



Developing marketing materials through interactive learning media suitable for vocational school

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ABSTRACT

This research aims to explore and develop marketing materials that are suitable for Vocational High School (SMK) 45 Lembang students through interactive learning media. Marketing is an important aspect in the business world that requires deep understanding and practical skills. In the context of vocational school education, the use of interactive learning media is considered an effective approach to increase students' understanding and involvement in the learning process, and this can also be useful if they want to continue their education at tertiary institutions where the domain is not much different from before. This research used a qualitative approach with descriptive methods focused on developing material through appropriate interactive learning media at SMK 45 Lembang to ensure that the material produced aligned with their needs and expectations. Data was collected using observation and interviews to students and teachers based on Google forms. The research objects were students at business vocational high schools and teachers who taught marketing courses.

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ABSTRAK

Di era digital ini, pendidikan di tingkat menengah, seperti di Sekolah Menengah Kejuruan (SMK), harus beradaptasi dengan cepat agar tetap relevan dan efektif dalam mempersiapkan siswa untuk memasuki dunia kerja. Salah satu aspek penting dalam pendidikan adalah pengembangan materi pembelajaran, terutama dalam bidang Marketing. Penelitian ini bertujuan untuk menggali dan mengembangkan materi Marketing yang sesuai untuk siswa Sekolah Menengah Kejuruan (SMK) 45 Lembang melalui media pembelajaran interaktif. Dalam konteks pendidikan SMK, penggunaan media pembelajaran interaktif dianggap sebagai pendekatan yang efektif untuk meningkatkan pemahaman siswa dan keterlibatan mereka dalam proses pembelajaran serta hal ini juga dapat bermanfaat jika ingin melanjutkan pendidikan di perguruan tinggi yang ranahnya tidak jauh berbeda dengan sebelumnya. Dalam penelitian ini, digunakan pendekatan kualitatif dengan metode deskriptif yang berfokus pada pengembangan materi melalui media pembelajaran interaktif yang sesuai di SMK 45 Lembang untuk memastikan bahwa materi yang dihasilkan sesuai dengan kebutuhan dan harapan mereka. Pengumpulan data diambil dengan observasi dan wawancara kepada peserta didik dan guru.

Kata Kunci: Pembelajaran interaktif; pembelajaran marketing; pengembangan materi pembelajaran

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INTRODUCTION

Vocational education aims to prepare students to enter the workforce in line with market needs. To achieve this, vocational education must continually keep pace with technological developments, enhance students' skills, and assess their abilities against workplace standards. Although various media, such as textbooks, magazines, and computers, can be used, not all are used optimally. The digital era demands that vocational high schools quickly adapt to online learning systems, requiring teachers to enhance their competencies. These changes occur rapidly, and teachers' competence plays a crucial role in students' learning outcomes. (Farla *et al.*, 2021). Therefore, teachers are expected to always be prepared to adapt and integrate technology into the learning process.

The success of vocational high schools in producing competent graduates depends on teachers, facilities, and learning methods. Teachers who can develop materials using appropriate learning media, such as project-based learning, play an important role. However, sometimes teachers only carry out routine tasks without making the effort to develop materials, which may be due to a lack of motivation or limited media resources. The shift to student-centered, interactive learning is key to achieving educational goals. (Baran, 2018; Junaidi, 2019).

A classic problem in learning basic competencies is the need to increase student involvement (student-centered) rather than focusing on the teacher (teacher-centered). The solution to overcoming this is to use interactive learning media that allow students to engage with the material actively. Interactive media enables students to engage in the learning process, explore their own knowledge, and participate in activities that support deeper understanding. (Indartiwi *et al.*, 2020). Schools, particularly Vocational High Schools (SMK), need to adopt an entrepreneurship-based curriculum to produce graduates who are competent in product marketing. (Narindro *et al.*, 2021). This includes subjects such as Marketing, e-commerce, and Entrepreneurship. Constant changes in the business world require educators to update the learning materials continuously.

