

DESIGN AND DEVELOPMENT OF WEBSITE-BASED ADVERTISING WRITING MATERIALS USING COPYWRITING TECHNIQUES FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract: After the Covid-19 pandemic ended, digital platforms became one of the learning media solutions. The digital platform is also one of the massive transaction media. Product transactions are easier to do through digital platforms that can be widely marketed. Advertising is one solution. Through advertising marketing activities by utilizing copywriting techniques, students can be creative using various language variations in marketing a product. The specific objective of this research and development is to produce teaching materials for writing advertising texts that are appropriate and effective to foster students' entrepreneurial interests and prepare them to become prospective copywriters in the future. This study uses an adaptation of the 4D development model developed by Thiagarajan. The development procedures used include define, design, development, and disseminate. At the deployment stage, researchers provide limited access to certain academic circles who need it. The results of the validation test show that this teaching material is valid and feasible to use in learning. This teaching material includes content that focuses on copywriting techniques in analyzing problems and compiling products in the form of advertisements. The arrangements of materials and assignments are designed and structured to bring out students' interest in entrepreneurship to become a copywriter or other entrepreneurs.

Keywords: Advertising, Copywriting, Materials

INTRODUCTION

After the COVID-19 pandemic was over, the learning process still utilized digital learning media because of its various advantages. Brave learning activities that utilize digital media have positive and negative impacts seen from the level of student satisfaction in carrying out learning activities. Student satisfaction in participating in learning with digital media is proven through several surveys and research. Several studies conducted showed the results of student satisfaction from quite satisfied to very satisfied.

Student satisfaction is influenced by several factors both external and internal, such as types of activities, facilities, and infrastructure owned by students, teacher innovation in carrying out learning activities, to student motivation in participating in learning activities. Learning activities that involve theory and practice have a lower satisfaction scale than just theoretical activities. This is because the innovative use of digital media used by teachers has not involved an active role independently for students.

With the end of the pandemic and the return of learning in the offline system, digital media still has a positive effect when used to support learning activities in class. Some of the advantages of using digital media are the emergence of student learning independence, so student achievement can increase due to the positive and significant influence of student learning independence, part from having a positive impact, bold learning activities through

digital media also pose other challenges for teachers in controlling student learning outcomes, because motivation and learning activities are limited both by means and infrastructure to the low level of student digital literacy. This makes school policies attractive after the pandemic ends, must be implemented with a process of adapting behavior and the implementation of the learning process needs to be improved.

Digital media is one of the new eras in the development of the information industry which has positive benefits for students in the learning process. The form of digital media in learning is a collaboration between attractive audio-visual displays complemented by learning activities that can be used, for example, e-learning, blog-based websites, e-modules, to mobile applications. In accordance with the focus of this research, the website is a digital media that has several advantages over other forms of media in terms of practicality and relevance to students' needs. Students are also encouraged to be more active and independent in learning because there are learning resources that can be accessed and updated easily. Regarding student activity, student learning outcomes have also been studied several times and there has been a significant increase in the use of website-based media in learning. However, not all student responses are positive in using digital media depending on the learning independence of each student.

One of the materials studied for class VIII SMP is writing advertising text, slogans, and posters in accordance with KD 4.4 according to the revised 2013 curriculum. In the material presented and provided by the textbook compilers, there has not been any advertising material presented via social media. As one of the popular media for distributing advertisements and sites that are frequently accessed by students, social media should be presented as one of the materials for writing advertisement texts. In the development of trends, the activity of writing advertisements is not only compiling titles that adapt their contents but must think about the context of situations and conditions that are appropriate and relevant to the readers. One of the advertising writing professions that is currently needed is copywriter. Copywriters do not only write product descriptions but must be able to understand consumer needs so that the advertisements they write can attract attention. Copywriting is a marketing technique that uses language as a tool to achieve producer goals in persuading and encouraging consumers to use their products using language that attracts attention. Various studies have stated that the effect of copywriting as a field of communication can increase consumer awareness of product benefits and opportunities.

