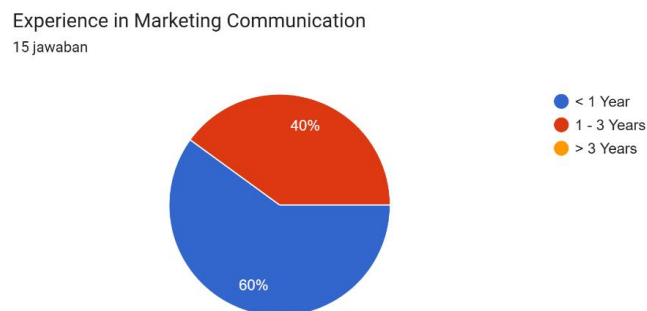


Figure 4. 1 Questionnaire Result

The diagram illustrates the distribution of experience levels among respondents in the field of Marketing Communication. According to the data, 60% of the participants reported having less than one year of experience, while 40% fell into the category of one to three years of experience. Notably, none of the respondents indicated having more than three years of experience in the field. This suggests that the majority of the surveyed individuals are relatively new to Marketing Communication, with a significant portion still in the early stages of their careers. The absence of respondents with over three years of experience may highlight a gap in senior-level representation or reflect the demographics of the specific group surveyed. Overall, the data underscores a predominance of early-career professionals in the sample.

3. On a scale of 1–5, how effective do you think these tools were in helping you understand marketing communication concepts?

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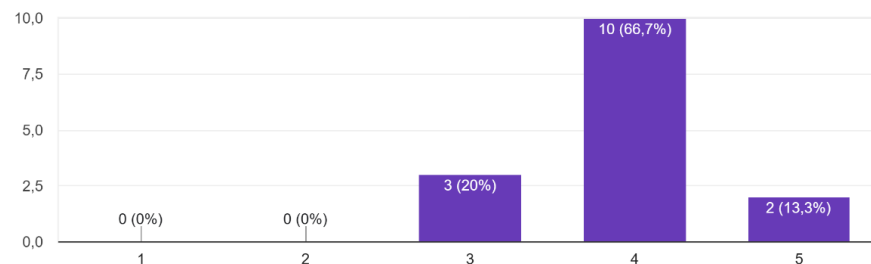


Figure 4. 2 Questionnaire Number 3

Next, the bar chart presents respondents' ratings of how effective interactive learning tools were in helping them understand marketing communication concepts, measured on a 5-point scale. The data shows that the majority of participants (66.7% or 10 out of 15) rated the tools as "Effective" (score 4), while 20% (3 respondents) found them moderately effective (score 3). A smaller proportion (13.3% or 2 respondents) gave the highest rating of "Extremely effective" (score 5). Notably, no respondents selected scores 1 ("Not effective") or 2 ("Quite effective"), indicating unanimous agreement that the tools were at least moderately helpful. This distribution suggests that while most learners perceived the tools as valuable for grasping marketing communication concepts, there remains room for improvement to shift more responses toward the highest effectiveness rating. The absence of negative ratings (1–2) is a positive indicator of the tools' baseline utility, but the concentration of responses at score 4 (rather than 5) implies that enhancements could further optimize their educational impact. Potential areas for refinement might include increasing interactivity, improving real-world applicability, or tailoring content to diverse learning styles.

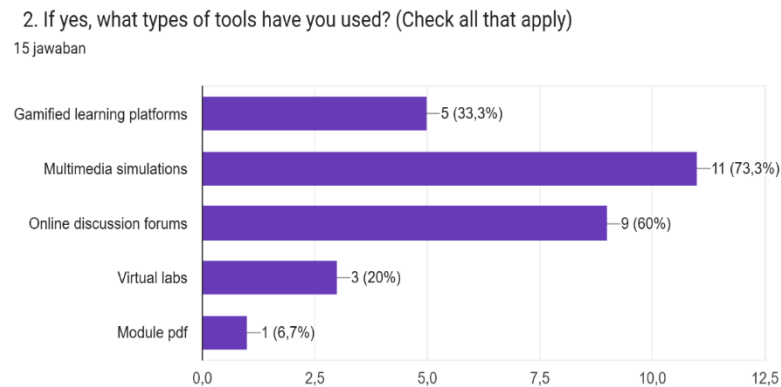


Figure 4. 3 Questionnaire Number 2

The survey data indicates that all respondents (100%) had used interactive learning tools, with multimedia simulations being the most prevalent (73.3%), followed by online discussion forums (60%), gamified platforms (33.3%), virtual labs (20%), and module PDFs (6.7%). The dominance of multimedia simulations reflects current educational trends that emphasize visual and experiential learning, while the popularity of discussion forums indicates a preference for collaborative learning environments. The relatively lower usage of gamified platforms and virtual labs may indicate either limited accessibility or perceived irrelevance to marketing communication education, and the minimal engagement with module PDFs highlights a clear preference for interactive formats over static materials. These findings underscore the varied adoption of digital tools and could guide the development of more effective interactive learning media by prioritizing multimedia and collaborative features while exploring underutilized gamification elements to enhance engagement.

b. Use of Technology and Digital Readiness

This section discusses the extent to which students are prepared to utilize digital technology to support the learning process in Marketing Communication. This information is essential to ensure that the learning

media being developed align with students' current conditions and habits. The results serve as a basis for adapting the design and distribution of web-based learning media.

6. Which of the following features do you believe would most enhance your learning experience?
(Rank them in order of importance)
17 jawaban

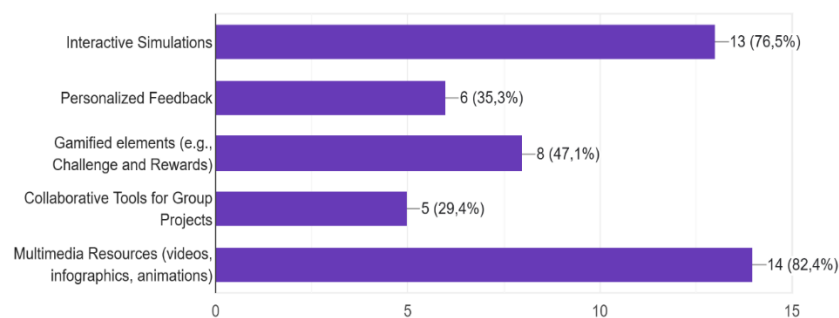


Figure 4. 4 Questionnaire Number 6

The survey results demonstrate that respondents prioritized different interactive learning features, with gamified elements (e.g., challenges and rewards) being the most favored (82.4%), followed by interactive simulations (76.5%) and personalized feedback (47.1%). The strong preference for gamification is consistent with engagement-driven learning theories, suggesting that reward-based mechanisms effectively enhance learner motivation. Meanwhile, the high ranking of interactive simulations reinforces the value of experiential learning in marketing communication education. The comparatively lower emphasis on personalized feedback may indicate either satisfaction with existing feedback mechanisms or a greater perceived impact of gamified and simulation-based approaches. These findings support the integration of game-like incentives and practical scenario-based learning in the proposed interactive media development.

7. How important is the ability to practice real-world scenarios in an online learning platform?

17 jawaban

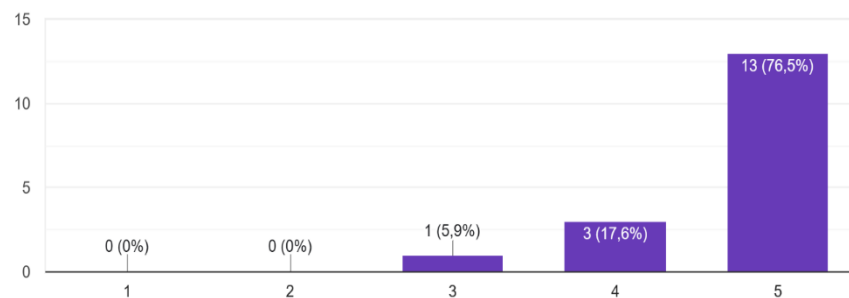


Figure 4. 5 Questionnaire Number 7

The survey data reveals an overwhelming consensus among respondents regarding the importance of real-world scenario practice in online learning platforms, with 76.5% (13 out of 17 participants) rating it as "Very important" (score 5). A smaller proportion (17.6%) considered it moderately important (score 4), while minimal responses were recorded for lower importance levels (5.9% for score 3 and none for scores 1-2). These findings provide strong empirical support for the use of scenario-based learning in marketing communication education, indicating that learners consider practical application to be essential for developing professional communication skills. The near-unanimous preference for high-fidelity real-world simulations should guide both the design of the proposed interactive media and the broader pedagogical approach in this discipline, as it aligns with constructivist learning principles that emphasize authentic, experiential learning environments.

4.1.1.3 User Response Analysis Result

This section discusses users' responses after they interacted with the developed interactive learning media for Marketing Communication. The evaluation was conducted to determine whether the website met users' expectations in terms of usability, accessibility, content quality, and its effectiveness in supporting the learning process. The responses were collected through a post-implementation questionnaire distributed to the participants after they had explored the website and its features.

How often did you use the interactive learning media during the implementation phase?
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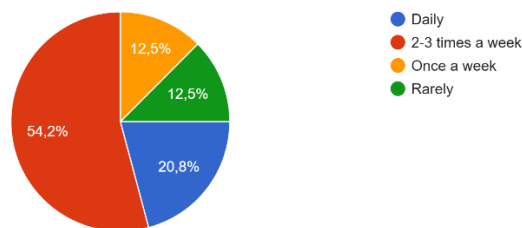


Figure 4. 6 User Responses to First Question

To examine participants' level of engagement with the interactive learning media, respondents were asked how frequently they used the website during the implementation phase. A total of 24 respondents completed the questionnaire. As illustrated in Figure 4.xx, the majority of respondents (54.2%) reported using the interactive learning media 2–3 times a week, indicating that the website was accessed regularly throughout the implementation period. Meanwhile, 20.8% of respondents stated that they used the platform daily, demonstrating a high level of engagement among a portion of the participants. The remaining respondents reported lower frequencies of use, with 12.5% using the website once a week and another 12.5% indicating that they rarely used it.

These findings suggest that the interactive learning media was utilized consistently by most participants during the implementation phase. The

predominance of respondents accessing the website two to three times per week indicates that the platform was sufficiently integrated into the learning activities and encouraged repeated engagement. Although a small proportion of respondents reported infrequent usage, the overall distribution demonstrates that the developed interactive learning media was actively used by the majority of participants.

