

Designing an E-Guidebook for Student Orientation in the International Class of the Applied Bachelor's Degree in Marketing Management Study Program at the State Polytechnic of Malang

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ABSTRACT

This study aims to design an orientation e-guidebook for students in the International Class of the Applied Bachelor's Degree in Marketing Management Study Program at the State Polytechnic of Malang. This study employed an Action Research approach involving 31 respondents selected through purposive sampling. Data were collected through observation, interviews, questionnaires, and documentation. The developed e-guidebook was evaluated using the Technology Acceptance Model (TAM). The results indicated that the e-guidebook was perceived as useful, easy to use, and positively accepted as an orientation support medium. Therefore, the developed e-guidebook can serve as an effective, accessible, and sustainable orientation support medium for international-class students.

Keywords: E-Guidebook, International Class Students, CorelDRAW, Technology Acceptance Model.

1. INTRODUCTION

The rapid development of digital technology has brought significant changes to various sectors, including education. According to a report by We Are Social, the number of internet users in Indonesia reached 213 million people in 2023, equivalent to 77% of the total population (Databoks, 2023). This trend continues to increase, as reflected by data from the Asosiasi Penyelenggara Jasa Internet Indonesia (APJII), which shows that internet penetration in Indonesia reached 80% in 2025 (GoodStats, 2025). The increasing accessibility of digital technology has encouraged educational institutions to transform conventional information delivery systems into more flexible, efficient, and technology-based systems. Digital media are increasingly utilized to support academic activities and facilitate access to information without limitations of time and place.

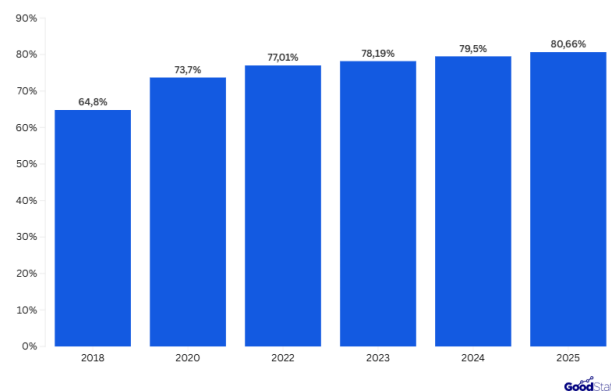


Figure 1 Internet Penetration in Indonesia (Source: www.goodstats.com, 2025)

As higher education institutions continue to adopt digital transformation, the need for information media that are structured, accessible, and easy to understand has become increasingly important. One form of digital information media that can support this need is an electronic guidebook (e-guidebook). According to Nikijuluw et al. (2024), an e-guidebook is a digital-based guide designed to present information systematically and in an easily accessible format. Compared to conventional printed guidebooks, e-guidebooks offer greater flexibility because they can be accessed anytime and anywhere through digital devices. The integration of visual elements, organized content structures, and digital navigation features also enables users to understand information more efficiently.

The use of e-guidebooks is particularly relevant in supporting student orientation activities. Student orientation serves as an important process that introduces students to academic systems, campus facilities, regulations, and support services before they begin their studies. Umar et al. (2024) stated that orientation contributes positively to students' academic readiness by helping them understand learning systems, academic standards, and campus resources. The role of orientation becomes even more critical in international-class environments, where students often face additional challenges related to cultural differences, language barriers, and unfamiliar educational systems.

In response to the growing demand for higher education internationalization, many universities in Indonesia have established international-class programs to improve global competitiveness and align with international education standards. According to Asril et al. (2023), the expansion of international programs requires institutions to strengthen academic support systems and provide sustainable orientation mechanisms for students. As part of this effort, State Polytechnic of Malang has implemented international classes across several study programs, including the Applied Bachelor's Degree in Marketing Management Study Program. Since its establishment in 2019, the international class has aimed to prepare students for global academic and professional environments while fostering multicultural learning experiences.

Despite these objectives, challenges remain in supporting students during the initial stages of their academic journey. Based on interviews conducted with representatives from different student cohorts in the International Class of the Applied Bachelor's Degree in Marketing Management Study Program, orientation information is currently dispersed across multiple sources, including social media, senior students, and academic advisors. Students reported difficulties in obtaining information, particularly information related to international-class activities and opportunities. In addition, there is currently no centralized orientation guide that systematically compiles important information regarding academic procedures, campus services, international programs, student organizations, and other essential resources. As a result, students often need to search for information independently from various sources, which may reduce the effectiveness of the orientation process.

