

Developing an ICT-Based Bilingual Guidebook for Personal Branding and Professional Communication

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ABSTRACT

The aim of this study is to develop an ICT-based bilingual guidebook for personal branding and professional communication at Arah Impian. To achieve this objective, Design and Development Research (DDR) was employed using the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation stages. The data were collected through a needs analysis questionnaire, interviews, expert validation, and a user response questionnaire. The developed product consisted of a printed bilingual guidebook integrated with a supporting website, instructional videos, and QR codes. The guidebook covered four main topics: understanding personal branding, understanding personal potential, building personal branding, and implementing personal branding in professional and digital environments. The expert validation results obtained an overall mean score of 4.89, categorized as Very Good. The product was subsequently implemented during an Arah Impian sharing session and received positive responses from the participants. Therefore, the developed guidebook can serve as a supplementary learning resource for personal branding and professional communication.

Keywords: *Personal Branding, Professional Communication, Bilingual Guidebook, ICT-Based Learning, ADDIE Model*

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INTRODUCTION

The rapid evolution of digital technology has profoundly altered how individuals acquire knowledge, interact, and cultivate professional competencies. Within contemporary competitive landscapes, students and nascent professionals are not only expected to possess academic expertise but also to exhibit proficient communication abilities and forge a robust personal brand. Personal branding empowers individuals to articulate their values, capabilities, and distinct attributes, thereby augmenting their employability and professional identity (Montoya & Vandehey, 2008; Gorbato et al., 2019). Concurrently, professional communication is acknowledged as an indispensable proficiency requisite for both academic achievement and career progression (Guffey & Loewy, 2022).

The incorporation of Information and Communication Technology (ICT) into educational paradigms has generated opportunities for the development of innovative

learning media that support autonomous and adaptable learning. ICT-based instructional materials enable learners to retrieve information at any time and location, while simultaneously enhancing engagement through diverse multimedia resources (UNESCO, 2023; Selwyn, 2022). Among the various pedagogical media available, bilingual guidebooks, when integrated with digital technology, possess the capacity to simultaneously elevate content mastery and linguistic proficiency while fostering self-directed learning (Richards, 2015; Mayer, 2021).

Arah Impian operates as a self-development community that routinely organizes webinars, mentorship sessions, and workshops pertinent to personal branding, career readiness, and professional communication. However, initial observations and discussions with the proprietor indicated that participants did not receive structured learning resources after programme completion. As a consequence, learners encountered difficulties in independently reviewing the subject matter and applying the acquired knowledge in authentic scenarios.

Prior research has substantiated the efficacy of ICT-based learning media in augmenting learner engagement and improving educational outcomes (Bond et al., 2021; Crompton et al., 2023). Other investigations have addressed personal branding, bilingual education, and multimedia learning as discrete subjects (García & Wei, 2021; Mayer, 2021). Nevertheless, a dearth of research exists that integrates these constituents into a singular instructional product specifically conceptualized for self-development communities. This identified void underscores the necessity for a pedagogical medium that merges bilingual learning content with ICT to bolster personal branding and professional communication.

Therefore, this study endeavored to construct an ICT-Based Bilingual Guidebook for Personal Branding and Professional Communication for Arah Impian, utilizing the Design and Development Research (DDR) approach in conjunction with the ADDIE instructional design model. The resulting product unifies a bilingual guidebook, instructional videos, a supportive website, and QR code technology to deliver an interactive and accessible learning experience.

METHOD

This research employed the Design and Development Research (DDR) approach to engineer an ICT-Based Bilingual Guidebook for Personal Branding and Professional Communication at Arah Impian. DDR is deemed suitable for the creation and evaluation of educational products through a systematic design methodology (Richey & Klein, 2007). The developmental process for instruction adhered to the ADDIE model, as articulated by Branch (2009), which comprises five phases: Analysis, Design, Development, Implementation, and Evaluation.

The investigation was executed at Arah Impian, a community dedicated to self-development that offers learning programmes related to career preparation and personal growth. The study participants encompassed the owner of Arah Impian, three expert validators (specializing in content, media and ICT, and language, respectively), and 27 participants who assessed the developed product during its implementation phase.

Data acquisition was accomplished via interviews, observations, documentation, expert validation checklists, and participant questionnaires. Interviews and observations were conducted during the analysis phase to ascertain learners' needs and existing instructional challenges. The expert validation checklists were utilized to appraise the product's quality in terms of its content, media design, ICT integration, and linguistic aspects. Concurrently, participant questionnaires were administered post-implementation to gauge users' perceptions of the developed guidebook.