Previous research conducted by Sagita and Rafida (2022). In their research, efforts to improve the learning process are carried out to ensure that the learning process runs smoothly and optimally, enhancing learning quality through the use of appropriate, innovative, and interactive media. Learning media serve as tools, methods, and techniques that help improve the effectiveness of communication and interaction between teachers and students in the context of school education. (Rosyiddin *et al.*, 2023). Learning media contain important information and messages that are crucial to the educational process. A study conducted by Computer Technology Research (CTR) revealed that individuals can remember information at various levels: 20% from visual, 30% from auditory, 50% from a combination of visual and auditory, and up to 80% when both are used together. This indicates that the use of learning media, such as interactive multimedia, can help students achieve a level of understanding of the material being studied. (Abdulrahman *et al.*, 2020).

The purpose of this research is: (1) to understand the quality of interactive learning media in applying marketing materials; (2) to understand the effectiveness of interactive learning

media as a basis for developing marketing materials in Vocational High Schools in the Business Department.

LITERATURE REVIEW

Development of Marketing Materials in the Context of Vocational High School Business Studies

The development of learning materials is intended to enhance students' skills and competencies, preparing them for careers in industry. The marketing subject follows the learning guidelines issued by the Minister of National Education, No. 23 of 2006, concerning Graduate Competency Standards for vocational high school units. This means that the material taught in Basic Vocational Competencies and Vocational Competencies is tailored to the specific competency requirements for the relevant skills. For example, vocational high schools that focus on business marketing skills have a foundational understanding of marketing.

The determination of Core Competencies and Basic Competencies in the marketing subject is regulated by the Directorate General of Primary and Secondary Education, Regulation No. 330/D.D5/KEP/KR/2017. The marketing subject is taught to 10th-grade students. It should be noted that the Marketing subject is still relatively new, having been introduced in the 2013 curriculum and revised in 2017.

Marketing subjects fall within the cognitive domain, involving thinking activities and the formation of understanding. According to the survey results, about 80% of the 72 students reported difficulties in understanding marketing subjects. They feel there is a lot of material to memorize and understand, but the limited time in the school learning process becomes an obstacle. This condition also affects students' knowledge and understanding of the material, making it difficult for them to complete the assignments.

Marketing, as a managerial process, plays a vital role in meeting the needs and desires of individuals or groups by creating, offering, and exchanging products or services that provide value to others. It encompasses all activities related to delivering products or services from producers to consumers. Today, marketing focuses not only on delivering products or services but also on customer satisfaction and profitability. The core aim of marketing is to attract new customers through competitive offerings, attractive pricing, efficient distribution, effective promotion, and to retain existing customers with an emphasis on customer satisfaction.

Interactive Learning Media in the Context of Vocational High School Business Major Education

Interactive learning media are tools that teachers use to deliver learning materials and enable students to interact with them. Students can interact with this media, creating joint actions and responses, particularly to understand abstract material better. In other words, this media can create illustrations of abstract concepts for students through the interactions between students and the learning media. (Yanto, 2019). Interactive learning media are tools used to connect and convey information, enabling two-way or multi-way communication

in learning activities. This allows interaction between students and educators to achieve the desired learning objectives. (Putra & Salsabila, 2021).

Interactive learning media is a form of multimedia that provides tools for presenting information that the user can control and operate. It allows users to determine the sequence of content according to their preferences and the provided guidance. The purpose of using interactive learning media is to shape students into more active, creative, and independent problem-solvers during the learning process. (Puspitarini & Hanif, 2019).

The use of software that can be developed into interactive multimedia for learning is a very relevant step in addressing the digitalization of learning. Learning multimedia, essentially, aims to optimize students' brain activity during the learning process, so that students, especially college students, can be more engaged. (Rianto, 2020). In the context of interactive learning, the use of this media can specifically motivate students to be more active learners, as it presents various elements such as text, images, audio, video, and animation (Vijayalakshmi & Reddy, 2020).