Previous studies have demonstrated the effectiveness of e-guidebooks in various educational and organizational contexts. Hestiningtyas et al. (2023) found that e-guidebooks improved the implementation of academic practical activities by helping users understand procedures and organize activities more systematically. Nikijuluw et al. (2024) reported that e-guidebooks effectively support users in understanding structured information delivery in various procedural contexts. Lestari et al. (2021) further found that users perceived e-guidebooks as highly usable and acceptable, indicating that e-guidebooks can effectively support information delivery and user understanding through accessible digital platforms. Furthermore, Susanto and Bonita (2022) demonstrated that e-guidebooks were perceived as useful and easy to use based on the Technology Acceptance Model (TAM). In addition, Caesarinto and Wardani (2022) found that digital information media developed using CorelDRAW were able to present information in a more attractive and structured manner, thereby improving communication effectiveness. Similarly, Nisa et al. (2024) stated that CorelDRAW facilitates the development of visually structured and appealing media through the integration of typography, color, images, and layout, which enhances the clarity and effectiveness of visual communication. However, existing studies have primarily focused on practical activities, organizational procedures, tourism information, and educational support services. Limited research has examined the development of digital orientation media specifically designed for students enrolled in international-class programs within higher education institutions.

Therefore, this study aims to design an e-guidebook for student orientation in the International Class of the Applied Bachelor's Degree in Marketing Management Study Program at the State Polytechnic of Malang. The e-guidebook is developed as a centralized digital orientation medium that provides structured, accessible, and visually communicative information for students. In addition, the study evaluates the feasibility and potential effectiveness of the developed e-guidebook using the Technology Acceptance Model (TAM), particularly through the dimensions of Perceived Usefulness and Perceived Ease of Use. The findings are expected to contribute to the development of digital orientation media that can support student adaptation and enhance orientation practices in international-class programs.

2. RESEARCH METHODS

2.1. Research Design

This study employed an Action Research approach using the Kemmis and McTaggart spiral model, which consists of four stages: planning, action, observation, and reflection (Arikunto et al., 2007). The approach was selected because it enables researchers to identify practical problems, develop solutions, and evaluate the effectiveness of the proposed intervention through continuous improvement. The research process began with identifying students' orientation needs through observations and interviews, followed by the development of an e-guidebook using CorelDRAW. The

developed e-guidebook was subsequently evaluated through a limited trial involving selected respondents to obtain feedback for further improvement.

2.2. Participants

The study was conducted in the International Class of the Applied Bachelor's Degree in Marketing Management Study Program at the State Polytechnic of Malang. Respondents were selected using purposive sampling based on their involvement in orientation activities and their relevance to the evaluation of the developed e-guidebook (Sugiyono, 2023). The study involved 31 respondents consisting of 20 international-class students, 5 lecturers, 2 graphic design experts, and 4 management representatives.

2.3. Data Collection and Analysis

Data were collected through observation, interviews, questionnaires, and documentation (Sugiyono, 2023). Observation and interviews were conducted during the needs analysis stage to identify the challenges, information needs, and orientation experiences of students in the International Class of the Applied Bachelor's Degree in Marketing Management Study Program. The findings from this stage were used as the basis for determining the content and structure of the e-guidebook. Documentation was collected from official study program records and orientation-related materials to support the development of the e-guidebook content. Subsequently, questionnaires were administered during the limited trial phase to obtain respondents' evaluations of the developed e-guidebook in terms of its usefulness and ease of use.

The evaluation instrument was developed based on the Technology Acceptance Model (TAM), focusing on two dimensions: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) (Luthfiya et al., 2021). Responses were measured using a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5) (Sugiyono, 2023). Instrument quality was assessed through validity and reliability testing. Subsequently, descriptive statistical analysis was conducted by calculating mean scores and percentage values to evaluate respondents' perceptions of the usefulness and ease of use of the developed e-guidebook (Andry et al., 2023).

3. RESULTS AND DISCUSSION

Based on observations and interviews conducted with international-class students, several issues were identified during the orientation process. Students reported difficulties accessing orientation information after the activities had ended because information was distributed through different platforms and was not systematically documented. Several topics, such as academic administration procedures, SKKM and compensation requirements, facility reporting mechanisms, and information specific to international classes, were also considered difficult to access when needed. Therefore, an orientation e-guidebook was developed to provide a centralized and continuously accessible source of information.