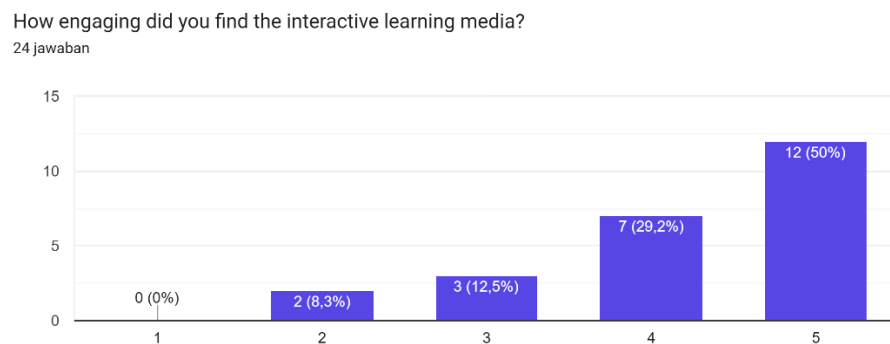


Figure 4. 7 User responses to Second Question

User engagement was further examined by asking respondents to evaluate how engaging they found the interactive learning media using a five-point Likert scale, where 1 represented the lowest level of engagement and 5 represented the highest. Based on the responses from 24 participants, the majority of respondents (50%, or 12 respondents) selected scale 5, indicating that they found the interactive learning media highly engaging. In addition, 29.2% (7 respondents) rated the media 4, while 12.5% (3 respondents) selected 3. Only 8.3% (2 respondents) gave a rating of 2, and none of the respondents selected scale 1.

The results demonstrate that respondents generally perceived the interactive learning media as engaging. Nearly four-fifths of the participants (79.2%) rated the platform either 4 or 5, suggesting that the website successfully captured users' interest and encouraged active participation throughout the learning process. The absence of responses at the lowest rating

further indicates that none of the participants considered the interactive learning media to be unengaging. These findings suggest that the developed learning media was effective in providing an engaging learning experience for the users.

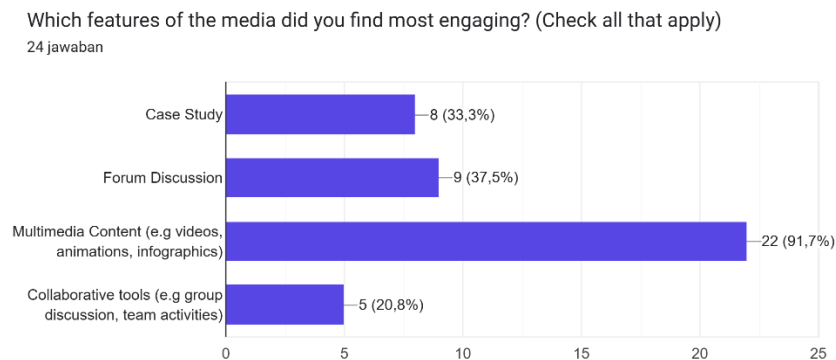


Figure 4. 8 User Responses to Third Question

Respondents were also asked to identify which features of the interactive learning media they found most engaging. As this was a multiple-response question, respondents were allowed to select more than one feature; therefore, the total percentage exceeds 100%.

As presented in Figure 4.xx, Multimedia Content (e.g., videos, animations, and infographics) was identified as the most engaging feature by 22 respondents (91.7%), making it the feature most frequently selected by the participants. This was followed by Forum Discussion, which was chosen by 9 respondents (37.5%), and Case Study, selected by 8 respondents (33.3%). Meanwhile, Collaborative Tools (e.g., group discussions and team activities) received the fewest selections, with 5 respondents (20.8%) indicating it as one of the most engaging features.

These findings indicate that multimedia-based learning materials played a significant role in capturing users' attention and enhancing their learning experience. The high preference for multimedia content suggests that visual and interactive elements were particularly effective in maintaining user

engagement throughout the learning process. Although discussion forums, case studies, and collaborative tools were also appreciated by some respondents, they were considered less engaging compared to multimedia content. Collectively, these responses highlight that incorporating diverse multimedia elements is one of the key strengths of the developed interactive learning media and contributes positively to users' engagement.

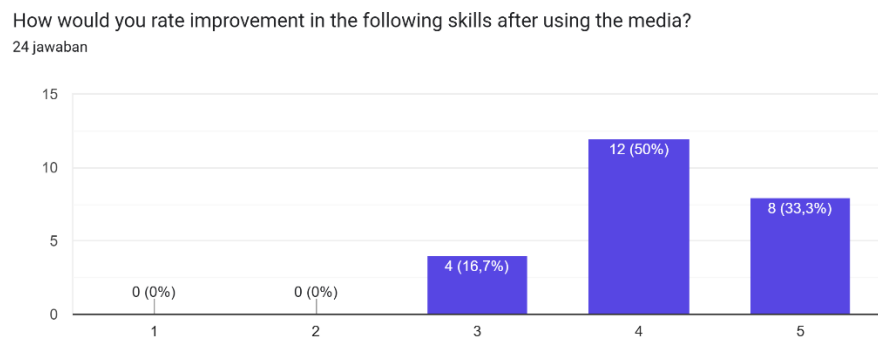


Figure 4. 9 User Reponses to Fourth Question

To examine the perceived impact of the media on communication skills, respondents rated the extent to which their communication skills improved after using the website. Respondents rated their perceived improvement using a five-point Likert scale, where 1 represented the lowest level of improvement and 5 represented the highest. Based on the responses from 24 participants, 50% (12 respondents) rated the improvement at scale 4, while 33.3% (8 respondents) selected scale 5. Meanwhile, 16.7% (4 respondents) chose scale 3, and no respondents selected scales 1 or 2.

The findings indicate that the interactive learning media was perceived to have a positive impact on respondents' communication skills. A total of 83.3% of participants rated the improvement at scale 4 or 5, suggesting that the majority experienced a noticeable enhancement in their communication abilities after using the website. Furthermore, the absence of responses at the two lowest rating levels indicates that none of the participants perceived the

learning media as ineffective in supporting communication skill development. These findings provide evidence that the developed interactive learning media contributed positively to respondents' perceived communication skill development, particularly by providing interactive learning activities that encouraged active participation and practical application of marketing communication concepts.

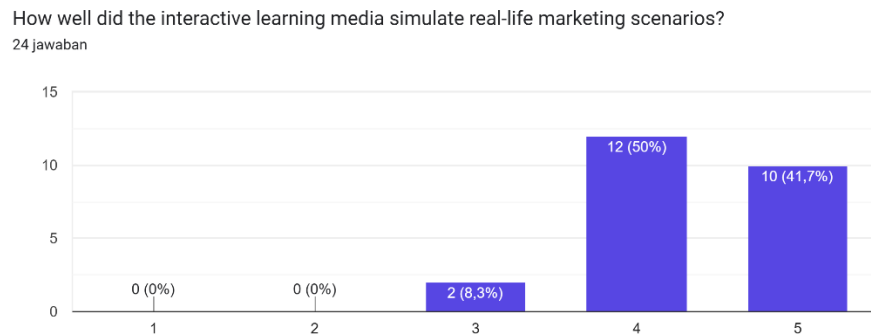


Figure 4. 10 User Responses to Fifth Question

The questionnaire further explored respondents' perceptions of how effectively the interactive learning media simulated real-life marketing communication scenarios. Respondents rated their perceptions using a five-point Likert scale, where 1 represented the lowest level of effectiveness and 5 represented the highest. Based on the responses from 24 participants, 50% (12 respondents) rated the simulation at scale 4, while 41.7% (10 respondents) selected scale 5. Meanwhile, 8.3% (2 respondents) rated the simulation at scale 3, and no respondents selected scales 1 or 2.

The results indicate that respondents generally perceived the interactive learning media as effective in simulating real-world marketing communication scenarios. A total of 91.7% of participants rated the media at scale 4 or 5, demonstrating that the scenarios, case studies, and interactive activities provided a realistic learning experience that closely reflected professional marketing communication practices. The absence of responses

at the two lowest rating levels further suggests that none of the participants considered the simulation to be ineffective. These findings provide evidence that the developed interactive learning media contributed positively to respondents' perceived communication skill development, enabling users to apply marketing communication concepts in realistic situations and better preparing them for practical workplace contexts.

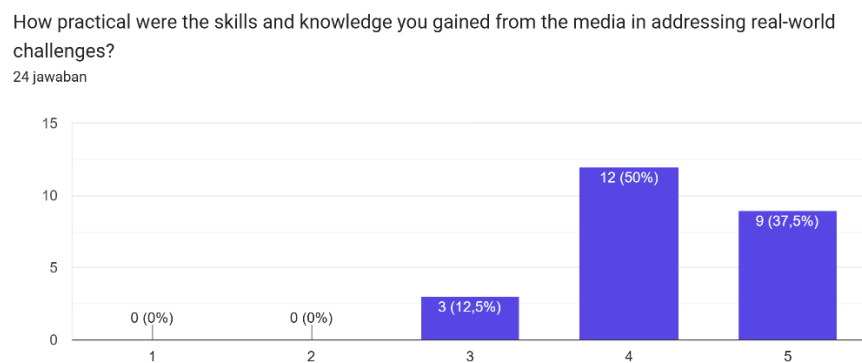


Figure 4. 11 User Responses to Sixth Question

Respondents were asked to evaluate the practicality of the knowledge and skills they gained from the interactive learning media in addressing real-world challenges. Respondents evaluated their perceptions using a five-point Likert scale, where 1 represented the lowest level of practicality and 5 represented the highest. Based on the responses from 24 participants, 50% (12 respondents) rated the practicality at scale 4, while 37.5% (9 respondents) selected scale 5. In addition, 12.5% (3 respondents) gave a rating of 3, and no respondents selected scales 1 or 2.

The findings indicate that respondents perceived the interactive learning media as highly practical in supporting the application of marketing communication knowledge and skills in real-world contexts. A total of 87.5% of participants rated the practicality at scale 4 or 5, suggesting that the learning materials, case studies, and interactive activities effectively prepared

users to address challenges commonly encountered in professional marketing communication settings. Furthermore, the absence of responses at the lowest two rating levels indicates that none of the respondents considered the media to have low practical value. Taken together, the findings suggest that the knowledge and skills acquired through the interactive learning media were perceived as relevant and applicable to real-world contexts, enabling users to develop competencies that are relevant to workplace situations.

Have you applied any skills learned from the media in real-world situation (e.g., internship, group project, professional tasks)?
24 jawaban

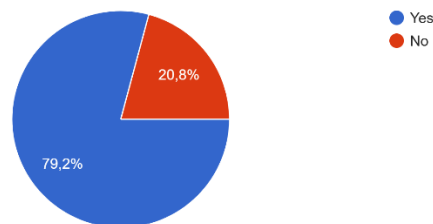


Figure 4. 12 User Responses to Seventh Question

To determine whether learning had been transferred beyond the classroom, respondents indicated whether they had applied the acquired skills in real-world situations such as internships, group projects, or professional tasks. Based on the responses from 24 participants, 79.2% (19 respondents) answered "Yes," indicating that they had applied the knowledge and skills acquired from the media in practical contexts. Meanwhile, 20.8% (5 respondents) responded "No," suggesting that they had not yet had the opportunity to apply the skills in real-life situations.

