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DPB50163 BUSINESS PROJECT

REPORT

MARKETING WARRIOR

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We acknowledge the release of the project's intellectual properties to the above-mentioned polytechnic to fulfill the requirement of being awarded a Diploma in Business Studies.

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LETTER OF AUTHORIZATION

We declare that the work in this final year project paper was carried out in accordance with the regulation of Polytechnic. It is original and is the result of our own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any diploma or qualification.

We hereby acknowledge that we have been supplied with the Academic Rules and Regulations for Undergraduate Polytechnic, regulating the conduct of my study and research.

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ABSTRACT

This study introduces the "Marketing Warrior Game Card," an innovative educational tool designed to enhance learning and engagement among students studying marketing concepts. Traditional study methods often fail to address diverse learning styles, resulting in diminished student motivation and retention of knowledge. The Marketing Warrior Game Card integrates gamification principles with marketing theories to create an interactive and engaging learning experience. By combining strategic gameplay with real-world marketing scenarios, students can better understand complex concepts, improve retention, and develop critical thinking and teamwork skills. Surveys and trials conducted with Commerce Department students revealed significant improvements in engagement and understanding, demonstrating the tool's effectiveness in fostering active learning. This research highlights the potential of gamified educational tools to revolutionize traditional teaching methods. It emphasizes the importance of interactive learning in making education enjoyable and accessible. The findings suggest that the Marketing Warrior Game Card is not only a valuable resource for academic success but also a means of developing essential soft skills for future professional environments.

TABLE OF CONTENT

DECLARATION OF ORIGINALITY	I
LETTER OF AUTHORIZATION.....	III
ACKNOWLEDGEMENT	V
ABSTRACT	VI
CONTENTS	VII
LIST O TABLE	X
LIST OF FIGURES	XI
CHAPTER 1: INTRODUCTION	
1.1 INTRODUCTION	1
1.2 BACKGROUND OF PROJECT	3
1.3 PROBLEM STATEMENT.....	4
1.4 PROJECT OBJECTIVES.....	5
1.5 PROJECT QUESTION	6
1.6 SCOPE OF THE PROJECT.....	6
1.7 SIGNIFICANCE OF THE PROJECT	6
1.7.1 PROJECT IMPORTANCE	7
1.7.2 SWOTANALYSIS.....	8
1.8 OPERATIONAL DEFINITION.....	10
1.8.1 TRADITIONAL STUDY METHOD.....	10
1.8.2 INTERACTIVE TOOL	10
1.8.3 EFFECTIVE LEARNING.....	10
1.9 SUMMARY.....	11
CHAPTER 2: LITERATURE REVIEW	
2.1 INTRODUCTION	12

2.2 ADDIE MODEL	13
2.2.1 ANALYZE	14
2.2.2 DESIGN.....	14
2.2.3 DEVELOPMENT.....	14
2.2.4 IMPLEMENTATION.....	15
2.2.5 EVALUATION	15
2.3 PREVIOUS STUDIES / REVIEW / INVESTIGATIONS	15
2.3.1 TEAM ENGAGIN GAME:NURTURIN DEVELOPMENT WELLBEING.....	16
2.3.2 THE DIVERSE IMPACT OF MARKETING WARRIOR GAME ON COMMERCE DEPARTMENT STUDENTS	18
2.4 SUMMARY.....	19
CHAPTER 3: METHODOLOGY	
3.1 INTRODUCTION	21
3.2 RESEARCH FRAMEWORK.....	22
3.2.1 ANALYZE	22
3.2.2 DESIGN.....	26
3.2.3 DEVELOP	28
3.2.4 IMPLEMENTATION	28
3.2.5 EVALUATION	29
3.2.6 METHO OF COLLECTING DATA.....	30
3.3 CONCLUSION.....	32
CHAPTER 4: DATA ANALYSIS AND RESEARCH FINDINGS	
1. 1 INTRODUCTION	33
4.2 DESCRIPTIVE ANALYSIS.....	34
4.3 CENTRAL TENDENCIES MEASUREMENT CONSTRUCTS	34
4.4 DISCUSSION	43
4.5 SUMMARY	44
CHAPTER 5: CONCLUSION AND RECOMMENDATION	
5.1 CONCLUSION.....	45
5.2 RECOMMENDATION	46
5.2.1 DEVELOP DIGITAL VERSION.....	46

5.2.2 EXPAND RANGE MARKETING	47
5.2.3 INTRODUCE MORE GAMIFICATION ASPECTS	47
5.3 ACCHIVEMENT OBJECTIVE	47
5.4 SUMMARY	48
REFERENCES	50
APPENDIX A: GANTT CHART	58
APPENDIX B: PROJECT TOTAL COST	59
APPENDIX C: PRODUCT MARKET PRICE	60

LIST OF TABLE

NO.	TITLE	PAGE
1.1	SWOT Analysis Table	9
4.1	Statistical Summary	35

LIST OF FIGURES

NO.	TITLE	PAGE
3.1	ADDIE Model	22
3.2	Question 1	23
3.3	Question 2	23
3.4	Question 3	24
3.5	Question 4	24
3.6	Question 5	25
3.7	Question 6	25
3.8	Question 7	26
3.9	Implement “Marketing Warrior Game Card” to DPM students at Commerce Department	28
3.10	Google Form Questions	30
3.11	Google Form Questions	31
3.12	Google Form Questions	31
3.13	Google Form Questions	32
4.1	Students Satidfication	37
4.2	Respondent Opinions (Understand Marketing Concpets)	38
4.3	Respondent Opinions (Fun to Play)	39
4.4	Respondetns Opinions (Memorize Merketing Concepts)	40
4.5	Respondetns Opinions (QR Code Sacning)	41
4.6	Attractiveness Marketing Warrior	42
4.7	Recommended Marketing Warrior	43

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

The *Marketing Warrior* game card represents an innovative teaching aid designed to revolutionize the way marketing concepts are taught and learned. As gamification continues to reshape educational landscapes, tools like the *Marketing Warrior* game bridge the gap between theoretical knowledge and real-world application, providing an interactive and engaging learning experience for students. By embedding marketing concepts such as market segmentation, brand positioning, and strategic decision-making into gameplay, the game creates an environment where students actively apply their knowledge in dynamic and realistic scenarios. This aligns with the principles of active learning, where hands-on engagement fosters deeper understanding and retention of complex concepts (Silva et al., 2019; Martín-Hernández et al., 2021). Unlike traditional teaching methods, which often rely on passive instruction, this gamified approach encourages students to think critically, experiment, and reflect on their decisions, enhancing both cognitive and emotional engagement (Garber et al., 2012; Brom et al., 2016).

Educational games like the *Marketing Warrior* game card also serve as powerful tools to improve student motivation and collaboration. Research has shown that gamified learning increases engagement by presenting challenges and feedback in an enjoyable and stimulating way (Caruana et al., 2016). The inclusion of teamwork in the game further supports collaborative learning, as students must communicate, strategize, and solve problems together, which mirrors real-world

marketing dynamics (Martín-Hernández et al., 2021). By promoting such social interactions, the game not only builds technical marketing skills but also enhances soft skills like teamwork, leadership, and emotional intelligence. Additionally, team-based gameplay fosters psychological safety, enabling students to experiment and innovate without fear of failure, an environment that is crucial for cultivating creativity and adaptability (Parker & du Plooy, 2021).

A key strength of the *Marketing Warrior* game is its capacity to simulate real-world marketing challenges, offering students a safe space to test their decision-making abilities in scenarios that closely resemble professional contexts. Such practical exposure is critical for developing entrepreneurial skills, as it enables students to analyze data, adapt to market changes, and make strategic decisions under pressure (Thanasi-Boçe, 2020). This approach ensures that students not only grasp the theoretical foundations of marketing but also gain the confidence and competence to apply their knowledge effectively in real-world situations. Moreover, the game's structure, which integrates immediate feedback and adaptive challenges, aligns with flow theory, creating an immersive experience that maintains students' focus and interest throughout the learning process (Silva et al., 2019).

Beyond its cognitive benefits, the *Marketing Warrior* game also addresses emotional and social dimensions of learning. The game uses emotionally engaging narratives and scenarios to make marketing concepts more relatable and memorable, thereby increasing the retention of knowledge (Brom et al., 2016). Research highlights that emotionally stimulating games inspire creativity and foster a positive attitude towards learning, making students more receptive to challenging topics (Garber et al., 2012; Caruana et al., 2016). The interactive nature of the game also encourages students to view learning as a low-pressure and enjoyable activity, reducing the stress often associated with academic challenges (Drea et al., 2005). By integrating emotional engagement with intellectual development, the *Marketing Warrior* game helps students build

resilience, confidence, and a lifelong enthusiasm for learning.