Based on research on the effectiveness of interactive learning media in increasing students' motivation to participate in PE (Physical Education) subjects, several important conclusions can be drawn. First, there was a significant increase in average student scores from the pretest (84.58%) to the posttest (91.45%) after treatment with interactive learning media. This indicates that the use of interactive media positively affects students' understanding. Second, students' responses to the use of interactive learning media during learning were positive. This indicates that students felt engaged and interested in PE lessons through the interactive media. Thus, this study concludes that interactive learning media are effective in increasing students' motivation and understanding of PE subjects. (Cahyaningtias & Ridwan, 2022).

Evaluation of the Effectiveness of Interactive Learning Media in Enhancing Marketing Understanding

The use of Lectora Inspire in developing interactive learning media can stimulate teachers' creativity, thereby producing products that can be used independently by teachers and students. According to Sukmayadi (2019) the implementation of interactive learning materials using Minitab has a significant impact on students' academic achievement. Data show that students who use Minitab interactive learning materials have higher average academic performance than those who do not. Therefore, interactive learning materials on motivation are suitable as learning resources for 11th-grade students to understand marketing materials. Interactive learning media play an important role in the educational process because they enable mutual interaction and facilitate access to learning. For students, interactive learning media allow independent learning in various situations and conditions. Through teaching, this aligns with one of the subjects taught in the Commerce and Marketing Department at vocational high schools, namely Marketing. In business, presenting a product or service to as many people as possible, especially through the media.

In a research method aimed at evaluating the effectiveness of interactive learning media in improving marketing understanding, the problem-solving approach, also commonly known as the problem-solving approach, involves creative thinking and the ability to analyze

situations. Problem-solving ability is closely related to a person's creativity. (Syarifudin, 2020). This approach also aligns with the needs of the 21st century, where creativity and problem-solving skills are key. Effectiveness tests are used to assess the extent to which learning media improve student learning outcomes. Differences in learning outcomes can be seen in the level of student mastery, measured by comparing pretest (initial test) and posttest (final test) results.

This study examines how interactive multimedia products enhance students' understanding of marketing. Data were collected from teachers and students through interviews to evaluate the effectiveness of this learning media. This helps vocational school students better understand marketing, particularly the feasibility and effectiveness of interactive media products.

METHODS

In this study, a qualitative, descriptive approach was used to examine the development of materials using appropriate interactive learning media at SMK 45 Lembang. Qualitative research is conducted to explain something in depth. Qualitative research refers to the meanings, concepts, characteristics, and definitions of the phenomena under study. (Aspers & Corte, 2019). Data were collected through direct interviews with teachers at the Business Vocational School and through online questionnaires distributed via Google Forms to graduates of the Business Vocational School. The reasons for using Google Forms in this study are, first, to avoid respondents forgetting items when completing the survey. Second, to reach a broader range of respondents in a short time at a low cost. The research subjects are students at the vocational business school and teachers who teach marketing courses. The participants are marketing teachers and students enrolled in university business programs.

The research population in this case consists of educators who teach marketing subjects at SMK 45 Lembang. However, the research sample comprised 6 individuals who were purposively selected. This technique involves selecting research subjects with characteristics or traits considered relevant to the research population, so that they are expected to accurately represent it.

RESULTS AND DISCUSSION

In **Table 1**, the results of interviews with the Teacher are presented as follows.

Table 1. Teacher Interview Results

No	Question	Response of the source
1	The use of interactive learning media in the development of Marketing materials in vocational high schools	Learning media is very important. In addition to developing marketing materials, the purpose of learning media is to facilitate learning and make the material the teacher teaches/delivers more understandable to students.