The findings indicate that the majority of respondents were able to transfer the knowledge and skills gained from the interactive learning media into authentic learning or professional environments. With nearly four-fifths of the participants reporting that they had applied what they learned, the results suggest that the media effectively supported the development of

practical competencies relevant to marketing communication. Although a smaller proportion of respondents had not yet applied the acquired skills, this may be attributed to limited opportunities to participate in internships, workplace activities, or projects requiring marketing communication competencies rather than to the effectiveness of the learning media itself. The responses reflect that most participants were able to transfer what they learned from the interactive learning media into practical situations beyond the classroom.

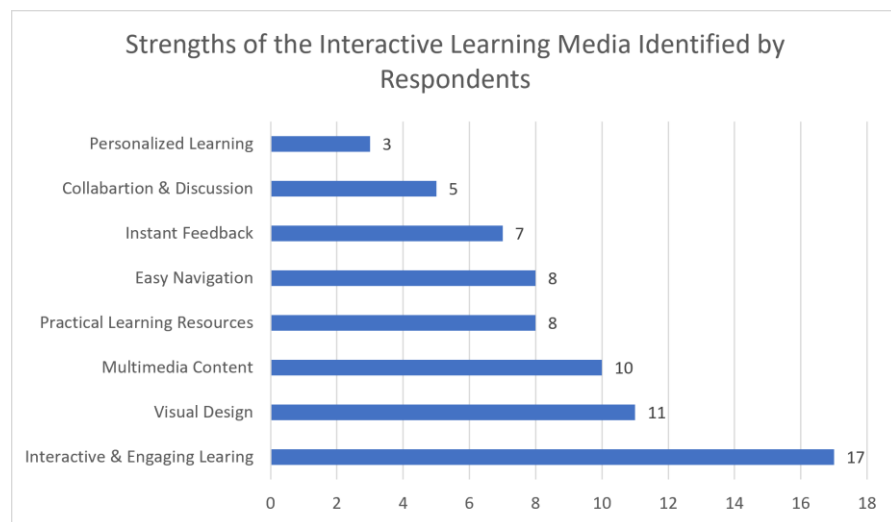


Figure 4. 13 User Reponses to Eighth Question

To obtain more comprehensive feedback, respondents were invited to describe the strengths of the developed interactive learning media in their own words. Since this was an open-ended question, the responses were analyzed using thematic analysis by grouping similar ideas into several categories. Because respondents were able to mention more than one strength, the total frequency exceeds the number of respondents.

The responses were coded into several categories based on recurring ideas. The most frequently mentioned strength was the interactive and engaging learning experience, followed by attractive visual design, multimedia content, ease of navigation, and practical learning materials. This

thematic analysis supports the quantitative findings presented in the previous sections, demonstrating that respondents valued both the functionality and the learning experience provided by the developed media. Respondents consistently emphasized that the interactive learning media was engaging, visually appealing, practical, and easy to use. Collectively, the themes identified from respondents' feedback reinforce the quantitative findings by emphasizing the website's interactive features, visual appeal, practical learning resources, and ease of use.

Would you recommend this media to other students learning marketing communication?
24 jawaban

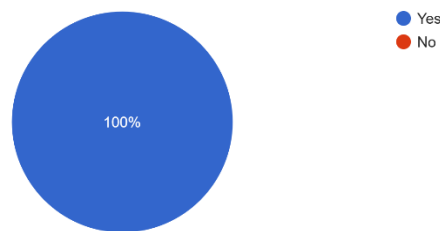


Figure 4. 14 User Responses to Ninth Question

As an indicator of overall acceptance, respondents were asked whether they would recommend the interactive learning media to other students studying Marketing Communication. Based on the responses from all 24 participants, 100% answered "Yes," while none of the respondents selected "No."

The findings indicate a very high level of user acceptance and satisfaction with the developed interactive learning media. The fact that every respondent expressed a willingness to recommend the website to other students suggests that they perceived the media as beneficial, relevant, and effective in supporting the learning of marketing communication concepts and skills. The unanimous willingness to recommend the website demonstrates a high level of user satisfaction and confidence in its value as a supplementary learning resource for Marketing Communication.

The analysis of users' responses provides valuable insights into the strengths and weaknesses of the developed learning media. Positive responses indicate that the website successfully offers an engaging and interactive learning experience, while constructive feedback identifies aspects that can be improved in future development. Therefore, the findings presented in this section are used to evaluate the effectiveness of the interactive learning media and to determine whether it fulfills the objectives of this research in enhancing students' communication skills in Marketing Communication.

4.1.1.4 The Result of Evaluation Observation

To support the needs analysis and gain a deeper understanding of students' learning behaviours during the development of the interactive learning media, direct classroom observations were conducted using five observation indicators. These indicators consisted of students' engagement, problem-solving strategies, immediate responses, interaction with practitioners or facilitators, and the alignment between the learning media and students' learning needs. The observation findings are summarized in Table 4.2.

Table 4. 2 Observation Analyses Result

Indicator	Yes	No	Percentage	Category
Student Engagement	8	2	80%	Good
Problem Solving strategies	9	1	90%	Excellent
Immediate Response	7	3	70%	Good
Interaction with Practitioner/Facilitator	9	1	90%	Excellent

Alignment with Students' Learning Needs	8	2	80%	Good
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Based on Table 4.2, the observation results indicated that the interactive learning media generally supported the learning process in the Marketing Communication course. Students demonstrated positive responses in terms of problem-solving, interaction with practitioners, and the relevance of the learning content. However, the observations also revealed several aspects requiring improvement, particularly in maintaining students' engagement, increasing media interactivity, and enhancing visual presentation. These findings served as important considerations in refining the interactive learning media during the development stage.

a) Students' Engagement

The observation showed that students' engagement varied throughout the learning activities. Although students showed interest in using the interactive learning media, participation in several learning features remained inconsistent. This indicates that additional interactive elements are needed to encourage sustained engagement.

b) Problem Solving Strategies

Students generally demonstrated good problem-solving skills while using the learning media. They were able to navigate the website, utilize available support features, and complete the case-based activities independently. These findings indicate that the media effectively supported analytical thinking.

c) Immediate Response

Most students showed positive responses during the learning activities. However, several students experienced

confusion when using certain features or completing more complex tasks. This suggests that clearer guidance and improved navigation would enhance the learning experience.

d) Interaction with Practitioner or Facilitator

Students actively interacted with practitioners and facilitators by asking questions and participating in discussions. This interaction helped students better understand the practical application of Marketing Communication concepts.

e) Alignment Between the Media and Students' Learning Needs

The observation indicated that the developed media generally met students' learning needs. The content was considered relevant and easy to follow, although improvements in visual design and interactivity would further enhance the learning experience.

Overall, the observation results demonstrated that the developed interactive learning media effectively supported the learning process in the Marketing Communication course. Students showed positive responses in terms of problem-solving abilities, interaction with practitioners, and the relevance of the learning content. Nevertheless, several aspects, particularly students' engagement, interface design, and interactive features, still require further refinement. These findings served as valuable input for improving the quality of the interactive learning media in the subsequent stages of development.

4.1.1.5 Expert Assessment Analysis Result

To evaluate the quality and appropriateness of the developed learning media, an expert assessment was conducted after the completion of the MarComm Academy prototype. The assessment involved two experts from different academic backgrounds to obtain comprehensive feedback regarding both the technical aspects of the platform and its educational

suitability. The first evaluator was a lecturer from the Informatics Engineering Department, who focused on the technical implementation, system functionality, and user interface. The second evaluator was a lecturer from the Language Department, who reviewed the instructional design, language use, and educational value of the learning media. The experts were asked to evaluate the product by providing qualitative comments regarding its strengths, weaknesses, and suggestions for improvement.

The Informatics Engineering expert stated that the developed learning media is appropriate to be used as an interactive learning platform. The evaluator considered that the overall website had been designed properly and possessed the potential to support the teaching and learning process. However, several improvements were recommended to enhance the user experience. The evaluator suggested providing introductory descriptions before students access each learning module so that learners can better understand the objectives and content of the lesson. Furthermore, the evaluator noted that the workflow of the discussion forum could be improved by providing clearer guidance regarding how users should initiate and participate in discussions. Overall, the evaluator concluded that the platform has a solid foundation and that the suggested improvements are intended to further optimize the usability and clarity of the learning media rather than address fundamental design issues.

The Language Department expert evaluated the product from an educational perspective and considered that MarComm Academy is suitable for supporting technology-enhanced learning. According to the evaluator, the platform encourages both lecturers and students to engage in more flexible learning activities while presenting instructional materials in an attractive manner. Nevertheless, the evaluator emphasized that the product had not yet undergone classroom implementation or field testing with students. Therefore, additional evaluation through real classroom application was recommended to examine students' mastery of the learning materials and the overall effectiveness of the platform. The evaluator also

suggested that future improvements should be made based on the findings obtained during the implementation process.

The expert assessment indicates that MarComm Academy has met the basic requirements of an interactive learning medium for Marketing Communication. Both experts acknowledged the potential of the platform to facilitate teaching and learning through interactive features and multimedia-based instructional materials. At the same time, they provided several recommendations to improve the quality of the product, particularly regarding instructional guidance, forum usability, and future classroom implementation. Since the purpose of the expert assessment was to obtain formative feedback during the development process, the recommendations have not yet been incorporated into the current version of the platform. Instead, these suggestions will serve as valuable references for future revisions and further development of MarComm Academy.

The expert assessment in this study was conducted as a formative evaluation to obtain professional feedback during the product development stage. Therefore, the recommendations provided by the experts are intended to guide future revisions and continuous improvement of MarComm Academy rather than to evaluate the final version of the product.

Table 4. 3 Experts Summary Assessment

Expert	Strength	Suggestion	Impelementation Status
Informatic Engineering Department Expert	The platform is appropriate as an interactive learning medium and has good technical implementation.	Add introductory explanations before each module, improve the discussion forum workflow, and continue future refinements.	Planned for future revision

Language Department Expert	The platform supports flexible technology-enhanced learning and presents engaging instructional materials.	Conduct classroom implementation and revise the product based on implementation results.	Planned for future implementation
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4.1.2 Marketing Communication Website Design

This section presents the design of the marketing communication website that serves as the main platform for the developed interactive learning media. The interactive learning media in this study was developed in the form of a website called "MarComm Academy", designed to support online-based learning tailored specifically for the Marketing Communication subject.