1.2 BACKGROUND OF PROJECT

In recent years, education systems worldwide have increasingly integrated digital tools and online platforms to support learning. While these advancements have opened new opportunities for learners, traditional learning processes often lack the interactive elements necessary for deeper engagement and understanding. This absence of interactivity can result in passive learning, where students are recipients of information rather than active participants in the learning process (Dumford & Miller, 2018). Such issues highlight the need for interactive environments that engage students cognitively and emotionally in their education.

Numerous studies have emphasized the importance of interactive learning environments. Francescucci and Rohani (2018) argued that interactive, real-time, instructor-led online platforms create learning experiences comparable to traditional face-to-face methods, with equivalent student performance and engagement outcomes. Their findings underscore the critical role of interaction in fostering deeper learning. Additionally, Ferrer et al. (2020) demonstrated that online learning environments that actively involve students through collaborative and interactive tools significantly enhance motivation and engagement. These tools stimulate critical thinking and improve students' ability to connect theoretical knowledge with real-world applications.

Despite these insights, many educational institutions still rely on conventional teaching methods, such as lectures and textbook assignments, that fail to fully leverage interactive tools. Research by Northey et al. (2015) highlighted that while traditional methods may effectively deliver content, they often lack mechanisms for meaningful student-instructor or peer-to-peer interactions. This gap limits the potential for engagement, which is critical for maximizing learning outcomes. Moreover, Paulsen and McCormick (2020) found that students in traditional settings report higher levels of collaborative learning and instructor interaction compared to many online learners, further emphasizing the

importance of enhancing interactivity in educational settings.

Several tools and platforms now aim to address these challenges by introducing interactivity into the learning process. For instance, gamification platforms like Kahoot and Quizzes promote active participation through engaging, game-based quizzes, allowing students to reinforce knowledge in a fun and interactive manner. Similarly, learning management systems (LMS) like Google Classroom and Microsoft Teams offer collaborative features designed to enhance interaction and engagement (Knapp, 2018). However, as Muir et al. (2022) pointed out, these tools are often underutilized due to a lack of institutional emphasis on interactivity or inadequate training for educators. This underutilization limits the tools' potential to transform passive learning into an active, collaborative experience.

The integration of interactive tools and strategies into education represents a significant step forward in addressing the limitations of traditional methods. By fostering collaboration, promoting critical thinking, and enhancing engagement, interactive environments create a more dynamic and effective learning process. As research continues to support the benefits of these approaches, it becomes increasingly important for educators and institutions to prioritize interactivity in their teaching methods and technological implementations.

1.3 PROBLEM STATEMENT

The core issue is that traditional study methods do not cater to the diverse learning styles of students. Many students find it difficult to concentrate and retain information when studying from textbooks or standard digital resources. The lack of interactive and engaging study tools makes it challenging for students to maintain interest and motivation, leading to poor academic performance. This problem affects students' academic success, leading to lower grades, increased stress, and diminished confidence in their abilities. Current solutions include modern study guides, flashcards, online learning platforms, and educational apps. Learning style is the way in which each learner begins to concentrate on,

process, absorb, and retain new and difficult information (Dunn and Dunn, 1992; 1993; 1999). The interaction of these elements occurs differently in everyone. Therefore, it is necessary to determine what is most likely to trigger each student's concentration, how to maintain it, and how to respond to his or her natural processing style to produce long term memory and retention. To reveal these natural tendencies and styles, it is important to use a comprehensive model of learning style that identifies each individual's strengths and preferences across the full spectrum of physiological, sociological, psychological, emotional, and environmental elements. (International Learning Styles Network, 2008).

1.4 PROJECT OBJECTIVE

The following are the project objectives that serve as a guide for the Marketing Warrior which need to be achieved, including:

1. To help students better retain and recall key marketing concepts by engaging with the material in an interactive and memorable way.
2. To make studying more enjoyable and motivating, thereby increasing the time students are willing to spend on learning marketing concepts.
3. To foster teamwork and collaborative learning among students by creating an engaging, competitive environment where they can learn from each other.

1.5 PROJECT QUESTIONS

Three project questions are posed to aid the researcher in achieving the research objectives. The project questions are as follows:

Question 1: How does the use of the game improve students' ability to remember and understand key marketing concepts?

Question 2: Does the game enhance students' enjoyment and motivation towards studying marketing?

Question 3: How does the game facilitate teamwork and collaborative learning among students?

1.6 SCOPE OF THE PROJECT

The purpose of our study is to help students to gain better marks in their continuous assessments and final exam. The study's focus is on students who have difficulty in using the traditional study method which lead to lower marks and cause stress.

Additionally, attempts have been made in our study to investigate the features of students, which adds additional aspects to our research. The data was gathered from the students for this reason.

1.7 SIGNIFICANCE OF THE PROJECT

1. Highlight Educational Benefits:

- Emphasize how the game improves learning by making studying more engaging and interactive.
- Showcase how the game integrates effective study techniques like flashcards, memory

2. Appeal to Both Students and Educators:

- For Students: Present the game as a fun and competitive way to improve their grades, reducing study anxiety.
- For Educators and Parents: Highlight the educational value and how it aligns with learning goals, making it a useful tool for classroom or home study support.

3. Ease of Use:

- Promote its simplicity and how students can easily integrate it into their study routines.
- Include mobile and digital accessibility, if applicable, to appeal to tech-savvy students.

4. Feature Game Elements:

- Emphasize the warrior theme to excite students about the game. Use character designs, challenges, and rewards that resonate with adventure and competition.
- Explain how gameplay enhances motivation- players earn rewards or level up by mastering academic content

1.7.1 PROJECT IMPORTANCE

1. Engagement and Motivation:

Game-based learning tools, like study cards, make studying more interactive and enjoyable. By promoting such cards, educators and companies can capture students' attention, making it easier for them to stay motivated and consistent with their learning.

2. Cognitive Benefits:

Marketing these game cards can highlight their ability to reinforce active learning techniques like problem-solving, critical thinking, and recall, which are essential for long-term understanding.

3. Appealing to Different Learning Styles:

Game cards can be marketed as catering to visual, kinesthetic, and auditory learners. The interactive nature of game cards helps students who may struggle with traditional studying methods.

4. Broad Accessibility:

With the right marketing strategies, these cards can be made accessible to students of various age groups and educational levels, emphasizing how universally beneficial they are for learners.

1.7.2 SWOT ANALYSIS

SWOT analysis or (SWOT matrix) is a strategic planning and strategic management technique used to help a person or organization identify Strengths, Weaknesses, Opportunities, and Threats related to business competition or project planning. It provides a structured framework for assessing the current state of a specific project and helps in making informed decisions about future strategies.

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> ▪ Interactive Learning: Makes studying fun and engaging through game-based learning, enhancing retention ▪ Portable and Convenient: Easy to carry and use anywhere, making studying accessible on-the-go ▪ Collaborative: Encourages group study and team-building, helping students learn from one another. ▪ Motivational: The competitive element can inspire students to participate more in their studies. 	<ul style="list-style-type: none"> ▪ Risk of Distraction: Students might focus more on winning the game rather than learning the material ▪ Dependence on Rules: Some students may find it difficult to follow the game's rules, reducing its effectiveness ▪ High Production Costs: Physical cards could be expensive to produce compared to digital solutions <p>Limited Depth: May not cover complex topics in-depth, potentially oversimplifying key concepts</p>
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> ▪ Digital Expansion: Can develop a digital version of the game to reach a wider audience, including online learners. ▪ Collaboration with Educational Institutions: Partner with schools, universities, and tutoring centers to integrate the game into curricula. ▪ Customization: Offer tailored versions of the game for different subjects or student levels. ▪ Expansion into Corporate Training: Adapt the game for use in corporate settings for skill development and team-building exercises. 	<ul style="list-style-type: none"> ▪ Cost Sensitivity: If the game is priced too high, it could limit accessibility, particularly for students on a budget ▪ Competition from Digital Learning Tools: Many students might prefer free or widely accessible online platforms and apps for studying. ▪ Rapid Technological Change: Emergence of more advanced or interactive educational technologies could overshadow the product. ▪ Shifting Educational Trends: If educational methods change, the product may need to constantly adapt to remain relevant.