No	Question	Response of the source
2	The relevance of marketing material in vocational high school to university lectures	The relevance of marketing material in vocational high schools depends on student choices. Although vocational high schools aim to prepare students for the workforce, the material remains relevant if students choose to go to college. For example, entrepreneurship in vocational high schools can be useful in college.
3	The level of involvement in learning	Teachers remain important in the learning process even with advanced technology. They direct learning; without teachers, achieving learning objectives is hard. Students may be active, but teachers as facilitators help develop students' potential. Teachers must create interactive classes using technology and educational applications to motivate students.
4	Important aspects of Marketing subjects in vocational high schools are so that students are prepared to enter the workforce	Vocational high school education prepares students for employment. The curriculum is aligned with industry needs, supported by companies such as Yogya Group. The industry provides insight into the competencies students need. Laboratory facilities are tailored to students' abilities, and teachers also participate in practical internships in addition to teaching theory. Student progress is assessed through the integration of theory and practice according to grade level, preparing them for internships and the workforce in 11th grade.
5	The role of teachers in using interactive learning media in Marketing materials	The use of learning media involves teachers and students, and presents challenges such as teachers who are not familiar with technology and less-motivated students. Students who are proficient with technology tend not to rely heavily on teachers. Not all materials are available in digital format. Teachers need to research technology, understand it, and provide practical guidance to students. The use of interactive media helps combine theory with the development of students' skills, especially in marketing.
6	Expectations for the development of Marketing materials through interactive learning media in vocational high schools	In Indonesia's latest curriculum, training focuses on school autonomy, including online training. This aims to involve teachers more in the development of learning technologies, especially e-Learning applications, before they are widely implemented. This potential needs further exploration.
7	The development of Marketing materials through interactive learning media can improve understanding and	Teachers at vocational high schools often struggle to develop new materials due to limited learning resources. Although there are textbooks, other sources are hard to find. Teachers with computer knowledge often write useful books, but their focus can be too narrow to computers. They also do not require students to understand the material fully; they only require students to master the existing applications.
8	The impact of interactive learning media on improving the	The use of media can increase students' interest in learning by reducing the risk of boredom during long

No	Question	Response of the source
	understanding of Marketing concepts compared to conventional learning methods	lesson hours. However, the results also depend on students' enthusiasm for learning, as each student has different learning patterns. Some may require explanations, while others prefer to learn through practice rather than theory. Good media have adequate facilities, and in vocational high schools, the use of interactive media is common.

Source: 2023 Research

In general, **Table 1** shows that teachers have perspectives on marketing learning materials in vocational high schools, which are currently being continually developed to keep up with industry developments. The curriculum serves as a guideline for teachers in conducting lessons, especially regarding marketing. For implementation, media that effectively assist teachers in conveying the marketing concepts students need to understand are required.

Next, **Table 2** presents the results of interviews with vocational high school business graduates.

Table 2. Results of interviews with vocational high school graduates

No	Question	Response of the source
1	The use of interactive learning media in the development of Marketing materials in vocational high schools	The use of interactive learning in marketing is important for increasing student engagement, deepening understanding of concepts, and preparing students for the modern workforce. Media such as videos, simulations, and educational games have been proven effective in strengthening understanding and encouraging active participation. Although there are challenges, such as teachers who are not yet skilled, marketing learning in vocational high schools is better understood through a practical approach rather than solely through theory.
2	The relevance of marketing material in vocational high school to university lectures	Marketing material in vocational high schools is relevant to business lectures. The basics of marketing learned in vocational high schools become a strong foundation for college courses. There are similarities in concepts such as SWOT, POAC, and BMC between vocational high schools and colleges. Entrepreneurship material in vocational high schools is also relevant because it involves workplace marketing practice.
3	The level of involvement in interactive learning on marketing topics in vocational high schools	The use of interactive media in learning provides many benefits, including increased student engagement, improved understanding through practice, higher motivation, active participation in discussions, confidence-building, and a better grasp of concepts that are difficult in theory but easier to grasp through practice.
4	Important aspects of Marketing material in a vocational high school for entering the workforce	Marketing education should cover a range of topics, including marketing strategies, effective communication, product management, market analysis, and technology. The material should be presented with real-life examples in an interactive,