The design of the website was guided by the findings from the analysis and design phases of the ADDIE model. The results of the needs analysis indicated that students required a more engaging and practice-oriented learning platform that could simulate the real-world marketing environment. The platform was designed with usability and student-centered interactivity as primary considerations. In response, the website was designed to integrate various features that support interactive, scenario-based learning.

The website consists of several main pages, below is a breakdown of its main features:

4.1.2.1 Login and Registration Page

Users are welcomed with a clean login/register interface, ensuring that only registered learners can access the full learning content. This supports personalized learning progress tracking and user engagement.

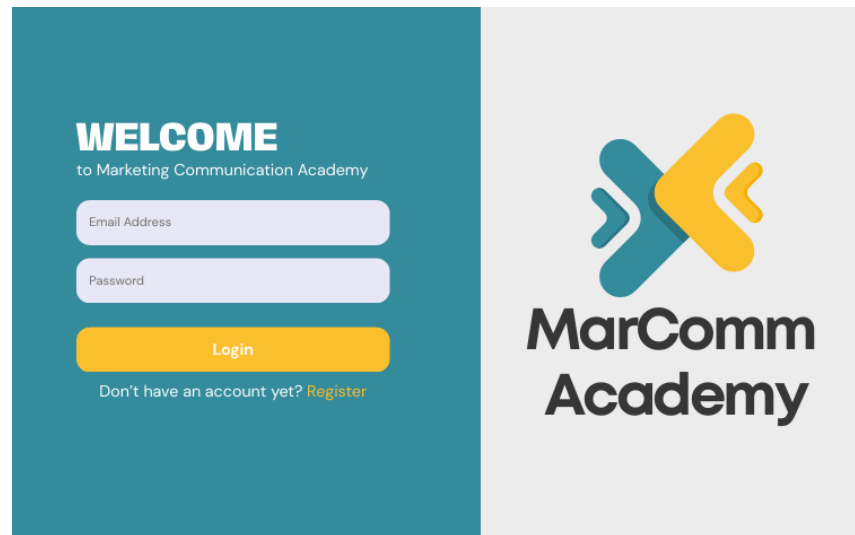


Figure 4. 15 Login and Registration Page

4.1.2.2 Homepage

The homepage serves as the entry point to the platform, featuring a clear and attractive layout that introduces the purpose of the website. It includes a welcome message, a brief description of the platform, and access to the main navigation menu.

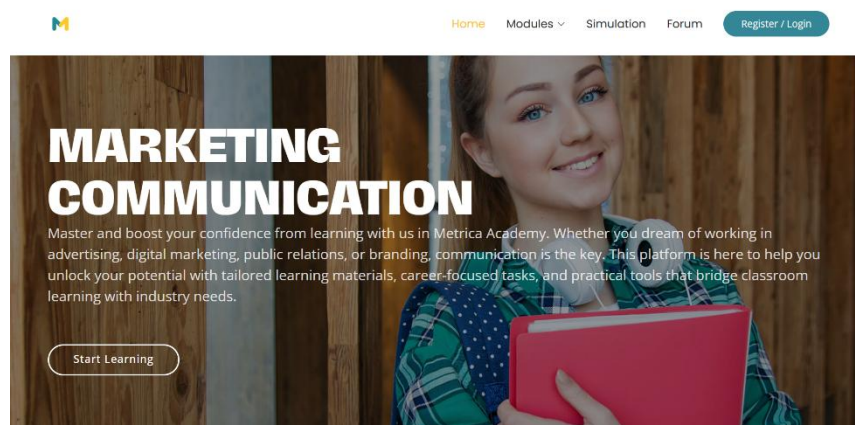


Figure 4. 16 Homepage

4.1.2.3 Modules Page

This section contains the core learning materials organized into thematic modules:

- a. Marketing Communication Fundamentals
- b. Message Delivery
- c. Audience Engagement, and
- d. Scenario-Based Problem Solving.

Each module is designed with interactive multimedia components such as videos, infographics, and animations to support various learning styles.

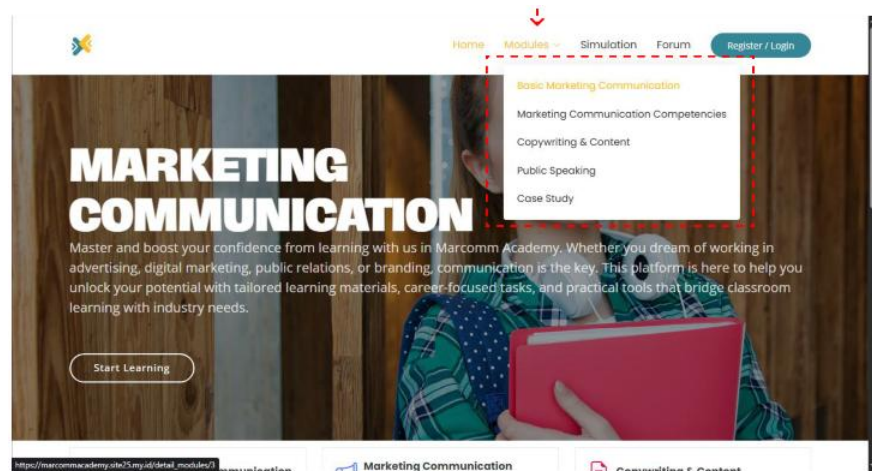


Figure 4. 17 Modules Page

4.1.2.4 Simulation Page

The simulation page offers scenario-based problem-solving tasks, allowing students to apply their knowledge in real-life marketing situations. These simulations were designed to reflect common workplace challenges, such as responding to a public relations crisis, designing a brand message, or choosing the right media platform for a campaign.

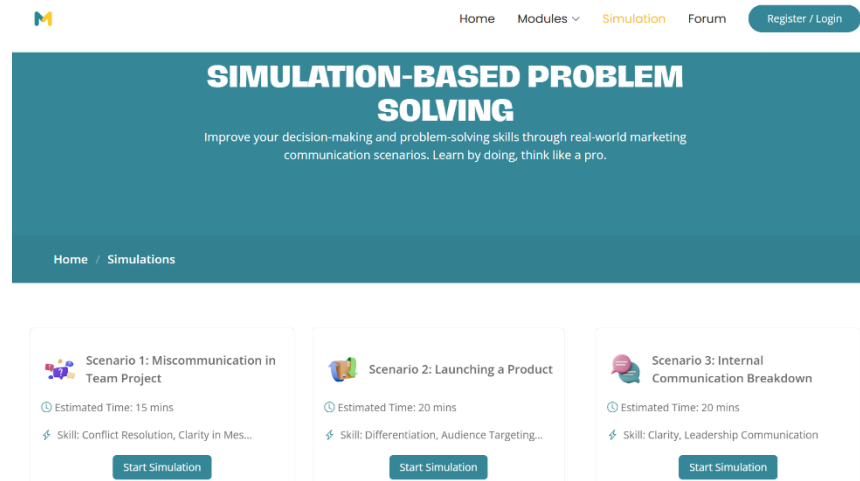


Figure 4. 18 Simulation Page

Each simulation lists the estimated time to complete, the relevant skills being trained, and a "Start Simulation" button. These scenarios reflect real-world challenges, thus strengthening students' decision-making, empathy, cultural awareness, and problem-solving abilities.

4.1.2.5 Forum Discussion Page

To foster peer collaboration and critical thinking, the website includes a forum where users can discuss topics, share insights, and ask questions. This feature promotes communication skills through interaction and reflection, aligning with the relational and behavioral aspects of engagement in marketing communication.

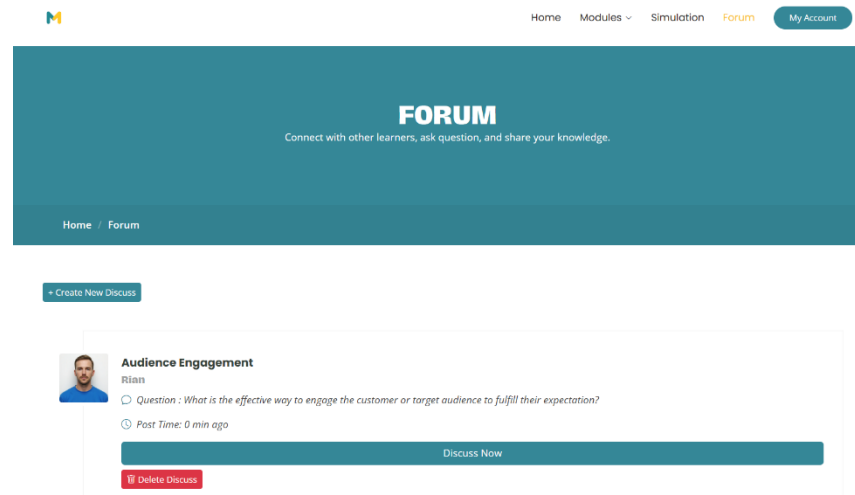


Figure 4. 19 Forum Page

4.1.2.6 Navigation and Accessibility

The website menu includes direct access to Home, Modules, Simulation, Profile, and Forum pages. The structure is intentionally straightforward to minimize cognitive overload and promote independent learning.

The website's user interface was designed to be intuitive and visually appealing, using a modern layout with engaging colors and responsive design to ensure accessibility across devices. The site is built using accessible web technologies to ensure usability even with limited digital skills. The MarComm Academy website integrates essential features of effective online learning: modular structure, scenario-based simulations, multimedia content, and collaborative discussion spaces.

As part of the website's identity, a unique logo was developed to represent MarComm Academy. The logo features two intersecting arrow-like shapes forming an "X", symbolizing two-way communication and the intersection between theory and practice in marketing communication. The opposing arrows represent interaction, collaboration, and feedback—core elements of the learning process on this platform. The turquoise blue color conveys trust,

professionalism, and clarity, aligning with the platform's goal of building effective communication skills. Meanwhile, the bright yellow symbolizes creativity, optimism, and strategic thinking—essential traits in the marketing field. Together, these elements create a modern and dynamic identity that reflects MarComm Academy's mission to empower learners through interactive, real-world-oriented education.