Table 1.1 : SWOT Analysis Table

1.8 OPERATIONAL DEFINITION

These are the terms and its operational definition:

1.8.1 TRADITIONAL STUDY METHOD

The traditional study method refers to conventional approaches to learning that have been used for many years. These methods typically involve passive learning, such as reading textbooks, taking notes during lectures, memorizing information, and reviewing material through repetition. Students often rely on printed materials, structured lessons, and teacher-led instruction. This method emphasizes individual work, regular assessments like tests or quizzes, and the retention of factual knowledge to achieve academic success.

1.8.2 INTERACTIVE TOOL

An interactive tool is a digital or physical system designed to facilitate user engagement by allowing them to input data, make selections, or control elements to achieve a specific outcome or response. These tools typically provide real-time feedback, making them useful for tasks such as learning, problem-solving, design, or analysis. Examples of interactive tools include educational apps

1.8.3 EFFECTIVE LEARNING

Effective learning is a process in which individuals not only acquire knowledge but also develop the ability to apply that knowledge in practical situations. It involves a deep understanding of concepts, critical thinking, and problem-solving skills.

Effective learning promotes retention and transfer of knowledge to new contexts, emphasizing the importance of both understanding and the ability to use what has been learned. It is supported by motivation, feedback, and the use of diverse strategies that cater to different learning styles.

1.9 SUMMARY

The innovative game card designed to transform study sessions into engaging and effective learning experiences. These cards are crafted to make studying more enjoyable and productive by incorporating game-like elements into the learning process. Each card features interactive activities, tailored to reinforce key concepts and improve retention. By blending educational content with gamification, our card aims to ease the studying method, reduce stress, and help students retain information more effectively. With this card, students can approach their studies with a refreshed mindset, making learning a more dynamic and rewarding experience.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The *Marketing Warrior* game card is a gamified educational tool designed to transform the teaching and learning of marketing concepts through an engaging and interactive approach. Gamification, which involves applying game elements to non-game settings, has been increasingly adopted in education as a means to enhance student motivation, engagement, and learning outcomes (Saleem et al., 2021). By integrating real-world marketing scenarios into gameplay, the *Marketing Warrior* game card allows students to immerse themselves in dynamic marketing challenges, bridging the gap between theoretical concepts and practical applications (Subhash & Cudney, 2018).

As a teaching aid, the *Marketing Warrior* game card addresses the limitations of traditional educational methods, such as lectures and rote memorization, which often fail to engage students effectively. Research shows that gamified tools like this game card not only motivate students but also foster deeper learning by enabling them to actively participate in problem-solving and decision-making processes (McCoy et al., 2016). The game incorporates elements such as point systems, levels, and real-time feedback to create a stimulating environment that encourages students to master marketing concepts while enhancing critical thinking skills (Bernik et al., 2017). These features align with modern educational theories emphasizing active and experiential learning.

The game also integrates core marketing concepts, including market segmentation, branding strategies, and competitive positioning, into its gameplay. This approach provides a hands-on learning experience, allowing

students to explore and apply theoretical knowledge in a simulated environment that mirrors real-world business scenarios. Such practical exposure is crucial for developing entrepreneurial and strategic decision-making skills, as highlighted by Loureiro et al. (2020) in their review of gamification in marketing education. Additionally, the game's collaborative and competitive features promote teamwork, communication, and leadership skills, which are essential for success in the marketing field (Durso et al., 2019).

Furthermore, gamification has been shown to improve learning retention and create a positive attitude toward education. Tools like the *Marketing Warrior* game card engage students emotionally, making learning more enjoyable and memorable. Research by Su and Cheng (2015) demonstrated that gamified learning environments significantly enhance both motivation and academic performance, as students are more likely to invest effort when the process is enjoyable and rewarding. The game's design also provides an inclusive learning platform, catering to diverse learning styles and ensuring that all students, regardless of their academic background, can benefit from the experience (Leon & Peña, 2021).

2.2 ADDIE MODEL

ADDIE model is a learning model used by instructional designers and training developers to create effective learning experiences. There are 5 steps in this ADDIE Model which are analysis, design, development, and evaluation. This ADDIE model is designed to improve our product. The ADDIE model is often used to describe a systematic approach to instructional development. The purpose of this model is to produce teaching designs and learning materials so that the delivery of teaching will be more effective and efficient. This model can be used for various forms of product development in learning activities such as learning strategies, learning methods, media, and teaching materials (Adriani et al., 2020; Dwitianti et al., 2020).

2.2.1 ANALYZE

Students struggling with marketing concepts often face cognitive and practical challenges. They lack foundational knowledge, struggle to apply theoretical concepts to real-world scenarios and struggle with analytical thinking and data interpretation. Time management and overwhelming marketing language also contribute to their difficulty in mastering marketing concepts. These factors hinder their ability to solve marketing problems effectively. This stage is a process of defining what learners will learn, namely conducting a need assessment, identifying problems (needs), and conducting task analysis. Therefore, the output that will be produced is in the form of characteristics or profiles of prospective learners, identification of gaps, identification of needs, and detailed task analysis based on needs (Mustadi et al., 2022; Raihan et al., 2018).

2.2.2 DESIGN

The design stage is one of the critical stages in developing learning materials. At this stage, the design and detail of how the learning material will be built based on the entire development and implementation process (Hamid et al., 2017; Hamid et al., 2021). Set specific learning objectives for struggling students, such as reinforcing basic marketing concepts, improving their ability to apply theory to practice, and boosting confidence in problem-solving.

2.2.3 DEVELOPMENT

Development is the process of realizing the blueprint or design into reality in learning activities. At this stage: e-learning can be developed and the use of certain platforms for learning (Muruganantham, 2015; Ofosu-Asare et al., 2019). We develop a prototype that includes differentiated content and support features designed for struggling students. Ensure that the game card design is accessible

and engaging for all students.

2.2.4 IMPLEMENTATION

Implementation is the real step to implementing the developed learning system (Hafni et al., 2022; Sarwa et al., 2021). This means that in this stage everything that has been developed is installed and set up in such a way as to suit its role and function so that it can be implemented. Implement the game with a focus on struggling students, perhaps in smaller, more supportive settings. Consider using the game in remedial sessions or as part of a flipped classroom approach, where students can engage with the material at their own pace.

2.2.5 EVALUATE

The evaluation stage in this learning is carried out until the formative evaluation aims for revision needs (Mustadi et al., 2022; Raihan et al., 2018). Based on the results of expert reviews and field trials carried out at the implementation stage, two stages of data analysis are then carried out, namely qualitative data analysis and quantitative data. Collect specific feedback from students regarding their experience with the game. Use surveys, focus groups, or one-on-one interviews to understand how the game impacted their learning.

2.3 PREVIOUS STUDY / REVIEW/ INVESTIGATIONS

Recently, there has been a rise in interest in augmented reality (AR) technology for educational purposes. Researchers describe how implementing AR can boost students' self-efficacy in learning, increase their motivation, and enable them to be more receptive to higher-level ideas (Garzón et al., 2019). Studies indicate that AR can improve the learning experience by allowing students to engage in physical exploration rather than relying solely on conventional classroom instruction (Turan et al., 2018). Moreover, incorporating AR allows students to become more involved in their learning, leading to improved educational outcomes. AR supports the development of problem-solving and higher-order reasoning skills, making it applicable across various subjects and educational

levels, from preschool to college (Garzón & Acevedo, 2019).

Additionally, AR is an engaging way to learn. For instance, using AR-enabled books or cards as markers, students can display objects in 3D through their devices, enhancing their learning experience (Di Serio et al., 2013). AR has been shown to inspire students to study more effectively. For example, research demonstrates that AR can support, empower, and assist students, facilitating rapid adaptation to laboratory settings. AR helps students visualize objects more clearly in 3D compared to 2D, aiding in understanding complex concepts (Badilla-Quintana et al., 2020). These tools are predicted to enhance learning outcomes and may eventually replace conventional teaching-learning models (Şahin & Yilmaz, 2020).

An AR card game can serve as a condensed version of a textbook, simplifying complex topics into manageable and engaging formats. By transforming traditional learning methods into interactive games, AR fosters an enjoyable and effective learning environment (Majeed & Ali, 2020). Implementing AR in education holds the potential to revolutionize the learning process. Students struggling with visualizing three-dimensional structures or lacking motivation may find AR's interactive approach to be an effective and stimulating way to learn (Huang et al., 2019).