As one of the arts of presenting writing by including the context of events related to consumers, copywriting uses the AIDA principle (Attention, Interest, Desire, and Action) or some adds C (Conviction). This principle is used as the basis for writing copy that pays attention to market or consumer needs and trends so that copy products can be digested and have the effect of changing behavior so that feedback occurs to consumers. From the results of observations, it was found that advertising text material using copywriting techniques with AIDA principles was not widely found in textbooks or teaching materials in schools. This is the basis for the need for teaching materials for writing ad text using copywriting techniques. The content in teaching materials needs to be adapted to the abilities of junior high school students in terms of language use, content presentation, to the appearance of teaching materials. In addition to adjusting the media, the content structure needs to pay attention to adjustments to the RPP (Learning Implementation Plan).

At the research stage of needs analysis for students and interviews with subject teachers, it was found that the majority of students responded positively to the development of this teaching material. The teacher also commented that the development of these teaching materials needed to be done as an effort to provide innovative learning tools for students.

METHOD

The purpose of this research is to develop web-based teaching materials for the subject of writing advertisements. Based on this, this research includes the initial stages of needs analysis, then the design stage in designing content and website appearance, and the development stage in compiling content according to the sequence of learning activities. This research uses the 4D development model (define, design, development, and disperse) by Thiagarajan. The development model was chosen because it is considered in accordance with the objectives of this study, namely designing and developing innovative products in the form of learning tools in the form of website-based teaching materials with sequential and fast processes. This research will focus on the design and development stages of teaching materials in the form of materials, learning activities, and website appearance. It can be concluded that this research focuses on the process of designing and developing websites with validation from writing learning experts and has not yet reached the stage of testing teaching materials by teachers and students.

Implementation in this research uses three initial stages of the research model, namely define, design, and development. The development process can be seen in the following figure.

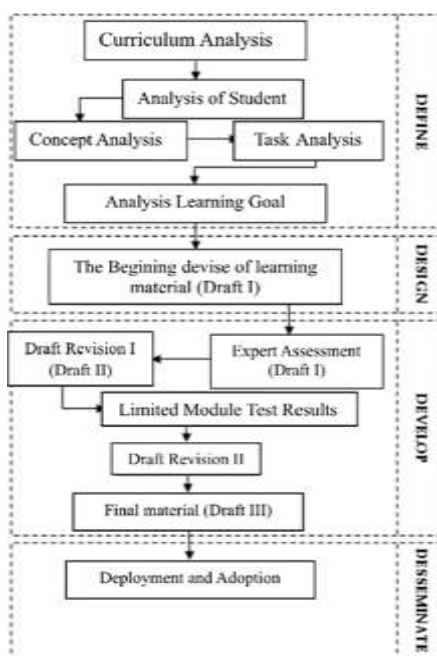


Figure 1. Thiagarajan 4D Modeling Steps

The data on the questionnaire sheet were obtained from the validation stage of the writing learning material expert. The material validation questionnaire sheet consists of aspects of content, language, and aspects of learning activities. A closed questionnaire using a Likert scale was used in this development research to measure the data obtained. The Likert scale is used to calculate respondents' perceptions, opinions, or opinions of an event or product based on statements set by the researcher

FINDING AND DISCUSSION

The development of teaching materials for writing website-based advertisements is based on the stages of the 4D model, which are limited to the development stages, namely: defining, designing, and developing which are explained below.

1. Define Process

In the needs analysis process, it was found that the majority of students supported and welcomed the development of teaching materials for writing website-based advertising texts through the results of the questionnaires distributed. Another result found was that the majority of students were not familiar with copywriting techniques, but did know and found social media as an example of applying advertising to mass media. The results of the needs analysis can be seen in the following table.

Table 1. Hasil Analisis Kebutuhan Siswa

Question	Statement		
	Yes	No	Other Answer
Have a textbook or other handbook	34	65	1
Look for materials other than books to understand the material	87	11	2
Ever accessed social media	98	2	0
Ever found an ad on social media	97	3	0
Know copywriting	26	71	3
Difficulty learning ad text from books	57	42	1
Deficiencies in the advertising text in the handbook	72	28	0
The need to complement other learning resources	88	11	1
The need to use electronic media for learning	85	15	0
It's quite creative in writing ads	24	57	19
Requires additional teaching materials	90	10	0
Ever found text advertising materials with copywriting techniques	22	74	4
The package book already includes advertisements on social media	42	46	12
Agree with the development of website-based teaching materials	97	2	1

2. Design Process

At the design stage, the first thing that needs to be designed is the desired website address and then determines product specifications consisting of the expected material structure. The specified website address is iklanyaria.com then the desired product specifications are as follows.