The collected data underwent analysis employing descriptive quantitative and qualitative methodologies. Quantitative data, derived from the validation checklists and questionnaires, were scrutinized using a five-point Likert scale and subsequently converted into mean scores to determine the product's viability. Qualitative data, obtained from interviews, observations, and expert recommendations, were descriptively analyzed and instrumental in refining and enhancing the guidebook throughout its developmental trajectory.

The culminating product comprised a bilingual printed guidebook, seamlessly integrated with instructional videos, a complementary website, and QR code technology. These components were deliberately designed to foster independent learning while simultaneously augmenting participants' personal branding, professional communication proficiencies, and digital literacy.

This investigation utilized the Design and Development Research (DDR) methodology, incorporating the ADDIE instructional design model, which consists of five sequential stages: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). This model was chosen due to its provision of a systematic framework for the creation of instructional products that address learners' requirements while ensuring continuous refinement through iterative evaluation and revision.

The definitive product resulting from this research was an ICT-Based Bilingual Guidebook for Personal Branding and Professional Communication, integrated with instructional videos, a supporting website, and QR code technology. The development process and findings at each stage are presented as follows.

RESEARCH RESULT

Analysis Stage

The analysis stage was undertaken to ascertain instructional requirements, prevailing learning conditions, and participants' anticipations concerning learning media within Arah Impian. Data collection involved preliminary interviews, direct observation, and a needs analysis questionnaire disseminated to prospective users. As per Branch (2009), the analysis stage is fundamental for diagnosing instructional challenges and identifying suitable solutions predicated on learners' characteristics.

A preliminary interview was conducted by the researcher with the proprietor of Arah Impian to identify specific learning needs and to delineate the required specifications for the instructional media.

The initial interview revealed that Arah Impian had consistently organized webinars, mentorship sessions, and professional development programmes centered on personal branding and communication proficiencies. However, these activities predominantly relied on oral presentations, thereby failing to supply structured learning

materials that participants could review autonomously after the sessions. Consequently, learners encountered difficulty in knowledge retention and in consistently applying the acquired concepts within their academic and professional spheres.

These findings were corroborated by the needs analysis questionnaire, which indicated that participants expressed a preference for learning materials that were concise, visually engaging, bilingual, and readily accessible via smartphones. Furthermore, participants expected instructional resources to be integrated with multimedia components such as videos, QR codes, and digital platforms. These insights align with UNESCO (2023), which underscores that ICT integration enhances learning accessibility, learner engagement, and independent study.

These observations are consistent with Bond et al. (2021), who emphasized learners' increasing preference for technology-supported learning environments that offer flexibility, accessibility, and opportunities for self-paced learning. Similarly, Crompton et al. (2023) asserted that integrating digital technology into educational resources boosts learner engagement and improves instructional effectiveness. Therefore, the development of an ICT-Based Bilingual Guidebook addresses both the instructional needs of Arah Impian and the evolving expectations of contemporary digital learners.

Design Stage

Based on the outcomes of the needs analysis, the researcher conceptualized an ICT-Based Bilingual Guidebook integrating both printed and digital learning resources. During this phase, the learning objectives, instructional content, visual aesthetics, bilingual presentation, and supplementary digital media were meticulously planned.

The guidebook was developed in both Indonesian and English, intended to assist learners in enhancing professional communication while concurrently improving English proficiency. Its visual aesthetic was crafted utilizing Canva, combining professional colour palettes, contemporary illustrations, and typography appropriate for university students and young professionals.



DAFTAR ISI	
BAB 1	PENGERTIAN PERSONAL BRANDING
	PENGERTIAN PERSONAL BRANDING 2
	MANFAAT PERSONAL BRANDING 12
	SELLING YOURSELF 18
BAB 2	MEMBANGUN PERSONAL BRANDING
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	PERSONAL BRANDING SEBAGAI PROSES YANG BERKELANJUTAN 28
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Fig. 1. Table of Contents of the Bilingual Guidebook

The guidebook encompasses four chapters: Understanding Personal Branding, Understanding Personal Potential, Building Personal Branding, and Implementing Personal Branding in Professional and Digital Environments. Each chapter features explanations, practical illustrations, reflective exercises, and activities designed to foster autonomous learning.

To augment the printed materials, the researcher additionally devised a digital learning platform enabling users to access supplementary instructional resources.



Fig. 2. Homepage Interface of the Supporting Website

The website functions as a repository for instructional videos, downloadable content, and additional references pertinent to personal branding and professional communication.

To facilitate seamless access to digital content, QR code technology was embedded within the guidebook.