2.3.1 TEAM ENGAGING GAME : NURTURING DEVELOPMENT WELLBEING

Team-based games have emerged as powerful tools for fostering development and enhancing well-being. These games provide participants with opportunities to cultivate collaboration, communication, and critical thinking within an engaging and supportive environment. Research demonstrates that team-based games significantly enhance teamwork skills and contribute to emotional and social well-being. For example, Martín-Hernández et al. (2021) found that game-based learning (GBL) improved teamwork engagement, team-building competence, and innovation behaviors among students. Similarly, Riivari et al. (2021) highlighted how games in a human resource management course fostered

self-reflection and continuous information sharing among team members, which are critical for collaborative learning.

Psychological safety is a key factor in effective teamwork, and team-based games have been shown to enhance this trait. Parker and du Plooy (2021) reported that participants in team-based games experienced increased psychological safety, leading to improved team learning and performance. This highlights the importance of creating safe spaces for teams to collaborate and innovate. Additionally, team-based games play a crucial role in developing leadership and personal skills. Sousa and Rocha (2018) found that GBL fostered essential leadership competencies such as motivation, facilitation, and communication, preparing participants for real-world leadership roles.

Social presence and emotional well-being are also integral to team dynamics. Hudson and Cairns (2016) explored how winning or losing in team-based games affects social presence and found that losing negatively impacts cooperative social presence within teams. However, games that encourage frequent interaction and collaboration foster a stronger sense of community and belonging. Beyond fostering teamwork, these games are linked to the development of critical 21st-century skills. Qian and Clark (2016) concluded that team-based games effectively develop adaptability, critical thinking, and creativity, equipping participants with skills needed for modern professional and social contexts.

Games also provide an engaging platform to explore complex emotions and build resilience. Brom et al. (2016) observed that games with competitive social role-play elements induced positive affect, which mediated learning gains, making them effective for both emotional and cognitive development. These findings suggest that team-based games are not only tools for improving technical and interpersonal skills but also for enhancing emotional resilience and overall engagement.

2.3.2 THE DIVERSE IMPACT OF MARKETING WARRIOR GAME ON COMMERCE DEPARTMENT STUDENTS

The adoption of gamified learning tools like *Marketing Warrior* represents a transformative approach in education, particularly within commerce and marketing disciplines. Educational games are increasingly recognized for their ability to enhance motivation, engagement, and academic outcomes while fostering critical thinking and problem-solving skills. Research has shown that these tools significantly improve academic performance by promoting active learning and better knowledge retention. For example, Liu et al. (2020) found that students using game-based learning methods achieved higher learning outcomes compared to traditional methods due to increased motivation and engagement. Similarly, Keech et al. (2011) demonstrated that students who developed their own review games retained knowledge better than those taught through conventional lectures.

One of the key benefits of gamified learning is its ability to engage students. According to Silva et al. (2019), game-based tools in marketing education, such as *Marketinggame*, create a "flow state" where students experience high levels of concentration and enjoyment, leading to better academic outcomes. Additionally, Yu et al. (2020) highlighted the role of gamification in sustaining motivation, showing that well-designed games improve not only engagement but also student satisfaction with learning processes. These features make gamified learning an effective method for maintaining student interest and participation.

Educational games also provide a platform for students to develop critical thinking and problem-solving skills. For instance, Thanasi-Boçe (2020) found that marketing simulation games help students enhance entrepreneurial capacities by challenging them to analyze data, make strategic decisions, and respond to market dynamics. Vandercruysse et al. (2013) observed that gamified environments emphasizing competition and collaboration improved students'

decision-making abilities and teamwork skills, which are essential for professional success in the business world.

In addition to fostering critical skills, games like *Marketing Warrior* offer personalized learning experiences that cater to different learning styles. According to Garber et al. (2012), marketing games provide inclusive learning environments where students can adapt gameplay to their preferred learning styles, ensuring that diverse learners benefit equally. Furthermore, Jackson and McNamara (2013) emphasized that gamified tutoring systems maintain long-term student motivation, helping learners master complex skills through sustained engagement. Such personalization ensures that the educational experience is effective for a wide range of learners.

Gamified learning tools also prepare students for real-world challenges by simulating professional scenarios. These games often include elements like market analysis, campaign management, and financial decision-making, which are critical for business professionals. Huang (2019) demonstrated that such simulations significantly improve students' confidence and readiness to face professional challenges. This makes gamified tools like *Marketing Warrior* invaluable in bridging the gap between theoretical knowledge and practical application.

2.4 SUMMARY

Effective educational game design can be approached methodically with the help of the ADDIE model, which guarantees that the resources are customized to the requirements of the students. As was mentioned, emotionally charged games not only improve cognitive function but also encourage social and emotional growth, creating a more comprehensive learning environment. These games encourage a variety of learning styles, boost motivation, and create a more participatory learning environment by making learning enjoyable and

interesting. They also aid in filling in gaps in traditional education by providing a more individualized and emotionally compelling approach to learning difficult subjects.

It is now clear how emotionally charged games can be used in the classroom to improve student learning thanks to the foundation this chapter has created. Subsequently, the research will investigate how the Marketing Warrior game explicitly addresses these issues, applying the theoretical frameworks covered in the literature to create a tool that fulfils students' emotional and cognitive requirements.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

In this chapter, we will address the theoretical perspective based on our objectives and research question by describing the research framework, data collection method, research instruments, population and sampling techniques, research sample, data analysis method and research measurement. Questionnaires surveys are used to perform this analysis, which is entirely descriptive and statistically significant.

3.2 RESEARCH FRAMEWORK

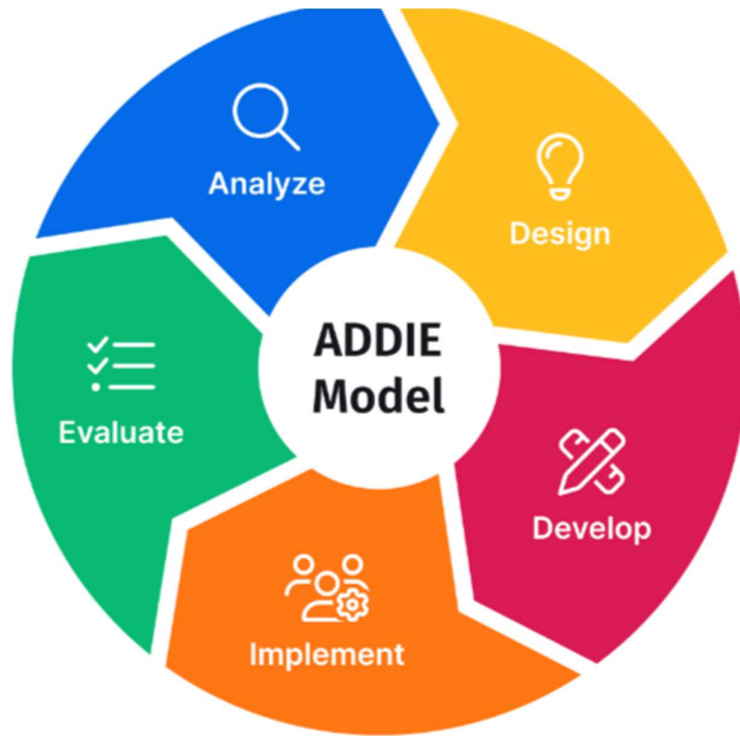


Figure 3.1 : ADDIE Model

The method used for improvise our product which is game card. ADDIE Model research is include 5 stages which is analyze, design, develop, implement, and evaluate to improve product. Each stage must be performed in accordance with the ADDIE model's guidelines, but with a focus on the process of evaluation and iteration.

3.2.1 ANALYZE

The Addie Model framework's initial phase is examined. Our primary focus will be on Commerce Department students who are taking marketing subject. We created a questionnaire and analyze whether students are really interested in playing games while studying. A total of 50 respondents are required.

The goal of our questionnaire is to collect data on students interest on our product named Marketing Warrior. This stage helped us to easily identify the data and easy for us to design the product.

.DO YOU LIKE PLAYING BOARD GAMES ?

53 responses

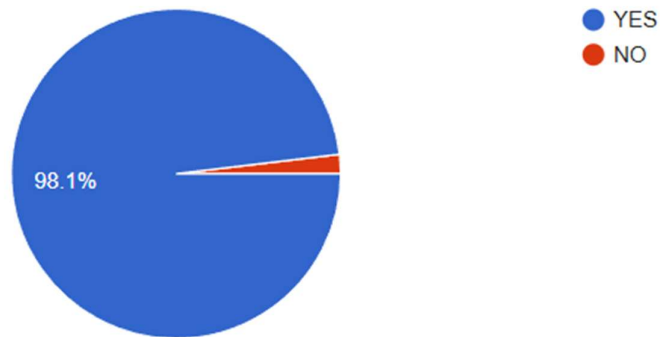


Figure 3.2 : Question 1

DO YOU THINK BOARD GAMES CAN HELP YOU LEARN MARKETING ?