Table 2. Instructional Material Structure Design

Material 1	Activity 1: understand the concept of advertising on social media, copywriting, and simple photography knowledge Activity 2: prepare tools and materials in the form of products to be photographed, then take pictures of products according to simple photography knowledge Activity 3: assessment in the form of editing advertising text from social media presented by the teacher according to copywriting techniques
Material 2	Activity 1: understand the steps for writing advertisements with copywriting techniques, making essay outlines, compiling attractive titles, and completing text

	<p>Activity 2: presenting complete ad text with AIDA principles of copywriting techniques</p> <p>Activity 3: assessment in the form of product assessment results of student writing</p>
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3. Development Process

At the development stage, consultations with the website designer are carried out by providing an initial design description in the form of an arrangement of activities and materials to be delivered. After getting suggestions and input from the supervising lecturer, then the initial appearance was revised and the arrangement of activities presented was simpler. The following is the initial appearance before the product revision is carried out.

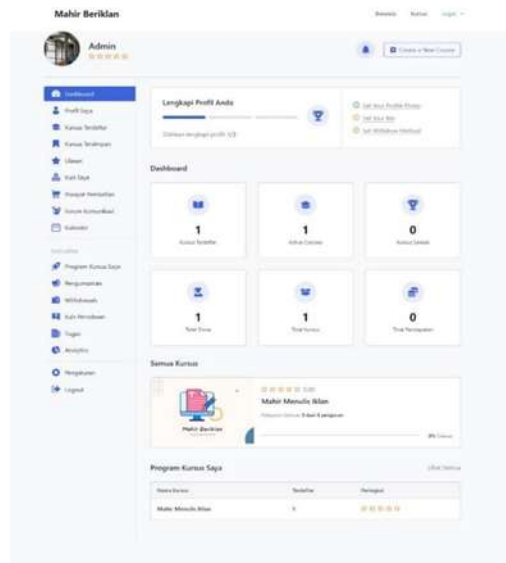


Figure 2. Preliminary Design of Website Display

After consulting the supervising lecturers and website-based teaching material developers, a redesign of the initial appearance of the website was carried out by paying attention to the choice of colors and presentation. The following is the result of the revised display on the website.