4.1.3 Marketing Communication Website Development Process

There are several process steps involved in designing or developing a marketing communication website. These steps are explained below:

4.1.3.1 Student User Registration Process

The user registration feature was developed to allow new students to create an account before accessing the learning platform. This functionality was implemented using the Model–View–Controller (MVC) architecture of the CodeIgniter framework. Initially, users complete the registration form by providing personal information such as their full name, email address, username, and password. Once the form is submitted, the controller validates the input to ensure completeness and correctness. If the validation process is successful, the controller forwards the data to the model, which stores the information in the MySQL database. After the registration process is completed successfully, the system redirects the user to the login page where they can authenticate using the newly created account. This mechanism ensures that only registered users can access the learning resources available within MarComm Academy.

```

public function register(): void
{
    $this->load->library('form_validation');

    $this->form_validation->set_rules('name', 'Full Name', 'required');
    $this->form_validation->set_rules('email', 'Email', 'required|valid_email');
    $this->form_validation->set_rules('password', 'Password', 'required|min_length[6]');
    $this->form_validation->set_rules('confirm_password', 'Confirm Password', 'required|matches [password]');

    if ($this->form_validation->run() === FALSE) {
        $this->session->set_flashdata('error', validation_errors());
        return redirect(uri: 'student/register');
    }

    // Ambil nama dan buat username
    $nama_lengkap = $this->input->post('name');
    $nama_parts = explode(separator: ' ', string: trim(string: $nama_lengkap));
    $nama_awal = strtolower(string: $nama_parts[0]);
    $angka_random = rand(min: 10, max: 99);
    $username = $nama_awal . $angka_random;

    // Persiapkan data
    $data_regis = [
        'is_active' => 1,
        'username' => $username,
        'role' => 'MAHASISWA',
        'nama' => $nama_lengkap,
        'email' => $this->input->post('email'),
        'password' => password_hash(password: $this->input->post('password'),
            algo: PASSWORD_BCRYPT),
    ];

    // Cek apakah email sudah ada
    if ($this->regis_model->mail_check($data_regis['email'])) {
        $this->session->set_flashdata('error', '<div class="alert alert-danger border-0
        alert-dismissible fade show" role="alert">
            <strong>Email already exists</strong>
            <button type="button" class="btn-close btn-close-black" data-bs-dismiss="alert"
            aria-label="Close"></button>
        </div>');
        return redirect(uri: 'mahasiswa/regis');
    }

    // Simpan ke Database
    if ($this->regis_model->insert($data_regis)) {
        $this->session->set_flashdata('success', '<div class="alert alert-primary border-0
        alert-dismissible fade show" role="alert">
            <strong>Your account has been created.</strong>
            <button type="button" class="btn-close btn-close-black" data-bs-dismiss="alert"
            aria-label="Close"></button>
        </div>');
        return redirect(uri: 'student/login');
    } else {
        $this->session->set_flashdata('error', '<div class="alert alert-primary border-0
        alert-dismissible fade show" role="alert">
            <strong>Registration failed, please try again.</strong>
            <button type="button" class="btn-close btn-close-black" data-bs-dismiss="alert"
            aria-label="Close"></button>
        </div>');
        return redirect(uri: 'mahasiswa/regis');
    }
}

```

Figure 4. 20 Registration Process

4.1.3.2 Student User Login Process

The login feature serves as the authentication mechanism that restricts access to authorized users only. During this process, users enter their registered email address or username together with their password. The controller receives these credentials and verifies them against the user records stored in the database through the authentication model. When the credentials are valid, the system creates a user session and redirects the

user to the dashboard according to their role. Conversely, if the authentication fails, an error notification is displayed, allowing users to re-enter the correct credentials. This authentication process enhances both the security and integrity of the learning platform.

```
public function login(): object|string
{
    // Memuat library form_validation untuk validasi form
    $this->load->library('form_validation');

    // Mengambil aturan validasi dari model auth_model
    $rules = $this->auth_model->rules();
    $this->form_validation->set_rules($rules);

    // Mengatur aturan validasi pada form_validation
    if ($this->form_validation->run() == FALSE) {
        // Kembali ke halaman login
        return $this->load->view('mahasiswa/login');
    }

    // Mengambil email dan password dari input post
    $email = $this->input->post('email');
    $password = $this->input->post('password');

    // Mengecek apakah email dan password valid
    if ($this->auth_model->login($email, $password)) {
        // Mengambil data user yang sedang login
        $user = $this->auth_model->current_user();

        // Jika user tidak ditemukan, maka kembali ke halaman login
        if (!$user) {
            // Set flashdata error
            $this->session->set_flashdata('error', 'User not found.');
```

```
            // Kembali ke halaman login
            return redirect('student/login');
        }

        // Set flashdata success dengan pesan selamat datang
        $this->session->set_flashdata('success', '<div class="alert alert-primary bg-primary text-light border-0 alert-dismissible fade show" role="alert">
            <strong>Selamat Datang, ' . $user->name . '</strong>
            <button type="button" class="btn-close btn-close-white" data-bs-dismiss="alert" aria-label="Close"></button>
        </div>');

        // Mengecek role user
        if ($user->role == 'DOSEN') {
            // Jika role DOSEN, maka arahkan ke dashboard dosen
            return redirect('dosen/dashboard');
        } elseif ($user->role == 'MAHASISWA') {
            // Jika role MAHASISWA, maka arahkan ke halaman home
            return redirect('home');
        } else {
            // Jika role tidak dikenal, maka set flashdata error
            $this->session->set_flashdata('error', 'Account does not have access rights.');
```

```
            // Kembali ke halaman login
            return redirect('student/login');
        }
    } else {
        // Jika login gagal, maka set flashdata error
        $this->session->set_flashdata('error', 'Try again, email or password is incorrect.');
```

```
        // Kembali ke halaman login
        return redirect('student/login');
    }
}
```

Figure 4. 21 Login Process

4.1.3.3 Process of Displaying the List of Lesson Data

The learning module feature enables students to access all available Marketing Communication lessons. After the user successfully logs into the system, the controller retrieves lesson information from the database through the model. The retrieved data include module titles, descriptions, learning categories, and associated multimedia content. The controller then transfers the processed data to the view, where they are displayed as

an organized list of learning materials. This implementation allows students to browse learning resources efficiently while maintaining dynamic content management through the database.

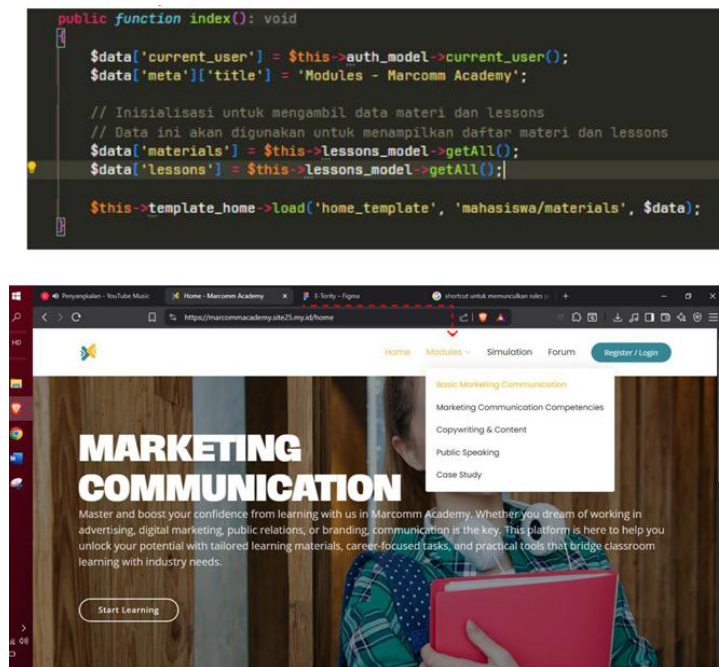


Figure 4. 22 Displaying the Lesson Data

4.1.3.4 Process of Displaying Detailed Lesson Content in Video Form

The video learning material feature was developed to provide students with interactive multimedia content that supports independent learning within the MarComm Academy platform. This feature was implemented using the Model–View–Controller (MVC) architecture provided by the CodeIgniter framework. When a student selects a lesson, the system executes the `detail_video()` function by receiving the lesson ID as a parameter. The controller first verifies the authenticated user, prepares the required page information, and retrieves the selected lesson data together with its corresponding video materials from the database through the Materials Model. After the data have been successfully collected, the controller transfers them to the appropriate view, where the lesson

information is presented in an organized interface consisting of the lesson banner, embedded instructional video, lecturer information, lesson description, and supporting learning materials.



Figure 4. 23 Detailed Lesson Content in Video Form

4.1.3.5 Process of Displaying Detailed Lesson Content in Document Form

The document learning material feature was developed to provide students with access to supporting learning resources in document format within the MarComm Academy platform. Similar to the video learning feature, this functionality was implemented using the Model–View–Controller (MVC) architecture of the CodeIgniter framework. When a student selects a lesson, the system executes the detail_doc() function by

receiving the lesson ID as a parameter. The controller first verifies the authenticated user, prepares the required page information, and retrieves the selected lesson data together with its corresponding document materials from the database through the Materials Model. After the data have been successfully collected, the controller transfers them to the appropriate view, where the lesson information is displayed in an organized interface consisting of the course banner, lesson image, lecturer information, lesson description, and downloadable learning documents.

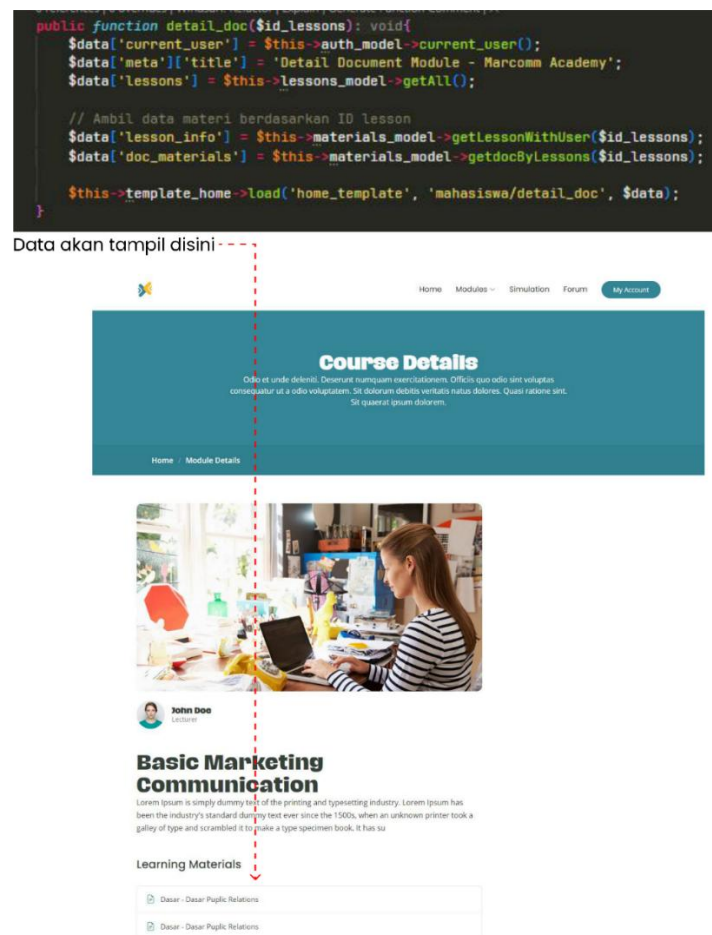


Figure 4. 24 Detailed Lesson Content in Document Form

4.1.3.6 Process of Displaying Simulations and Simulation Videos

The simulation feature was developed to provide students with scenario-based learning activities that enhance decision-making and problem-solving skills in Marketing Communication. This functionality was implemented using the Model–View–Controller (MVC) architecture of the CodeIgniter framework. When users access the simulation page, the controller first verifies the authenticated user, retrieves all available simulation scenarios from the database through the Simulation Model, and loads the data into the simulation interface. The system then displays a collection of simulation scenarios, each containing a brief description, estimated completion time, and a button to begin the activity. When a user selects a simulation, the controller executes the `get_video_url()` function to retrieve the corresponding simulation video associated with the selected scenario. The retrieved video is then presented in a pop-up window, allowing students to observe authentic marketing communication situations before completing the interactive simulation activities.