[Copy chart](#)

1= Strongly disagree

2 = Disagree

3 = Neutral

4= Agree

5 = Strongly agree

53 responses

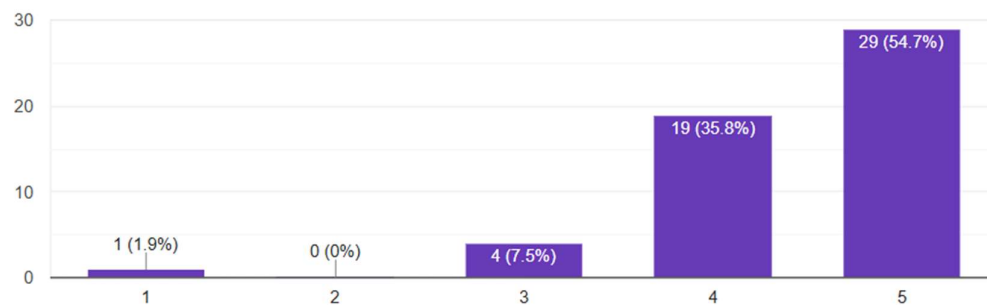


Figure 3.3 : Question 2

DO YOU THINK BOARD GAMES CAN HELP YOU LEARN MARKETING ?

[Copy chart](#)

1= Strongly disagree

2 = Disagree

3 = Neutral

4= Agree

5 = Strongly agree

53 responses

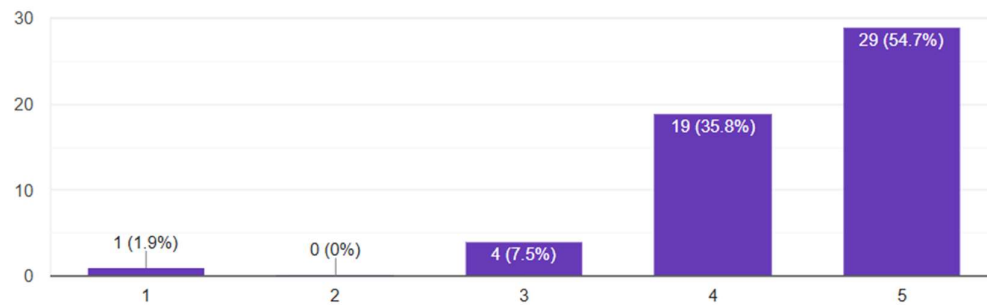


Figure 3.3 : Question 3

DID PLAYING BOARD GAMES HELP YOU TO UNDERSTAND MARKETING BETTER ?

[Copy chart](#)

1= Strongly disagree

2 = Disagree

3 = Neutral

4= Agree

5 = Strongly agree

52 responses

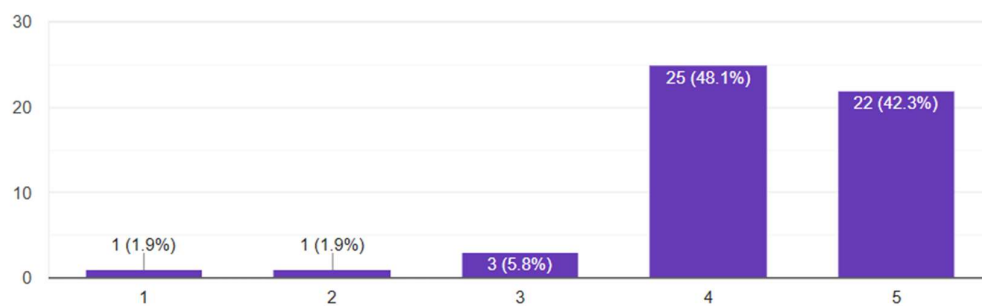


Figure 3.4 : Question 4

WOULD YOU LIKE TO PLAY BOARD GAMES TO THIS MARKETING SUBJECT ?

[Copy chart](#)

1= Strongly disagree

2 = Diagree

3 = Neutral

4= Agree

5 = Strongly agree

52 responses

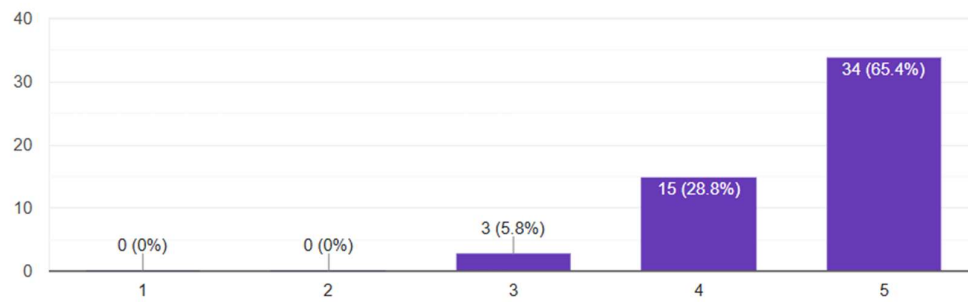


Figure 3.5 : Question 5

DID YOU THINK BOARD GAMES ARE A GOOD WAY TO LEARN TOGETHER ?

[Copy chart](#)

1= Strongly disagree

2 = Diagree

3 = Neutral

4= Agree

5 = Strongly agree

51 responses

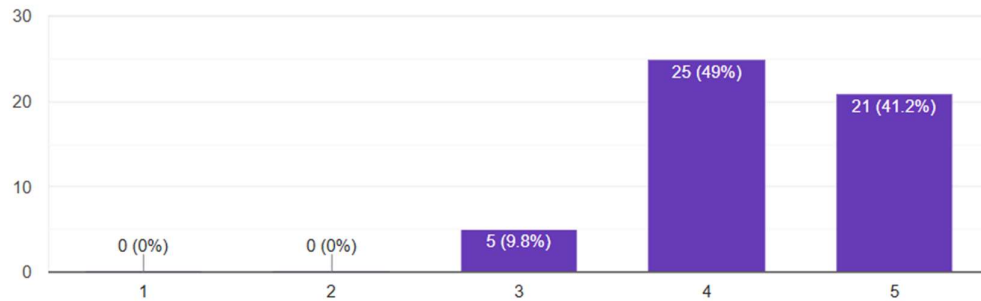


Figure 3.6 : Question 6

SHOULD WE USE MORE BOARD GAMES IN YOUR MARKETING CLASS TO LEARN IT IN MORE EASY WAY ?

 Copy chart

1= Strongly disagree

2 = Diagree

3 = Neutral

4= Agree

5 = Strongly agree

51 responses

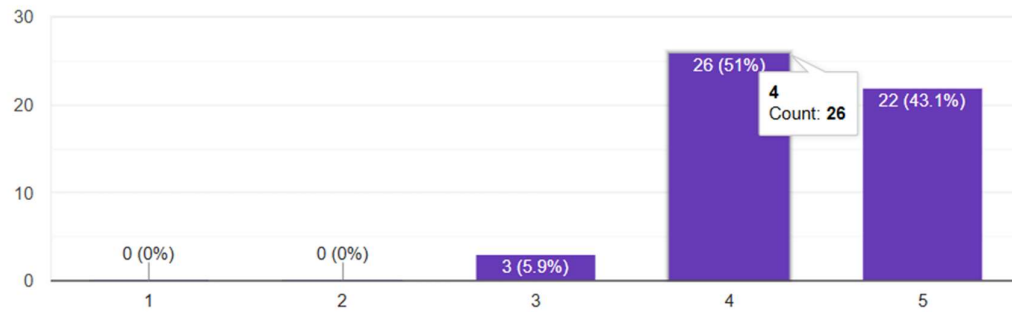


Figure 3.7 : Question 7

3.2.2 DESIGN

The following stage is design, which is highly vital in the creation of our product, Marketing Warrior. All the data gathered from the survey questionnaire in the previous stage will be reviewed for use in the design procedure. From the survey above we finalize and determine what type of game can create based on students preferences. The main goal is to develop the game card and to be a beneficial study material for students and reduce their stress towards studies.