No	Question	Response of the source
		relevant way to prepare students for the professional world. This includes aspects such as the marketing mix, promotion, public speaking, business ethics, and marketing strategies.
5	The role of teachers in using interactive learning media in Marketing materials	In digital business learning, teachers as facilitators are very vital. An effective teacher will guide students in understanding technology by combining interactive learning with hands-on practice. In addition, they are also responsible for the design of interactive media and the supervision of technology use. Unfortunately, some teachers still rely on lecture methods, which can be an obstacle to achieving successful digital business learning.
6	Expectations for the development of Marketing materials through interactive learning media in vocational high schools	The integration of interactive learning media in marketing courses and other areas is highly significant in equipping students with up-to-date knowledge of digital business. It not only enhances their understanding of marketing but also engages students, prepares them for the workforce, and improves their marketing skills.
7	The development of Marketing materials through interactive learning media can improve students' understanding and practical skills.	The use of interactive media in learning encourages active student engagement, enhances understanding, and develops their practical skills. This approach emphasizes hands-on practice, such as using PPTs and quizzes, which are effective in improving understanding and practical skills. Effective learning media should include student involvement in hands-on learning, such as case studies and laboratory practice, to encourage the application of knowledge in real-world situations and to enhance skills.
8	The impact of interactive learning media on improving the understanding of Marketing concepts compared to conventional learning methods	The use of interactive media in marketing education is effective in enhancing understanding of concepts because it offers interactivity, better visualization, and increased student motivation to participate actively. This makes learning more engaging, reduces boredom, and encourages student involvement through hands-on practice; strengthens understanding of marketing principles; and provides valuable experience in implementing concepts.

Source: 2023 Research

Table 2 illustrates the results of interviews with students who graduated from vocational high schools (SMK) in business. Broadly speaking, they believe that the marketing materials studied in the SMK curriculum are considered relevant to developments in society. The use of interactive media also plays an important role in understanding marketing concepts and other aspects of marketing studied in SMK.

The Use of Interactive Learning Media in the Development of Marketing Materials in Vocational High Schools

Based on the collected data, the use of interactive learning media in developing marketing materials for vocational high schools has a positive impact, increasing student engagement and understanding. This media makes learning more engaging, facilitates comprehension of marketing concepts, and encourages active student participation. Media such as interactive videos, simulations, and educational games have proven effective in reinforcing understanding of the material and enhancing learning effectiveness. Research notes that technology is applied through digital learning materials, which make teaching more engaging with multimedia elements such as animations, images, and videos. These digital learning materials are created using applications specifically designed to develop educational content. (Sholeh & Sutanta, 2019). Interactive media prepares students for the modern workforce, covering practical aspects alongside academics. However, despite its many benefits, teachers acknowledge challenges in its implementation, particularly due to a lack of technical skills. These can be addressed through proper training and support.

Teachers in the digital era have a broader role than just being educators; they also become key drivers of information technology use. In the context of rapid technological development, teachers must adapt and incorporate technology into learning. The suggested solution involves the use of interactive teaching materials such as Videoscribe and community service programs, especially for vocational high school teachers. This program provides training, tutorials, concrete examples, and direct mentoring to help teachers create digital teaching materials. (Sholeh & Sutanta, 2019).

Relevance of Marketing Materials in Vocational High Schools with College Courses

Marketing material taught in Vocational High School (SMK) Business Major is highly relevant to current college education needs, for example, workforce readiness, as SMK marketing material is designed to prepare students for the workforce after graduation. This creates a strong foundation for continuing studies in higher education and ensures that students have a basic understanding of marketing.