Figure 3. Home view

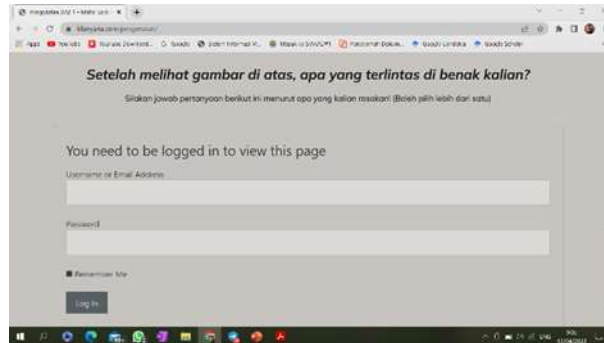


Figure 4. Login view

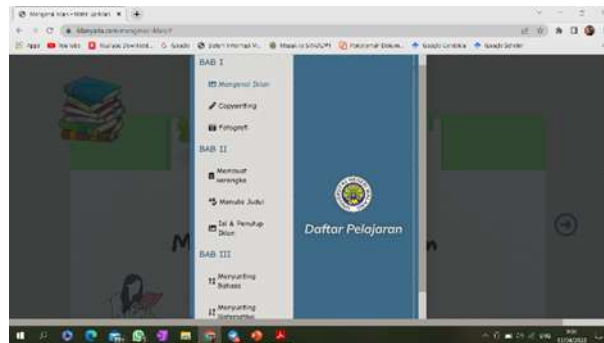


Figure 5. Tabel of Contents View



Figure 6. Display of Teaching Material Content



Figure 7. Task Page view



Figure 8. Self Reflection Display

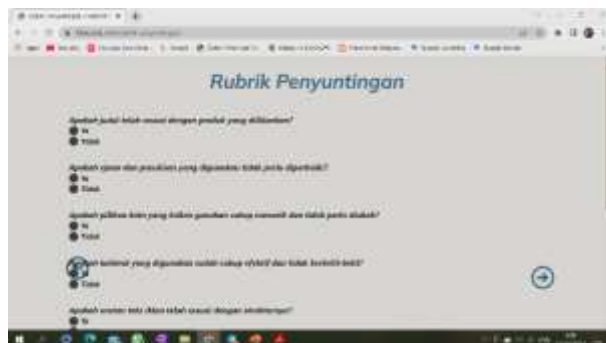


Figure 9. Edit Activity view



Figure 10. The Sending Tasks view

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Aspect	No	Assessment Indicator	Scoring Scale				
			1	2	3	4	5
Material	1.	The learning material presented is in accordance with KI and KD (4-6)Presenting ideas, messages and motivations in the form of advertisements, slogans or posters orally and in writing)					√
	2.	The learning material presented has been prepared based on students' prior knowledge					√
	3.	The purpose of learning to write advertisements is stated clearly					√
	4.	The material presented is in accordance with the learning objectives					√
	5.	Advertising writing materials are presented adequately					√
	6.	The learning material for writing poetry is well organized					√
	7.	The strategy presented supports the improvement of students' creative thinking skills					√
	8.	The choice of topics for writing advertisements focuses on products and services in students' daily lives and according to students' needs					√
	9.	The quality of the materials (images and videos) is of high quality because they are obtained and processed from trusted sources					√
	10.	The quality of the materials (articles and videos) is able to trigger students' interest in carrying out the practice of producing works					√
	11.	The presentation of the sequence of steps for writing advertisements is arranged according to the ability level of students					√
Language	12.	The use of interactive and communicative sentences					√
	13.	Language that is easily understood by students					√
	14.	The language used adds to the student's vocabulary					√
Learning Activities	15.	The activity of studying advertising material on social media directs students to smoothly explore the topics to be presented					√
	16.	Activities to understand copywriting direct students to smoothly explore the topics to be presented					√
	17.	The activity of understanding photography material encourages students to produce original initial product ideas					√
	18.	The activity of making an outline directs students to think creatively from the topics that have been presented					√
	19.	The activity of compiling advertisement titles (headlines) encourages students to carry out elaboration by looking for ideas according to the topics presented					√
	20.	The activity of compiling ad content and closing encourages students to think creatively in choosing and combining vocabulary according to the product being advertised					√
	21.	Language editing activities direct students to think creatively to adapt their choice of language to the language rules and developing trends					√
	22.	Systematic editing activities direct students to think creatively to adapt products to the advertising structure on social media					√
	23.	The rubric for editing student work is in accordance with the systematic and learning objectives					√
	24.	Every single meeting session there is feedback by students through self-reflection pages that can be used as a benchmark for understanding the material					√
	25.	Each meeting session has tasks that must be completed by students which provokes students to be active in participating in learning					√

Figure 11. Expert Validation of Writing Learning Materials

If we look at the average results of the assessment of writing learning experts, it can be concluded that the category of developing teaching materials is 87.2%, which means it is very feasible to use in learning. These results were calculated using a Likert scale from the results of opinions or perceptions of lecturer validators who are experts in writing learning.

CONCLUSIONS

Based on the results of the discussion, it can be concluded that the development of this teaching material has undergone a design and development process that involves preliminary research related to the need for teaching materials to write advertising text using copywriting techniques. The results of this research were then designed and developed into a teaching material website for writing advertising text using copywriting techniques which was complemented by material in the form of content and assignments. It is hoped that this website can be used by students and teachers so that it can support learning to write or present advertising text.

The limitations of this research and development are that the product has not been validated by media experts and tested on students learning to write advertising text. Therefore, this research and development activity needs to be followed up with a feasibility test related to the media so that the teaching materials are suitable for field trials.

The data on the questionnaire sheet were obtained from the validation stage of the writing learning material expert. The material validation questionnaire sheet consists of aspects

of content, language, and aspects of learning activities. A closed questionnaire using a Likert scale was used in this development research to measure the data obtained.

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