Therefore, initial planning has been done in this phase to visualize the project's outcome for it to work successfully and clearly. Related ideas for creating the board game have been sketched up, including the game's functionalities, materials and characters combination specified based on "Warrior" theme specifically for the product. These concepts were quite useful as guidance for the next step, the development process.

FUNCTION :

The design of this product is very convenient for students usage. Learning about concept of marketing in class or using notes or textbook gave students some difficulties on understanding the concept. So, the creation of our game card will help them to learn about concept of marketing very easily and joyfully.

Besides, the board game, we create some warrior characters to attract students attention towards playing games. Moreover, to keep the game more interesting, we placed a challenging card for them to challenge themselves in answering the marketing questions. Students can foster teambuilding, think critically to answer the questions in the game board.



Figure 3.8 : Design board Marketing Warrior

3..2.3 DEVELOP

The stage for developing our product, Marketing Warrior Game Card, has started to begin. The process to make our product run smoothly according to what we have planned. We also asked for some advice and guidance from our supervisor, Puan Ruzanna, before we started the process. Various ideas and processes are carried out to ensure that our products are in good condition and beneficial to students for play.

The process includes surveying for the best materials for the board, how to arrange the questions cards and challenging card on the board, searching for the packaging of the game board and many more.

3.2.4 IMPLEMENTATION



Figuer 3.9 : : Implement “Marketing Warrior Game Card” to DPM students at Commerce Department

The fourth phase of the Addie Model framework is implementation. This phase will demonstrate and testing on how the game card worked among students. The implementation phase includes design evaluation. The fact that our team has been so involved in this phase is critical to the overall success of the project. To ensure that the product is correctly shown, we must do ongoing research, reevaluate, and modify the design

To determine whether the Marketing Warrior Game Card production was successful, as well as to assess the usability of the Marketing Warrior when students play with it, our team conducts experiments using prototypes of the game to the Commerce Department students to determine whether our product is worked or not.

3.2.5 EVALUATION

The Addie Model framework concludes with evaluation. At this point, the project undergoes extensive final testing to establish what, how, why, and when tasks were completed (or not) throughout the project. The evaluation stage's primary goals include determining if the project's objectives have been met and deciding the next measures that must be taken to increase the project's effectiveness and success rate. Our supervisor, Puan Ruzanna Binti Jubaidi, supports the evaluation process throughout the implementation phase.

Formative and summative assessment was employed to evaluate the game 'Marketing Warrior' for students of Commerce to be used as an educational media in learning Marketing concepts. We used formative evaluation, including playtesting sessions, surveys, and instructor observations in development to improve student engagement, clarity, and enjoyment. For summative evaluation, we used pre- and post-tests to measure knowledge gains, feedback forms and game analytics on engagement and understanding mechanisms within games, and instructor assessments of whether the game aligned with learning outcomes. Collectively, these provided insights into the educational impact and areas for improvement with regards to the game.

3.2.6 METHOD OF COLLECTING DATA

In the campaign of Marketing Warrior card game, the emphasis of the primary data collection was put on the target population which included students, teachers and all the other people who take part in the teaching process. In order to determine if the educational objectives of the game were achieved, information was obtained through the use of survey methods. As the evidence of the game's impact on education & engagement & comprehension linkage, the survey's link to questions was first distributed to Commerce students and staff predicting active involvement in the game. Also, they were asked to share the link with their contacts to attract even more respondents. Such strategy made it possible to have a variety of responses making it effective in the evaluation of the game.

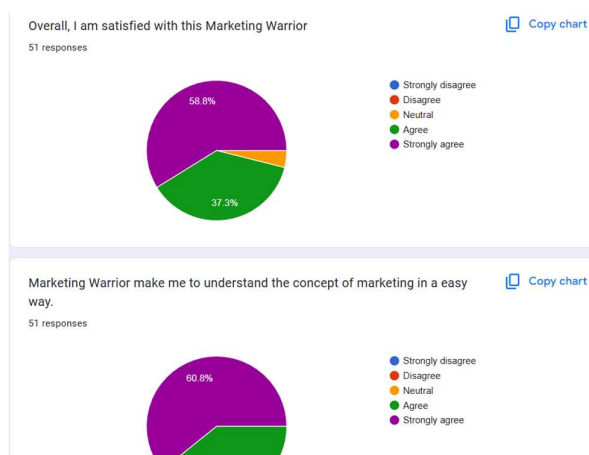


Figure 3.10 : Google Form Questions

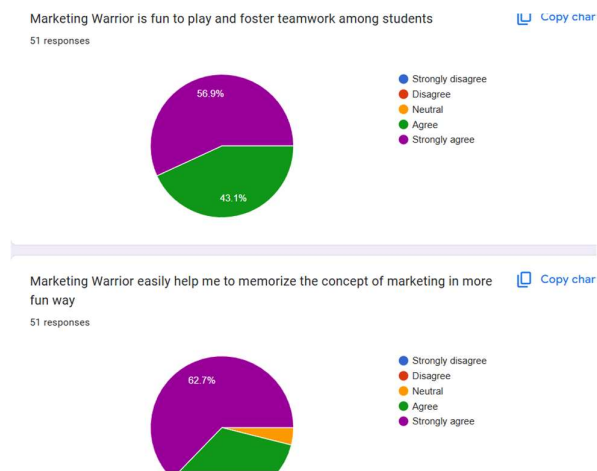


Figure 3.11 : Google Form Questions



Figure 3.12 : Google Form Questions



Figure 3.13 : Google Form Questions

3.3 CONCLUSION

In conclusion, the development of the *Marketing Warrior* game card has proven essential in crafting an educational tool that effectively engages students in learning marketing concepts. The game's design, including its interactive features, instructional materials, and strategic mechanics, has been carefully tailored to enhance comprehension and retention. By combining entertainment with educational objectives, *Marketing Warrior* offers Commerce students a dynamic way to explore marketing principles in a collaborative and practical setting. Overall, this game represents a valuable resource for fostering critical marketing skills, making complex ideas accessible and engaging, and supporting students' growth as future marketers.

CHAPTER 4

DATA ANALYSIS AND RESEARCH FINDINGS

4.1 INTRODUCTION

The *Marketing Warrior* game card is a gamified educational tool designed to enhance the teaching and learning experience in marketing education. By integrating game-based learning principles, the tool fosters engagement, collaboration, and critical thinking among students while providing an innovative approach to understanding complex marketing concepts. This chapter focuses on analyzing the effectiveness of the *Marketing Warrior* game card through empirical data and research findings, aiming to evaluate its impact on student learning outcomes, motivation, and overall engagement.

Gamified learning creates interactive and immersive environments, improving student engagement by introducing dynamic and competitive elements that encourage active participation in the educational process. Tools like the *Marketing Warrior* game card leverage game mechanics such as points, leaderboards, and scenario-based tasks to make learning enjoyable and impactful. The game combines real-world marketing scenarios with theoretical content, encouraging students to apply their knowledge in practical, problem-solving situations.

This chapter also examines how the *Marketing Warrior* game card facilitates experiential learning, enabling students to bridge the gap between academic knowledge and real-world marketing practices. The game's interactive design promotes active participation and collaboration, which are crucial for building critical skills such as teamwork, strategic thinking, and decision-making. Data analysis in this chapter will reveal whether the implementation of the *Marketing Warrior* game card has led to measurable improvements in these areas, highlighting its effectiveness as an educational tool.

The research findings presented in this chapter are grounded in both quantitative and qualitative data, providing a comprehensive evaluation of the game card's impact. Metrics such as academic performance, engagement levels, and feedback from students and instructors have been analyzed to assess the tool's success in achieving its educational objectives. Additionally, the chapter explores the challenges and limitations encountered during the implementation of the game, offering insights into areas for future improvement.

This chapter aims to provide a thorough analysis of the *Marketing Warrior* game card's effectiveness in enhancing learning outcomes and fostering student engagement in marketing education. The findings will contribute to the growing understanding of gamified learning tools, offering valuable insights for educators and institutions seeking to adopt innovative teaching methods in their curricula. Through data-driven evidence, this chapter underscores the transformative potential of gamification in creating meaningful and impactful educational experiences.

4.2 DESCRIPTIVE ANALYSIS

Marketing Warrior is typically to build the most successful brand or company by earning the highest amount of market share, profits, or consumer loyalty points by the end of the game. This can be achieved through a combination of wise investments, strategic marketing decisions, and adapting to unexpected challenges, such as market shifts, competitors' moves, and economic changes.