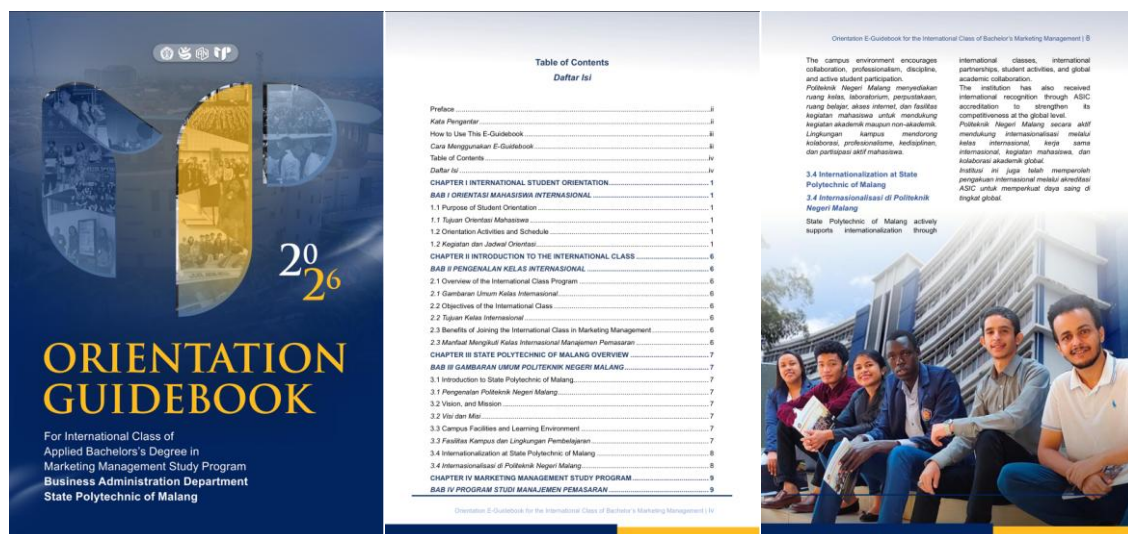


Figure 2. Orientation E-Guidebook Design (Source: Data Processed, 2026)

3.1. Cycle I

Before the evaluation was conducted, the questionnaire instrument was tested for validity and reliability. The results indicated that all questionnaire items were valid and reliable, confirming that the instrument was appropriate for evaluating respondents' perceptions of the developed e-guidebook. In Cycle I, the orientation e-guidebook was designed and evaluated using the Technology Acceptance Model (TAM), which measured Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). The evaluation results showed a mean score of 4.6 with a percentage of 92% for PU and 4.5 with a percentage of 90% for PEOU, indicating that respondents perceived the e-guidebook as useful and easy to use. Although the evaluation results were categorized as very good, several suggestions for improvement were provided by respondents. These included correcting an unfinished color gradation on the first page, improving the distinction between chapter titles and content, reconsidering the two-column layout to improve readability, and adding more visual elements such as tables, charts, and graphics.

3.2. Cycle II

Based on the feedback obtained in Cycle I, revisions were made to improve the visual appearance, layout, typography, and overall readability of the e-guidebook. The revised version addressed the suggestions provided by respondents and improved the presentation of information. The results indicate that the developed e-guidebook successfully met users' needs by providing structured, accessible, and easy-to-understand orientation information. The high PU and PEOU scores demonstrate a positive level of user acceptance, indicating that the e-guidebook is appropriate for use as an orientation support medium for international-class students.

The findings show that the developed e-guidebook was positively accepted by users in terms of usefulness and ease of use. The results are consistent with the Technology Acceptance Model (TAM), which suggests that technologies perceived as useful and easy to use are more likely to be accepted by users. Therefore, the e-guidebook can serve as an effective medium to support the orientation and adaptation process of international-class students. The findings are also consistent with previous studies by Hestiningtyas et al. (2023), Nikijuluw et al. (2024), and Lestari et al. (2021), which reported that e-guidebooks can improve information accessibility, usability, and user understanding. Lestari et al. (2021) further emphasized that e-guidebooks are highly usable and acceptable as digital information media, while Susanto and Bonita (2022) confirmed their usefulness and ease of use based on TAM. Similarly, the developed e-guidebook in this study provides structured, accessible, and continuously available information that assists students in understanding academic and administrative procedures during orientation. The visual design is supported by CorelDRAW, which enhances clarity and attractiveness through effective integration of typography, color, images, and layout, as shown in studies by Caesarinto and Wardani (2022) and Nisa et al. (2024).

4. CONCLUSION

Based on the results of this study, it can be concluded that the developed orientation e-guidebook was positively accepted by users and effectively supported the delivery of orientation information for International Class students. The e-guidebook was developed in response to the need for a centralized and continuously accessible source of orientation information, particularly regarding academic and administrative matters. The evaluation results indicated that the e-guidebook was perceived as useful and easy to use by respondents. Through the Action Research process, several improvements were made based on user feedback to enhance the visual design, readability, and presentation of information. Therefore, the e-guidebook can be utilized as a practical, accessible, and sustainable orientation support medium to assist international-class students in their adaptation and academic journey.

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