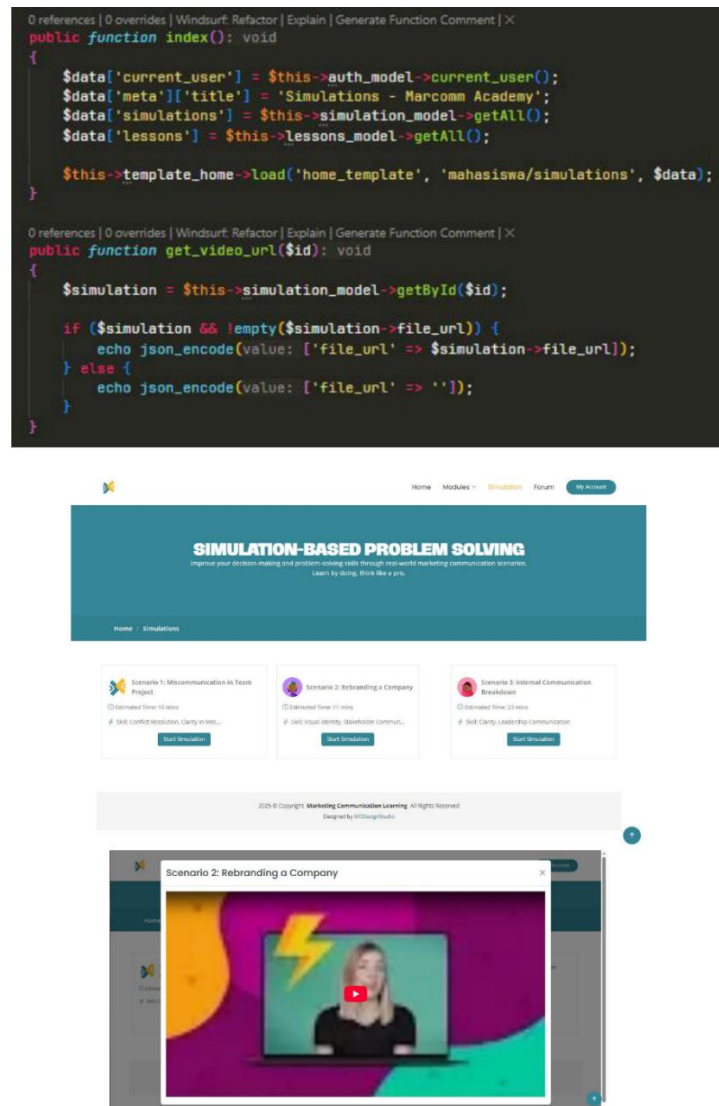


Figure 4. 25 Displaying Simulations and Simulation Videos

4.1.3.7 Process of Displaying Discussions in the Forum Menu

The discussion forum feature was developed to facilitate collaborative learning by providing students with a platform to exchange ideas, ask questions, and discuss Marketing Communication topics. This feature was implemented using the Model–View–Controller (MVC) architecture of the CodeIgniter framework. When users access the forum page, the controller executes the `index()` function to verify the authenticated user and retrieve all discussion threads from the database

through the Forum Model. In addition, the controller obtains the current user's information, the list of available lessons, and motivational quotes before transferring the collected data to the forum view. The system then displays the discussion interface, which presents existing discussion topics along with the author's name, posting date, and options for users to participate in the discussion or create a new topic. By integrating an interactive discussion forum into the MarComm Academy platform, students are encouraged to actively share knowledge, seek clarification, and engage in meaningful academic discussions with their peers. This feature supports collaborative and learner-centered learning by promoting communication, critical thinking, and knowledge construction beyond the classroom environment.

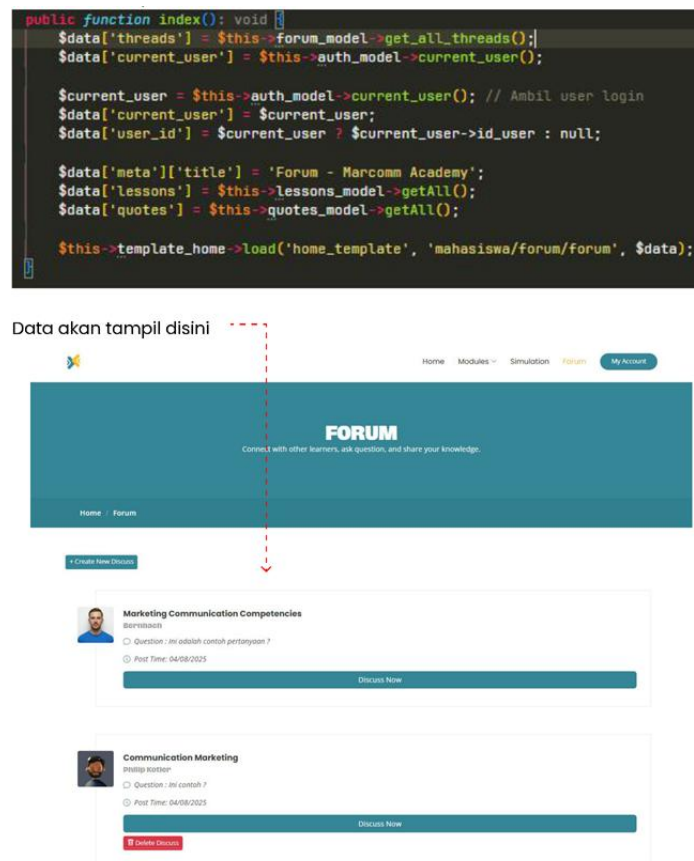


Figure 4. 26 Displaying Discussions in the Forum Menu

4.1.3.8 Process of Creating A New Discussion in the Forum

The discussion creation feature was developed to enable students to initiate new discussion topics within the MarComm Academy forum, thereby encouraging active participation and collaborative learning. This functionality was implemented using the Model–View–Controller (MVC) architecture of the CodeIgniter framework. When a user selects the Create New Discussion option and submits the discussion form, the controller executes the `create_thread()` function to process the submitted data. These data are then forwarded to the Forum Model, which stores the new discussion thread in the database. After the submission process is successfully completed, the system automatically redirects the user back to the forum page, where the newly created discussion is immediately displayed among the existing discussion threads.

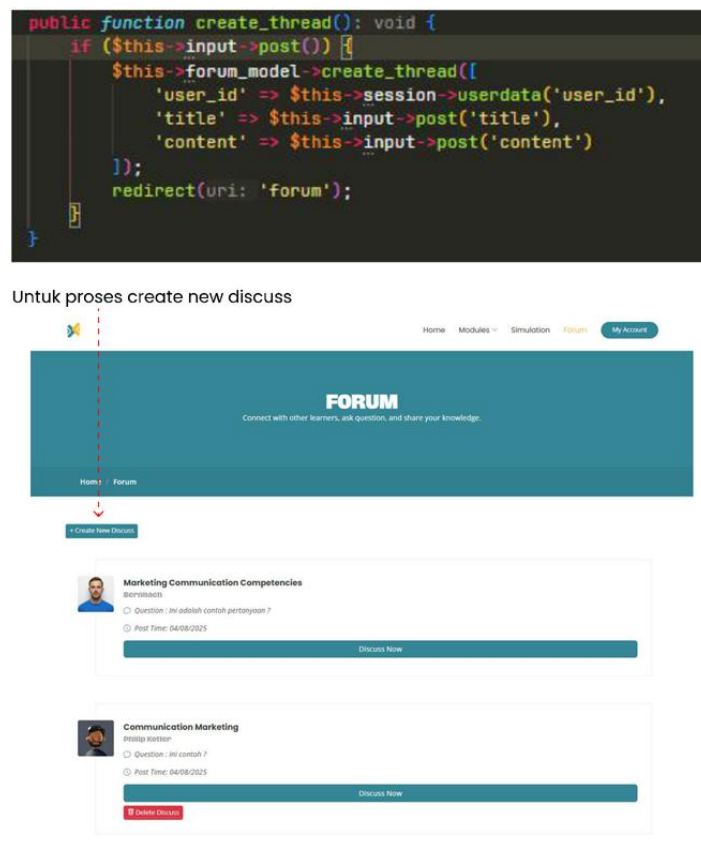


Figure 4. 27 Creating A New Discussion in the Forum

4.1.3.9 Process of Replying to A Discussion in the Forum

The discussion reply feature was developed to enable students to respond to existing discussion threads, thereby promoting continuous interaction and collaborative knowledge sharing within the MarComm Academy platform. This functionality was implemented using the Model–View–Controller (MVC) architecture of the CodeIgniter framework. When a user submits a reply through the discussion page, the controller executes the `post_comment()` function to process the submitted information. The system retrieves the discussion thread ID, the authenticated user's identification from the current session, and the reply content entered by the user. After the submission process is successfully completed, the system automatically redirects the user back to the discussion page, where the newly posted reply is displayed together with other responses.