4.3 CENTRAL TENDENCIES MEASUREMENT CONSTRUCTS

In this part, the researcher assigned 7 statements from the Marketing Warrior to respondents in order of relevant responses. The central tendency measurement of constructs, also known as measurements of center or central placement summary measure that seeks to characterize an entire collection of data with a single value that corresponds to the middle or center of its distribution. We can see from this project that the

standard deviation is used to measure and describe the mean. The mean will be used to calculate each score and the following examples are provided as support:

	N	MINIMUM	MAXIMUM	MEAN	STD.DEVIATION
Overall, I am satisfied with this Marketing Warrior	52	4	5	4.58	.499
Marketing Warrior make me understand the concept of marketing in a easy way	52	4	5	4.65	.480
Marketing Warrior is fun to play and foster teamwork among students	52	4	5	4.69	.466
Marketing Warrior is easily help me to memorize the concept of marketing	52	4	5	4.63	.486
It was easy to scan the QR code from the game card	52	3	5	4.21	.637
Do you think the design of Marketing Warrior game board is attractive	52	1	2	1.02	.139
Would you recommend this Marketing Warrior to others	52	1	1	1.00	.000
TOTAL AVERAGE	-	-	-	3.54	-

Table 4.1 : Statistical Summary (N = 52)

According to (Gravetter and wallnau.,2000) central tendency refers to statistical measure that identify a single value which act as representation of an entire distribution and aim to provide accurate description of the entire collected data. In this study, mean is measuring the central tendency while dispersion is described by standard deviation (Saunders, Lewis & Thornhill, 2009). The Mean or average is probably the most used method of describing a central tendency. The mean represents the center of gravity of distribution. Each score in a distribution contributes to the determination of mean. It is also known as arithmetic average. Mean is the average of all values in a distribution (Krishnaswamy & Ranganathan, 2006).

As evidence from the table above it shows that from Table 1, the highest mean is from item 3, "Marketing Warrior is fun to play and foster teamwork among students" (4.69), with a standard deviation of 0.466, and high interpretation. Meanwhile, the lowest mean is from item 6, "Do you think the design of Marketing Warrior game board is attractive" (1.02), with a standard deviation of 0.139, and low interpretation. The conclusion is that most variables have high interpretation with mean scores ranging from 1.02 to 4.69. The mean average for the aspect of Marketing Warrior game is 3.54.

Question Implementation Survey- the experience;



Figure 4.1: shows if the student mention “Marketing Warrior” that they satisfied or not.

Figure 4.1 shows the level of satisfaction with the "Marketing Warrior" game. A majority of respondents (57.7%) strongly agreed that they are satisfied with the game, while 42.3% agreed with the statement. This indicates that all respondents expressed satisfaction with the "Marketing Warrior" game, with no disagreement or neutral responses recorded.



Figure 4.2: shows the respondents' opinions on whether "Marketing Warrior" makes it easy to understand the concept of marketing

Figure 4.2 shows the respondents' opinions on whether "Marketing Warrior" helps them understand marketing concepts easily. Based on the survey, 65.4% of respondents strongly agreed with the statement, representing the majority. Meanwhile, 34.6% of respondents agreed. This indicates that all respondents found the game effective in simplifying marketing concepts, with no disagreement or neutral responses recorded.



Figure 4.3: shows the respondents' opinions on whether "Marketing Warrior" is fun to play or not.

Figure 4.3 shows the respondents' opinions on whether "Marketing Warrior" is fun to play and fosters teamwork among students. Based on the survey, 69.2% of respondents strongly agreed, representing the majority. Meanwhile, 30.8% of respondents agreed with the statement. This result highlights that all respondents found the game enjoyable and effective in promoting teamwork, with no neutral or negative responses recorded.

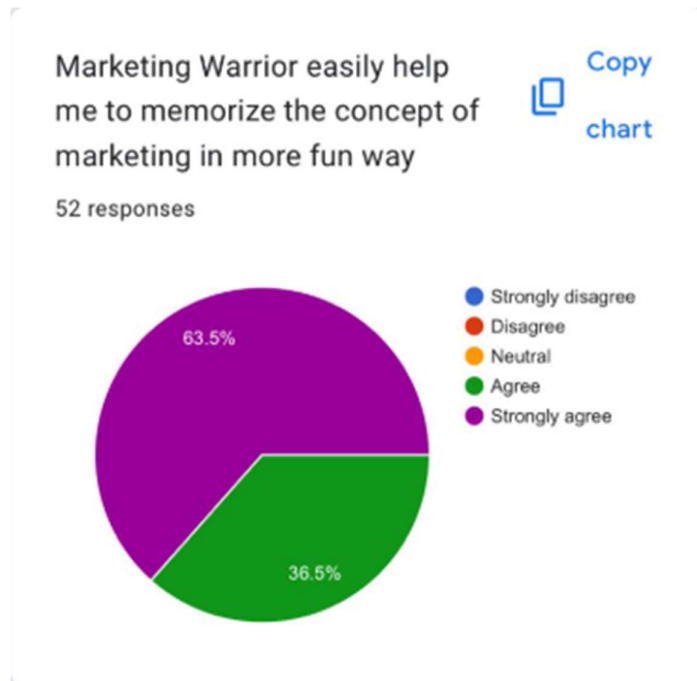


Figure 4.4: shows the respondents' opinions on whether "Marketing Warrior" easily helps them memorize the concepts of marketing.

Figure 4.4 shows the respondents' opinions on whether "Marketing Warrior" easily helps them memorize the concept of marketing in a more fun way. Based on the survey, 63.5% of respondents strongly agreed with the statement, indicating strong support. Meanwhile, 36.5% agreed, showing a high level of positive feedback overall. There were no neutral, disagree, or strongly disagree responses recorded, suggesting that all respondents found the game beneficial for memorization in a fun way.

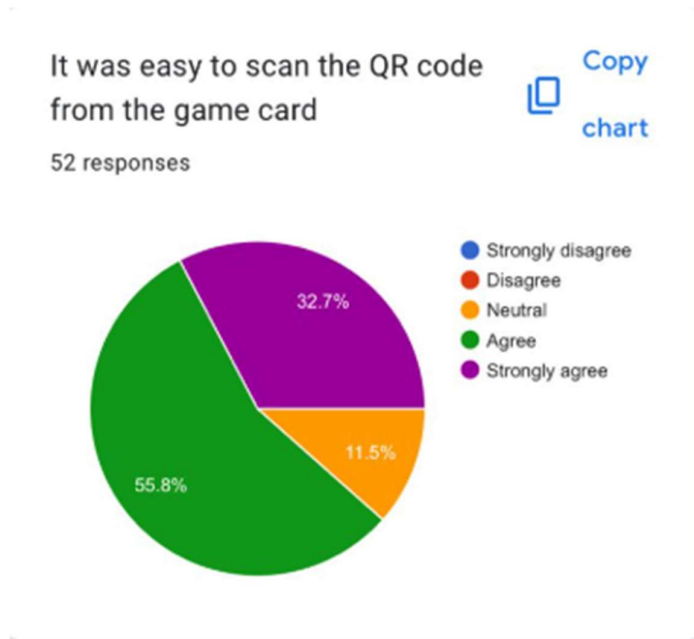


Figure 4.5: shows the respondents' opinions on the ease of scanning the QR code from the game card.

Figure 4.5 shows the respondents' opinions on the ease of scanning the QR code from the game card. Based on the survey, 55.8% of respondents agreed that it was easy to scan the QR code, while 32.7% strongly agreed, indicating that the majority found it convenient. However, 11.5% disagreed, suggesting that some respondents faced challenges in scanning the QR code. Overall, the responses indicate a positive perception of the QR code's usability.



Figure 4.6: shows about opinions on the attractiveness of the "Marketing Warrior" game board design

Figure 4.6 shows the respondents' opinions on the attractiveness of the "Marketing Warrior" game board design. Based on the survey, 98.1% of respondents answered "Yes," indicating that the vast majority found the design attractive. Only 1.9% of respondents answered "No," suggesting a very small proportion did not find the design appealing. Overall, the results show a highly positive perception of the game board's design.



Figure 4.7 respondents' opinions whether they would recommend "Marketing Warrior" to others.

Figure 4.7 shows the respondents' opinions on whether they would recommend "Marketing Warrior" to others. Based on the survey, 100% of respondents answered "Yes," indicating unanimous agreement that the game is worth recommending. This result highlights the overall positive reception and strong approval of the "Marketing Warrior" game.