The basic concepts taught in vocational high schools remain relevant when students continue to higher education, such as entrepreneurship and marketing. This foundational knowledge is useful in higher-level courses. For example, practical marketing experience at vocational high schools helps students understand the practical aspects of marketing. However, marketing students at SMK Nuris Hidayat need to improve their skills in online marketplaces. The proposed solution is to provide intensive training on this aspect to enhance students' quality and competitiveness.

The relevance of the material also depends on the students' interest in continuing their education. Students' interests affect their motivation to continue in college. The greater the interest in learning, the higher the students' motivation. Conversely, low interest in learning is associated with lower motivation. (Esra & Sevilen, 2021).

Level of Engagement in Interactive Learning on Marketing Material in Vocational High Schools

Based on the data, it can be concluded that teachers still play an important role in the learning process, even though students are expected to be more active. They motivate students and play a role that technology cannot replace. The use of interactive learning media makes learning more engaging and increases student involvement. This enables active participation, reinforces understanding of the material, and boosts student motivation.

An example at SMK Negeri 1 Jombang shows that a lack of learning resources can leave students bored, especially in market segmentation material that requires creative thinking and analysis. However, using interactive multimedia in learning significantly improves student learning outcomes. In the context of market segmentation, interactive multimedia has proven highly effective, and teachers need to enhance their technological skills to create more efficient learning. (Simamora, 2020).

Important Aspects in Marketing Material in Vocational High Schools to Shape the Work World

In the work-oriented world, the curriculum in vocational high schools has been adjusted to industry needs. Collaboration with Yogya Group in curriculum development enables the industry to help determine essential competencies that can be applied in practice. In addition, the available laboratory facilities are designed to support students' abilities. Students also gain experience through internships, which means learning is not limited to books alone but also includes practical experience in the real world.

The importance of aspects in marketing materials at vocational high schools is reflected in students' learning achievements. This material not only focuses on theory but also on practice appropriate for the grade level. Emphasis is placed on integrating theory and practice relevant to the industrial world. Students understand marketing concepts such as the marketing mix, marketing strategies, and promotion. They also learn to develop public-speaking skills to serve customers. In addition, lessons involve discussions on business ethics, problem-solving, and marketing strategies. All of this is designed to prepare students with practical skills relevant to the workforce after graduating from vocational high school.

One of the best approaches to implementing learning-by-linking it to industry is to adopt an interactive teaching model in vocational schools (SMK) to prepare students for the workforce after graduation. The marketing material aspect in SMK aims to develop work-ready skills through learning and training that integrates competency-based and production-based learning models. This model enables students to engage in production-oriented practice and service activities that are realistic and conducted in accordance with standard workplace and industry procedures. (Fajra & Novalinda, 2020).

In the marketing aspect, it is also important to implement an approach that allows understanding what consumers want or need from the company's products. This will aid in effective marketing. Examples of marketing aspects include considerations of environmental factors, human resources, market analysis, and other elements. In this regard, when

developing interactive materials, they need to align with these aspects to achieve the intended objectives. Students and teachers must maintain effective communication in the classroom to develop and deliver content to students, especially marketing content that will be relevant in the future workplace. (Cahyadi *et al.*, 2021).

The Role of Teachers in Using Interactive Learning Media in Marketing Materials

In the context of digital technology in education, several challenges need to be addressed. One of these is the variation in teachers' digital skills, with some still needing to improve their understanding of digital technology. Meanwhile, students face their own challenges, including differences in motivation and understanding of digital technology. Although some students are proficient with technology, few exceed their teachers' abilities. In addition, there are issues regarding learning content that is not yet fully available in digital format.

One proposed step is for teachers to research the applications and technologies they will use in their teaching. They need to master the technology relevant to the material being taught and provide practical guidance to students. (Tuma, 2021). The use of interactive media has become key to making learning more engaging and effective. Collaborative efforts between teachers and students, along with a focus on using relevant technology, will be key to overcoming this challenge in education.