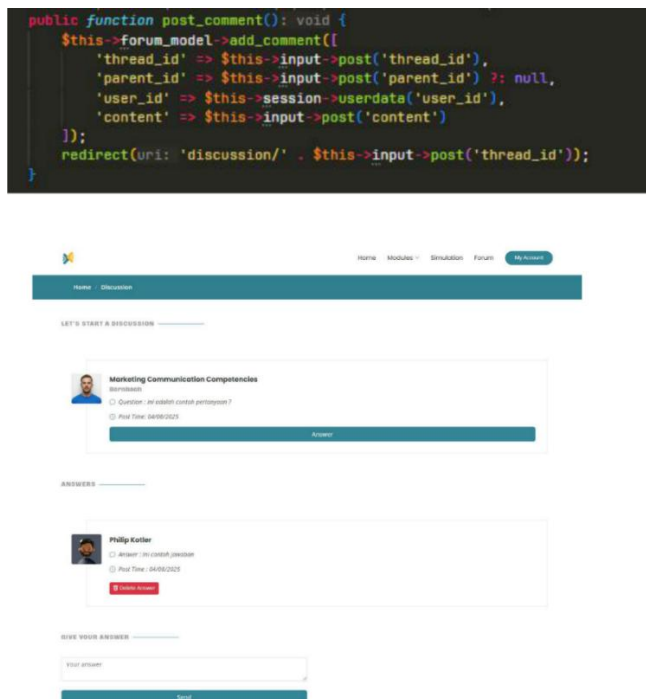


Figure 4. 28 Replying to A Discussion in the Forum

4.1.3.10 Process of Updating the Profile for A Student User

The profile update feature was developed to allow students to manage and modify their personal information within the MarComm Academy platform. This functionality was implemented using the Model–View–Controller (MVC) architecture of the CodeIgniter framework. When a user accesses the profile page and submits updated information, the controller executes the `edit_profile()` function to process the submitted data. The system first retrieves the authenticated user's information and validates the updated profile details, including the user's name, username, and email address. After the validation process is completed, the updated profile information is forwarded to the Profile Model and stored in the database.

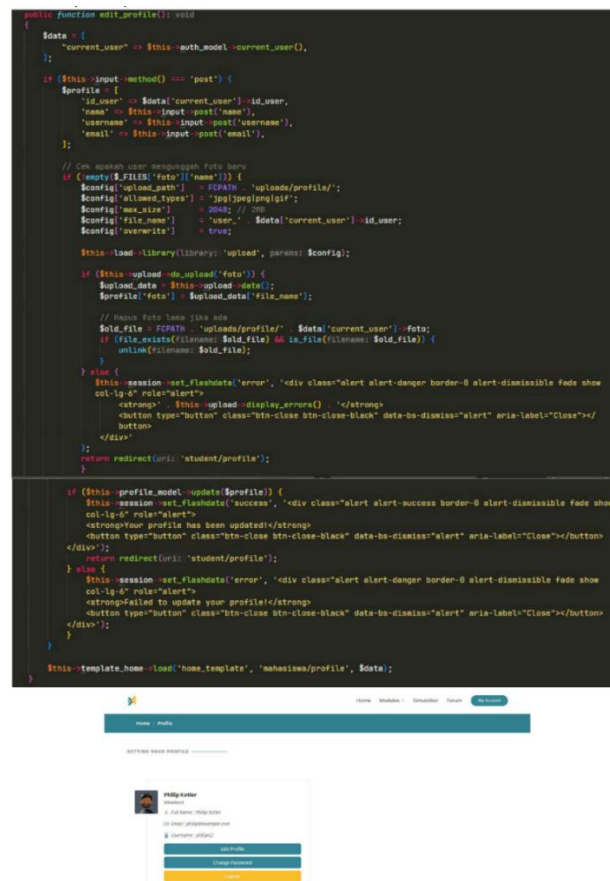


Figure 4. 29 Process of Updating the Profile for A User

4.1.3.11 Process of Changing the Password for A Student User

The password change feature was developed to enable students to maintain the security of their accounts by updating their login credentials whenever necessary. This functionality was implemented using the Model–View–Controller (MVC) architecture of the CodeIgniter framework. When a user submits a password change request, the controller executes the `change_password()` function to validate the submitted information. The system first verifies that all required fields have been completed, including the current password, the new password, and the password confirmation. It then compares the entered current password with the encrypted password stored in the database to ensure the authenticity of the user. If the validation process is successful, the new password is encrypted before being stored in the database through the Profile Model, thereby protecting sensitive user information from unauthorized access. This feature enhances account security by allowing students to securely manage their login credentials while maintaining the confidentiality and integrity of user data within the MarComm Academy platform.

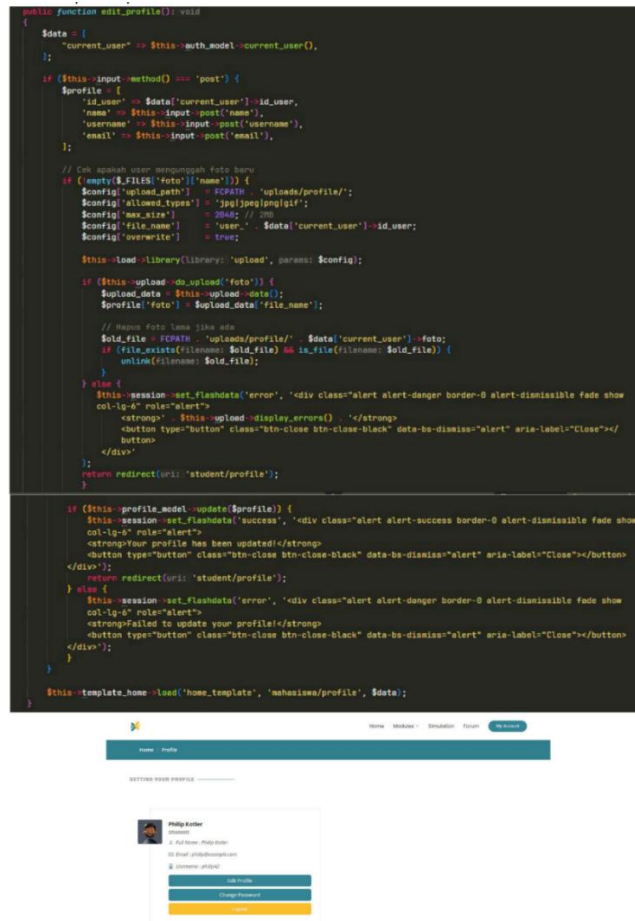


Figure 4. 30 Process of Changing the Password for A User

Overall, the results presented in this chapter describe the process and outcomes of developing the interactive learning media for Marketing Communication. The findings include the results of the needs analysis, the design and development of the MarComm Academy website, the evaluation observation, expert assessment, and users' responses after implementation. The results show that the developed media incorporated features such as multimedia learning materials, scenario-based simulations, discussion forums, and accessible navigation to support students' learning needs. The findings also provide information regarding students' engagement, problem-solving activities, interaction, perceived communication skill improvement, and the applicability of the learning media to real-life Marketing Communication situations. These results provide the basis for the discussion of the three research questions in the following section.

4.2 Discussion

This section discusses the findings of the study in relation to the three formulated research questions. The discussion focuses on the design and development of the interactive learning media, the key features that support learning in real-life Marketing Communication scenarios, and users' responses to the developed website. The findings are further interpreted by comparing them with relevant theories and previous studies to identify how the developed media supports students' Marketing Communication learning.

4.2.1 The Design and Development of Interactive Learning Media

The findings of this study indicate that interactive learning media can be designed and developed effectively by beginning with learners' needs and translating those needs into interactive, practical, and context-based learning activities. The development of MarComm Academy followed the ADDIE model, beginning with an analysis of students' learning difficulties and continuing through the design, development, implementation, and evaluation stages. The needs analysis revealed high levels of low student engagement (90%), difficulties in solving Marketing Communication problems (80%), and insufficient learning materials (90%). These findings became the basis for designing a website that combined multimedia materials, scenario-based simulations, and discussion forums. Thus, the development process was not focused only on producing a digital platform, but on creating learning activities that addressed students' difficulties in understanding and applying Marketing Communication concepts.

The findings are consistent with previous research emphasizing the importance of interactive and experiential learning media. Ferdiansyah et al. found that the development of interactive multimedia using the ADDIE model could provide a learning medium that was valid, practical, and effective for Simulation and Digital Communication learning. Similarly, Sorongan and Fauji (2023) developed interactive learning media using

Google Sites and the ADDIE model, demonstrating that a structured process of analysis, design, development, implementation, and evaluation can be used to produce engaging digital learning resources. More specifically, the use of simulations in the present study is supported by van Esch et al. (2020), who found that an online asynchronous marketing simulation contributed positively to students' academic outcomes in marketing education. This is also relevant to the present findings, as the developed media incorporated simulations representing workplace situations such as responding to a public relations crisis, developing brand messages, and selecting appropriate media platforms. The effectiveness of this design was further reflected in the user responses, in which 83.3% of respondents rated their communication skill improvement at levels 4 or 5, while 91.7% considered the simulations effective in representing real-life Marketing Communication situations. The qualitative responses also identified an interactive and engaging learning experience, attractive visual design, multimedia content, ease of navigation, and practical learning materials as the main strengths of the media. However, the evaluation observation and expert assessment indicate that the development process still requires refinement, particularly in maintaining engagement, improving visual presentation, providing clearer instructions, and improving the discussion forum workflow.

In conclusion, the first formulation of the problem was addressed through a needs-based and systematic development process using the ADDIE model, in which students' learning problems were translated into interactive features that supported practical Marketing Communication learning. The combination of multimedia content, real-life simulations, and discussion activities enabled students to engage with learning materials, practice problem-solving, and apply communication concepts in situations related to the workplace. The positive user responses and evaluation findings indicate that the developed media was able to support the enhancement of students' perceived Marketing Communication skills,

although further refinement of interactivity, guidance, and visual design is still needed for future development.

4.2.2 The Key Features of an Online-Based Approach

The findings of this study indicate that an effective online-based approach for learning Marketing Communication should provide features that are interactive, multimedia-based, practical, and closely connected to real-life situations. The needs analysis showed that students preferred gamified elements (82.4%) and interactive simulations (76.5%), while real-world scenario practice was considered very important by 76.5% of the respondents. Based on these findings, the developed MarComm Academy integrated multimedia learning materials, scenario-based simulations, discussion forums, and a straightforward navigation system. The modules included videos, infographics, and animations, while the simulation feature provided situations related to public relations crises, brand messaging, and media selection. The discussion forum was also included to allow students to exchange ideas and ask questions. These features were designed to move learning beyond theoretical explanation by giving students opportunities to observe, practice, discuss, and apply Marketing Communication concepts.