4.4 DISCUSSION

The data that has been shown is on how to evaluate this project based on our survey questionnaire that has been given to public respondents who are marketing students. The feedback confirms that *Marketing Warrior* has strong potential as an educational tool. By using the game in classrooms or as a supplementary activity, marketing students could gain practical insights into real-world challenges while reinforcing theoretical concepts. It successfully integrates core marketing concepts with interactive gameplay, making it a valuable learning resource. By implementing these adjustments, *Marketing Warrior* could evolve into an

even more engaging and educational experience for marketing students, professionals, and casual gamers alike.

4.5 SUMMARY

For the summary of data analysis and research findings, we had highlighted a clear view of the whole data analysis and research findings through the mean measuring and describing by the standard deviation. Questionnaires we developed for student respondents who are marketing students were used to collect explanations and descriptions regarding the data analysis. Many students noted that it helped them understand marketing decisions more clearly and made abstract concepts more tangible. Feedback from students suggests it effectively teaches core marketing concepts while also providing an enjoyable and competitive experience.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 CONCLUSION

The Marketing Warrior Game Card embodies an innovative and engaging approach to learning by combining traditional study materials with interactive and gamified experiences. This tool is designed to address the challenges faced by students in understanding and applying marketing concepts, particularly in situations where traditional learning methods may lack engagement or fail to cater to diverse learning styles. By integrating game mechanics, such as competitive challenges, collaborative teamwork, and character-driven gameplay, the game enhances the learning experience, making it both enjoyable and impactful.

One of the key strengths of the game lies in its ability to simplify complex marketing theories and strategies, presenting them in an approachable and interactive format. Students are encouraged to engage actively with the material, thereby fostering better comprehension, retention, and application of core marketing principles. Moreover, the game's design emphasizes teamwork and collaboration, helping students develop soft skills such as communication, critical thinking, and problem-solving, which are invaluable in both academic and professional contexts.

The use of the ADDIE model in developing the Marketing Warrior Game Card ensures a structured and systematic approach to creating an effective educational tool. Each phase of the model Analyze, Design, Develop, Implement, and Evaluate has been carefully executed to refine the game based on user feedback and educational needs. From initial concept design to prototype testing, the

game has undergone rigorous evaluation to ensure that it meets its learning objectives effectively. The incorporation of formative and summative assessments further supports its credibility as a pedagogical tool.

Trials conducted during the implementation phase demonstrated that the Marketing Warrior Game Card significantly improved student engagement, reduced stress associated with studying, and enhanced understanding of marketing concepts. Many students noted that the game made abstract ideas more tangible and provided a fun, competitive platform to reinforce their learning. Additionally, feedback from educators highlighted its potential as a supplementary teaching resource that aligns well with modern educational goals.

5.2 RECOMMENDATION

There are several recommendations to further improve the Marketing Warrior as a learning tool for Business Studies Student in understanding marketing concept. Every aspect and recommendation given is to make our Marketing Warrior always be the best as a learning tool for students. This proposal is made to improve this learning tool in the future.

5.2.1 DEVELOP DIGITAL VERSION

This could include features such as interactive quizzes, multiplayer modes, and progress tracking. A digital platform allows learners to interact with the game anywhere, increasing convenience and appeal for tech-savvy students. Regularly test on the product to the children from different kind of places, not specifically on an orphanage only, but to the government and private school, kindergarten and many more. The purpose of this approach is to collect more information to

improve our Colors of Emotion Game.

5.2.2 EXPAND RANGE MARKETING

Expand the range of marketing scenarios and challenges in the game to include diverse industries and real-world applications. This ensures a comprehensive learning experience that prepares students for practical marketing problems while keeping the content engaging and relevant.

5.2.3 INTRODUCE MORE GAMIFICATION ASPECTS

Introduce more gamification aspects like badges, rewards, and leaderboards to motivate users and make the learning experience more enjoyable. These features can inspire healthy competition and drive deeper engagement, making the game both educational and entertaining.

5.3 ACHIVEMENT OF OBJECTIVE

The Marketing Warrior game card successfully achieved its objectives by transforming the teaching and learning of marketing concepts into an engaging, interactive experience. Designed to enhance retention and recall of key marketing principles, the game integrated theoretical knowledge with practical challenges, enabling students to actively apply concepts in a competitive yet enjoyable setting. By incorporating gamified elements such as rewards, leaderboards, and character-driven gameplay, the game motivated students to participate more enthusiastically, making learning enjoyable and stress-free. Additionally, the game fostered teamwork and collaborative learning by encouraging students to strategize and solve challenges in groups, thereby improving both their understanding of the material and their communication and leadership skills. Developed using the ADDIE model, the game underwent systematic design and iterative

improvements, ensuring alignment with educational objectives. Evaluations, including surveys and pre- and post-tests, demonstrated significant improvements in student knowledge and engagement, validating the game as an effective and innovative educational tool for teaching marketing concepts.

5.4 SUMMARY

The *Marketing Warrior* game card demonstrates significant potential as an innovative and effective educational tool for enhancing marketing education. Designed to address the challenges of traditional study methods, the game transforms passive learning into an interactive and engaging experience. By integrating theoretical marketing concepts with practical gameplay, the tool bridges the gap between academic knowledge and real-world application. This chapter reflects on the findings and evaluates the game card's impact on learning outcomes, motivation, and engagement.

The *Marketing Warrior* game card leverages gamification principles to simplify complex marketing theories, presenting them in a format that encourages active participation. By incorporating competitive challenges, teamwork, and strategic decision-making, the game facilitates both cognitive and emotional engagement. This dual focus not only helps students understand abstract marketing concepts but also enables the development of critical soft skills such as collaboration, communication, and problem-solving. Feedback collected through surveys and trials with Commerce Department students revealed that the game was particularly effective in making marketing decisions more tangible and accessible.

Evaluation processes, including formative and summative assessments, confirmed the game's educational value. Formative evaluation consisting of playtesting sessions and instructor observations—helped refine the design for improved clarity and engagement. Summative assessments, such as pre- and post-tests, indicated significant knowledge gains among participants, validating the game's impact on learning outcomes. Students noted that the game made

studying more enjoyable, motivating them to engage with the material more frequently. Additionally, educators highlighted its alignment with modern teaching objectives and its potential as a supplementary classroom resource.

In conclusion, the *Marketing Warrior* game card successfully addresses its objectives by enhancing student engagement, simplifying complex marketing concepts, and fostering practical skill development. Its interactive design and educational impact make it a valuable tool for both students and educators, providing a dynamic approach to learning that aligns with the demands of 21st-century education. The project highlights the potential for gamification to revolutionize traditional teaching methods, offering a comprehensive model for future educational innovations.

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APPENDIX A: GANTT CHART


Gantt Chart

Activities	Week													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Title Determination														
Literature Review														
Consultation with Supervisor														
Proposal Preparation														
Analysis / Feasibility Study														
Project Design & Development														
Product Implementation Stage														
Project Presentation														
PITEC Competition														
Final Report														

APPENDIX B: PROJECT TOTAL COST

ITEMS	QUANTITY	COST PER UNIT (RM)	TOTAL COST (RM)
Product			
Board	1	8.99	8.99
Fabric glue	1	7.80	7.80
Printing	6	1.00	6.00
Round dot Velcro	1	5.80	5.80
Emotion card custom	32	1.20	38.40
Glue	1	2.60	2.60
Scissors	1	-	-
Packaging			
Cardboard	1	4.00	4.00
Printing	5	2.80	14
Glue	1	-	-
Cutter	1	-	-
TOTAL			87.59

APPENDIX C: PRODUCT MARKET PRICE

ITEM	COST (RM)
 <p>The image shows the components of the 'Marketing Warrior' board game. On the left, there is a 'CHALLENGE CARD' with a person icon and a 'DECK CARD' with the text 'MARKETING WARRIOR'. Below these is a 'PICK YOUR WARRIOR' section with four options: 'CONTENT CREATOR', 'ANALYTICS ARTIST', 'EMAIL EMPRESS', and 'INFLUENCER DIVISION'. The main board is a yellow square with a white maze. The maze starts at a 'Win!' icon (a castle) and ends at a 'PICK YOUR JOURNEY' icon (a person). The maze is numbered 1 through 10. Various icons are placed along the maze, including a dragon, a cat, a dog, a bird, a cow, and a person. The text 'MARKETING WARRIOR' is written in large, colorful letters across the middle of the board. A red 'EVENT CARD' is also visible at the bottom right.</p>	<p>RM50</p>