Teachers are agents of change; they participate in the policy-making process. Another view that supports this suggests that the skills teachers possess demonstrate their ability to perform their duties professionally or otherwise (Rahmatika *et al.*, 2021; Winarto *et al.*, 2020). Therefore, in this context, teachers must master or use effective learning media so that students can understand and apply the material, such as through interactive media in developing marketing content. Teachers aim to ensure that students later develop workplace marketing skills and competencies.

Development of Marketing Materials Through Interactive Learning Media in Vocational High Schools.

Expectations regarding the development of marketing materials through learning media in vocational high schools include several very important aspects. Along with changes and developments in the Indonesian education curriculum, there should be a greater focus on teacher training and workshops. This involves practical training that directly engages teachers rather than merely theoretical learning. Regarding the use of e-learning applications, it is expected that trials involving both teachers and students will be conducted to ensure the suitability and readiness of technology to support learning.

In addition, integrating interactive learning media should be a primary focus to maximize its benefits in the learning process. Beyond keeping up with the booming digital business, the use of technology in marketing and other subjects is expected to provide students with a deeper understanding. This will give them stronger preparation for the professional world. Moreover, through the utilization of interactive media, another hope is to increase student engagement in the learning process and encourage them to be more critical of marketing

materials. Thus, these hopes together create a more dynamic, relevant educational environment and prepare students to become more competent in the workforce.

Therefore, in classroom learning, it is necessary to include evaluations to motivate students by using this interactive media in the development of marketing comprehension material. The goal is to participate in classroom activities as an active form of learning, with learning media that deliver learning materials, stimulate thinking, and evoke students' feelings, interests, and attention. (Sepúlveda-Escobar & Morrison, 2020).

In this interactive media, it is also very important because the implementation of interactive media in schools can assist learning both inside and outside the classroom to understand marketing materials. Furthermore, to make learning more effective and efficient, learning aids such as gadgets can be used to search for information on marketing materials accessible to teachers and students. (Bangun *et al.*, 2022). The material must also be easy to understand. This aligns with research findings indicating that students are more likely to review materials presented outside the classroom when the material is easily accessible or the media is easy to use. (Puspitarini & Hanif, 2019).

The Development of Marketing Materials Through Interactive Learning Media Can Improve Students' Understanding and Practical Skills

Vocational high school (SMK) is an educational level that primarily prepares students to become competent in specific jobs. In principle, SMK serves as a filter for the workforce, so SMK and the job market are closely related. This is due to SMK's design, which aims to train students to become professionals before they enter the workforce. Interactive learning media are multimedia that do not follow a linear sequence and allow learners to choose material from a menu. In the process of learning a topic, learners have the freedom to choose the order of the material they want to study, and this media encourages learner participation in the learning process. One typical characteristic of interactive learning media is the presence of a graphical controller, often called a Graphical User Interface (GUI), such as icons, buttons, or scroll bars.

Interactive learning media can be accessed by anyone, anytime, and anywhere, thus enabling lifelong learning that is not limited to the context of formal education. Learning media serve as tools for presenting information and often involve computers and computer-based applications. In general, learning media are viewed as tools that assist in the learning process. Good interactive media must have several important criteria. First, the media must be easy to use by anyone, with a simple interface. Second, the content must be complete and aligned with the lesson material to help students understand it. Third, this media must be communicative, meaning it encourages students to interact and not just listen. Fourth, this media must allow students to learn independently without assistance from others. Fifth, the material in this media must be organized in a structured manner, from simple to complex. Sixth, the various types of media used must be well-integrated. Lastly, this media must encourage students to keep learning and enhance their interest in learning.