These findings are supported by previous studies emphasizing the importance of interactive and authentic features in online learning. Mehall (2022) found that scenario-based e-learning can provide an authentic learning experience by allowing students to interact with content through self-paced case studies, particularly in business education. This finding is relevant to the present study because the simulations in MarComm Academy were designed around workplace-related Marketing Communication problems rather than isolated theoretical exercises. In addition, Hutaib and Michinov (2022) reported that the use of multiple functionalities in a digital learning environment, including visual content, questioning, and quizzes, could increase student engagement. The

importance of collaborative features is also supported by Raza and Yousuf (2021), whose findings showed that interaction with peers and teachers, social presence, and collaborative learning positively contributed to student engagement and learning performance in higher education. This is consistent with the present study, in which the discussion forum was designed to promote communication, critical thinking, and knowledge sharing. Furthermore, the user-response results showed that multimedia content was the most engaging feature, selected by 91.7% of respondents, followed by discussion forums (37.5%), case studies (33.3%), and collaborative tools (20.8%). The findings therefore suggest that the effectiveness of an online-based approach does not depend on a single feature, but on the combination of multimedia presentation, authentic scenarios, interactive activities, and opportunities for communication and collaboration.

In conclusion, the key features of an online-based approach for Marketing Communication learning should provide students with opportunities to see, practice, solve, and discuss real-life communication problems. In the present study, multimedia content helped present learning materials in an engaging manner, simulations provided opportunities to practice workplace-related situations, while discussion forums supported interaction and collaborative learning. The positive evaluation results, particularly the 91.7% rating for the effectiveness of real-life scenario simulation and the high preference for multimedia content, indicate that these features were relevant to students' learning needs. Therefore, an online-based learning approach for Marketing Communication should combine multimedia, scenario-based simulation, interactivity, and collaboration to create learning experiences that are relevant to real-world professional communication.

4.2.3 User Responses to the Developed Website

The findings indicate that users responded positively to the developed interactive learning media, particularly in terms of engagement, perceived usefulness, practicality, and relevance to real-life Marketing Communication situations. During the implementation stage, most respondents accessed the website two to three times per week (54.2%), while 20.8% reported using it daily, indicating that the platform was regularly utilized by the majority of participants. Furthermore, 79.2% of respondents rated the website at levels 4 or 5 for engagement, while 83.3% rated their improvement in communication skills at levels 4 or 5. These findings demonstrate that users generally perceived the website as an engaging learning platform that could support their Marketing Communication learning experience.

The positive user responses are consistent with previous research on online learning acceptance and evaluation. Tao et al. (2022) identified usability, perceived content quality, and perceived enjoyment as important characteristics related to users' acceptance of online learning environments. Their findings are relevant to the present study because the users' positive responses were also associated with the website's learning content, engagement, and usability. Similarly, research by Rajeb et al. (2023) developed and validated a scale for examining students' acceptance of online learning, highlighting the importance of students' perceptions when evaluating the acceptance of online learning environments. The present findings further show that 91.7% of respondents rated the website at level 4 or 5 in simulating real-life Marketing Communication scenarios, while 87.5% gave the same ratings regarding the practicality of the knowledge and skills obtained. In addition, 79.2% of respondents reported that they had applied the knowledge and skills obtained from the website in real-life situations, such as internships, group projects, or professional tasks. The qualitative responses also identified interactive and engaging learning

experiences, attractive visual design, multimedia content, ease of navigation, and practical learning materials as major strengths of the website. These findings are further supported by the evaluation observation, which showed good to excellent results in student engagement, problem-solving strategies, interaction with practitioners or facilitators, and alignment with students' learning needs. However, several students still experienced confusion when using certain features or completing more complex activities, indicating that clearer instructions and navigation could further improve the user experience. This is important because positive user responses do not necessarily mean that the website is already optimal; rather, they indicate that the developed media was generally accepted while still having areas for improvement.

In conclusion, the users responded positively to the developed MarComm Academy website, particularly because it was perceived as engaging, practical, relevant, and capable of representing real-life Marketing Communication situations. The high ratings for engagement, communication skill improvement, scenario realism, and practicality, together with the positive qualitative feedback, indicate that the website was well received by the users. This conclusion is further strengthened by the finding that 100% of respondents stated that they would recommend the website to other Marketing Communication students. Therefore, the developed website can be considered positively received as a supplementary interactive learning medium, although further improvements in guidance, navigation, and interactive features are recommended to enhance the user experience.

Overall, the discussion demonstrates that the developed interactive learning media was designed through a systematic and needs-based process, supported by interactive features that connect theoretical knowledge with real-life Marketing Communication situations. The positive responses from users further indicate that

the developed website was relevant, engaging, and practical for supporting students' communication skills. Although several aspects still require refinement, the findings suggest that an online-based interactive learning medium has the potential to provide a more meaningful and practice-oriented learning experience for Marketing Communication students.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Regarding the development process, this study successfully designed and developed an interactive learning media for Marketing Communication in the form of an online-based platform called MarComm Academy by adopting the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. The development was carried out systematically, beginning with a comprehensive needs analysis and continuing through the stages of design, development, implementation, and evaluation to ensure that the product met students' learning needs. The resulting platform integrates various interactive learning components, including multimedia materials, quizzes, discussion forums, case studies, and real-world simulations, which provide students with opportunities to apply marketing communication concepts in authentic workplace contexts. Therefore, the developed website can be considered a feasible and effective learning medium for enhancing students' marketing communication skills.

Furthermore, this study identified several key features that support an effective online-based learning approach for Marketing Communication. The findings indicate that interactive multimedia content, scenario-based learning activities, discussion forums, user-friendly navigation, and flexible accessibility play significant roles in creating meaningful learning experiences. These features not only encourage active participation and learner engagement but also help bridge the gap between theoretical knowledge and practical application. By providing authentic learning experiences that reflect real-life marketing communication situations, the website enables students to strengthen their communication, critical thinking, and problem-solving skills in preparation for professional practice.

Finally, the evaluation results demonstrate that users responded positively to the developed website. Students perceived MarComm Academy as an engaging,

easy-to-use, and relevant learning platform that effectively supports the learning of Marketing Communication. The interactive features, practical learning activities, and accessible interface contributed to increased motivation, participation, and overall satisfaction throughout the learning process. These positive responses indicate that the developed website successfully fulfilled users' expectations and has strong potential to serve as an effective interactive learning medium for improving marketing communication competencies in higher education.

5.2 Suggestions

Based on the findings of this study, several suggestions are proposed for the improvement and future development of the interactive learning media.

5.2.1 For Lecturers

Lecturers are encouraged to utilize interactive learning media such as MarComm Academy as a complementary learning resource alongside classroom instruction. The integration of scenario-based activities, multimedia learning materials, and discussion forums can create a more student-centered learning environment while providing opportunities for learners to practice communication skills in contexts that closely resemble real workplace situations.

5.2.2 For Students

Students are encouraged to actively utilize the learning media beyond classroom activities to strengthen their understanding of Marketing Communication concepts. By completing learning modules, participating in simulations, and engaging in discussion forums, students can improve their communication skills, critical thinking, and decision-making abilities while preparing themselves for professional careers in the marketing communication industry.

5.2.3 For Future Researchers

Future researchers are encouraged to continue the development of this interactive learning media by incorporating additional learning features such as artificial intelligence-based feedback, learning analytics, adaptive learning systems, mobile application integration, and more diverse marketing communication case studies. Future studies may also involve larger groups of participants from different educational institutions to evaluate the effectiveness of the learning media across broader educational settings. In addition, comprehensive expert validation and large-scale implementation are recommended to further improve the quality, usability, and effectiveness of the developed learning media.

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LIST OF APPENDICES

APPENDIX A

Evaluation from Language Department Lecture

**EVALUATION SHEET OF
THESIS PRODUCT**

Name : Ainal Mardiyah
Reg. Number : 5504211047
Thesis Title : Creating Interactive Learning Media for Marketing Communication: An Online-Based Approach to enhance Students' Communication Skills in the Workplace.

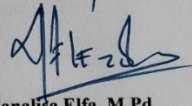
Evaluator

Opinion about the product: *Product is online Due to the product is based on technology. It encourages student students learn independently. Teacher and students can do their activity more flexible. The material is more contextual and attractive.*

The weakness of the product:
- *The is no test / and submission for test → there will be exam.*

Suggestion to the product: *It is suggested to have some improvement in test a submission for test to see student's mastery in Mar - Com.*

Bengkalis, 24 Juli 2026


Fanalisa Elfa, M.Pd.
NIP. 198510082019032015

APPENDIX B

Evaluation from Informatic Engineering Lecture

**EVALUATION SHEET OF
THESIS PRODUCT**

Name : Ainal Mardiyah
Reg. Number : 5504211047
Thesis Title : Creating Interactive Learning Media for Marketing Communication: An Online-Based Approach to enhance Students' Communication Skills in the Workplace.

Evaluator

Opinion about the product:

- Sudah cukup jika digunakan untuk belajar / media pembelajaran
- Kalau sudah cukup lengkap. Mungkin bisa di deskripsikan dulu sebelum untuk / konten materi

The weakness of the product:

- ~~kurang~~ Kurangnya pada sisi dari sistem yg di forum yg belum spesifik

Suggestion to the product:

- Mungkin ~~ada~~ title bagian model, bisa di deskripsikan dulu baru di download
- Saran bisa ada hal. untuk exam jika bisa dilakukan.

Bengkalis, 24 Juli 2026

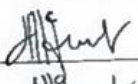
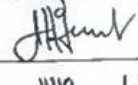
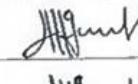
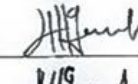
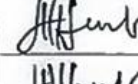
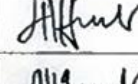
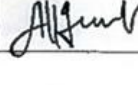

Niky Hardinata, M.Kom
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APPENDIX C

Revision List

LEMBAR KONSULTASI BIMBINGAN SKRIPSI
PROGRAM STUDI SARJANA TERAPAN BAHASA INGGRIS UNTUK KOMUNIKASI
BISNIS DAN PROFESIONAL
JURUSAN BAHASA - POLITEKNIK NEGERI BENGKALIS
2026

Judul : Creating Interactive Media for Marketing Communication Learning: An Online-Based Approach to Enhance Students' Communication Skills in the Workplace
 Nama Mahasiswa : Ainal Mardiyah
 Nim : 5504211047

NO	Tanggal	Keterangan	Tanda Tangan
1	28/7 25	Perbaikan Cover, Tata letak, Tulisan	
2	24/7 25	Konsep Media Pembelajaran	
3	30/7 25	Penyusunan Materi Pembelajaran Modul	
4	31/7 25	- Review Rancangan Produk - Tata letak & Paragraf	
5	1/8 - 25	Do the Product assessment	
6	2/8 25	Product Assessment	
7	23/7 26	Modul & Product Assessment	
8	24/7 - 26	Acc of the product Assment	
9	24/7 - 26	Acc to your Final/Thesis Exam	

Bengkalis, 24 Juli 2026
 Dosen Pembimbing



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