The design process also incorporated principles of user-centred instructional design by ensuring that the learning materials were aesthetically pleasing, easy to navigate, and relevant to learners' characteristics. According to Mayer (2021), instructional content should minimize unnecessary cognitive load while maximizing learners' capacity to organize and assimilate new knowledge.

Development Stage

The development stage focused on transforming the instructional design into a comprehensive learning product through the preparation of guidebook content, production of instructional videos, development of the supporting website, and integration of QR code technology. During this phase, the researcher revised the initial design based on consultations with supervisors to ensure that the product fulfilled instructional objectives and users' needs.

The guidebook content was developed from literature on personal branding, professional communication, digital literacy, and career readiness. Materials were presented bilingually to strengthen both conceptual understanding and English communication skills.



Fig. 3. Sample Pages of the Developed Guidebook

Following completion of the manuscript, instructional video scripts were prepared to reinforce the learning materials. These scripts translated theoretical concepts into practical explanations supported by visual illustrations relevant to students and young professionals.

The instructional videos were subsequently recorded and edited using CapCut. Narration, illustrations, subtitles, animations, and transitions were integrated to create engaging multimedia learning resources.

A supporting website was also developed to centralize all learning resources.



Fig. 4. Website Display of the ICT-Based Learning Platform

QR codes were generated and embedded throughout the guidebook, allowing users to access instructional videos and website content directly from their smartphones.

Before implementation, several revisions were completed based on supervisors' suggestions regarding language accuracy, visual consistency, instructional organization, and multimedia integration. Continuous revisions improved instructional quality and visual presentation throughout the development process.

Expert Validation

Following completion of the product, expert validation was conducted involving a content expert, a media and ICT expert, and a language expert. The content expert evaluated the relevance, completeness, and accuracy of the instructional materials. The guidebook obtained an average score of 5.00 (Very Good). The media and ICT expert evaluated the visual appearance, readability, website functionality, instructional videos, and QR code integration. The product achieved an average score of 4.73 (Very Good).

The language expert evaluated grammatical accuracy, vocabulary selection, readability, and bilingual consistency. Minor revisions concerning punctuation and wording were incorporated before implementation.

Overall, the validation results confirmed that the ICT-Based Bilingual Guidebook fulfilled the criteria of instructional quality, technological integration, and language appropriateness, indicating that the product was feasible for implementation.

Implementation Stage

After expert validation and revision, the implementation stage was conducted during a sharing session organized by Arah Impian involving university students and young professionals.

Participants were introduced to the guidebook and guided through each chapter. The researcher demonstrated how to access instructional videos and the supporting website through the embedded QR codes.

The guidebook was officially handed over to Arah Impian as a sustainable instructional resource.

Participants actively explored the digital features and successfully accessed all learning resources without technical difficulties. These findings indicate that integrating printed materials with digital media creates a more interactive and learner-centred learning experience.

Evaluation and Discussion

The evaluation stage examined participants' responses through a questionnaire consisting of twenty-two statements measured using a five-point Likert scale.

The findings revealed that participants considered the guidebook informative, visually attractive, practical, and easy to understand. They also agreed that the instructional videos and supporting website effectively complemented the printed materials.

Participants further reported that the bilingual presentation enhanced their English vocabulary and strengthened their professional communication skills. Additionally, QR code integration simplified access to digital resources, enabling flexible and self-directed learning.

These findings support Bond et al. (2021), Crompton et al. (2023), Richards (2015), Selwyn (2022), and Mayer (2021), who emphasized that technology-supported and multimedia-based learning environments improve learner engagement, comprehension, motivation, and independent learning.

Compared with previous studies, this research contributes by integrating personal branding, professional communication, bilingual learning, and ICT-based instructional media into a single educational product. Consequently, the ICT-Based Bilingual Guidebook serves as an innovative instructional resource for educational institutions and self-development communities.

CONCLUSION

This study successfully developed an ICT-Based Bilingual Guidebook for Personal Branding and Professional Communication at Arah Impian using the Design and Development Research (DDR) approach with the ADDIE instructional design model. The developed product integrates a bilingual printed guidebook with instructional videos, a supporting website, and QR code technology to create a flexible and interactive learning environment. The results of expert validation and participant evaluation demonstrated that the product is highly feasible in terms of instructional content, media design, technological integration, and language quality. Furthermore, the guidebook effectively supports independent learning while enhancing learners' personal branding, professional communication skills, English proficiency, and digital literacy. These findings indicate that the objectives of this study were successfully achieved. Future research is recommended to implement the guidebook on a wider scale involving participants from different educational institutions and professional communities and to enrich the product with interactive assessments, mobile applications, artificial intelligence, and learning analytics to further improve learning effectiveness.

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