In addition to meeting those criteria, interactive learning media must also have several important functions. First, it must respond to users quickly and frequently. Second, it must allow students to control the pace of their learning. Third, it must follow a regular and

controlled sequence. Fourth, it must provide opportunities for students to participate through various responses, such as answering questions, making choices, and making decisions. The use of this interactive media has many benefits. First, it makes the learning process more interesting. Second, it allows learning time to be used more efficiently. Third, it can improve the quality of student learning. Fourth, it enhances the effectiveness of the teaching and learning process. (Rafiola et al., 2020). The purpose of developing this learning media is to create an application that improves students' understanding of the learning material. Well-designed learning media will enhance the overall learning process. With improvements in the learning process, students' marketing competence is expected to increase. The optimal level of students' marketing competence aims to achieve high learning outcomes, which, in turn, will significantly improve the quality of marketing subject learning. (Apriana et al., 2019; Baloran & Hernan, 2021).

The Impact of Interactive Learning Media in Enhancing Understanding of Marketing Concepts Compared to Conventional Learning Methods

Evaluation of the effectiveness of using interactive learning media in improving student learning achievement by considering: (1) the attainment of student learning targets in the experimental group, (2) the improvement of student learning outcomes in the experimental group, (3) the comparison of average learning outcome scores between the experimental group and the control group, and (4) student responses to the implementation of the learning process.

This learning media has a good level of interactivity. Experts in learning materials and media validate the results. The use of this media in learning has been proven to improve learning performance. Interactive media is suitable for enhancing learning, as indicated by questionnaire analysis. Based on the research, students' learning achievement and interest increase significantly. This is evident in the presented graph, and it can be concluded that the developed interactive media is effective in improving students' learning achievement and interest in physics. (Hanif, 2020).

The interactive multimedia teaching approach has been proven more effective at improving student achievement. This is due to the interactive nature of simulations, which help conceptualize and understand the material being taught. The interactive multimedia teaching approach increases students' motivation to learn. The interactive teaching approach effectively captures learners' attention and makes learning engaging and enjoyable. (Sutarto et al., 2020).

Discussion

Research indicates that the use of interactive learning media in vocational high schools during the development of marketing materials positively impacts student engagement and understanding. Media such as interactive videos, simulations, and educational games have been proven effective in enhancing understanding of marketing concepts and improving learning outcomes. In addition, this aligns with research conducted by Rahma dan Nurhayati (2021), which found that interactive learning media and educational games can increase

students' motivation to learn. Although there are challenges related to teachers' technical skills, the proposed solutions include appropriate training and support to address them.

The relevance of marketing material in vocational high schools (SMK) to college education is greatly reinforced. The material taught in SMK not only provides a strong foundation for further studies at higher education institutions but also prepares students to meet the needs of the workforce. The use of interactive teaching models in SMK, which emphasize the integration of theory and practice with the industry, can be an effective way to shape students into more competent, ready-to-face-challenges, workforce-ready graduates. In other words, the use of learning models in SMK can enhance students' understanding. (Cahyani *et al.*, 2020).

The evaluation of the implementation of interactive learning media in vocational high schools (SMK) is an important step toward ensuring their successful use in enhancing understanding of marketing concepts. By focusing on increasing student engagement and improving mastery of the material, the interactive teaching model can be the best choice for aligning vocational education with the demands of the continuously evolving university and work environments.

CONCLUSION

This research was conducted to develop marketing materials suitable for vocational high school (SMK) students through interactive learning media. The study's results indicate that the use of interactive learning media in developing marketing materials at SMK has a significant positive impact. Interactive media makes learning more engaging and effective, enhances students' understanding of marketing concepts, and improves students' academic achievement. In addition, the use of interactive learning media helps increase students' interest in learning and their active participation. The relevance of marketing materials to the working world also allows students to prepare with practical skills useful after graduating from SMK. Therefore, the development of marketing materials through interactive learning media at SMK has great potential to prepare students for the workforce and improve their understanding of marketing concepts.

AUTHOR'S NOTE

The author states that there are no conflicts of interest related to the publication of this article. The author affirms that the article's data and content are free from plagiarism.

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