THE DEVELOPMENT OF A MOOCS ON THE FUNDAMENTALS OF COPYWRITING

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Abstract

This study aims to design and develop a Massive Open Online CourseS (MOOCs) titled *Fundamentals of Copywriting* that is effective, flexible, and responsive to the needs of online learners. Employing the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation), the study integrates a self-paced learning approach through a Learning Management System (LMS) platform. Needs analysis was conducted through interviews with experts in copywriting and digital marketing, highlighting the importance of practical and contextual exercises in the development of course content. The resulting MOOCs comprises eight learning sessions, featuring video-based materials, graphic animations, automated assessments, and interactive forums. Feasibility tests conducted by media, language, and subject-matter experts rated the MOOCs in the "Excellent" category, with average feasibility scores exceeding 83% across all aspects. The study concludes that the *Fundamentals of Copywriting* MOOCs serves as a relevant, communicative, and practical online learning medium for enhancing persuasive writing skills in the context of digital promotion. Additionally, the MOOCs offers an accessible and cost-efficient learning solution for the wider public.

Keywords: ADDIE, copywriting, digital learning, LMS, MOOCs

1 INTRODUCTION

Copywriting skills have become increasingly important and relevant for individuals seeking a career in the digital realm. From websites to social media, email marketing to blog content, the ability to write engaging and persuasive text is key to reaching and influencing an audience. The skill of crafting compelling and persuasive language is not only a core competency for digital marketers, but also a valuable asset for anyone aiming to promote their products, services, or ideas.

Today, numerous companies offer creative communication services related to digital advertising to help brands promote their products or services and effectively reach their target audiences. In advertising their products, companies require creativity—one key aspect of which lies in the written advertising content. A copywriter is someone who creates written

content containing advertisements or product offers (Ariyadi, 2020). The activity carried out by a copywriter is referred to as copywriting.

Copywriting refers to the use of language that evokes emotion and influences readers to take the action intended by the copywriter. The power of narrative, text, or diction (word choice) in advertisements often compels people to act in line with the message conveyed. At times, it may feel subtle, slightly instructive, or even directive. Copywriting is the art of crafting highly persuasive and impactful sales messages, rooted in entrepreneurial spirit and traditionally associated with print media. According to Agustrijanto (2006), copywriting can also be defined as writing that involves a variety of styles and approaches, produced through diligent planning and collaboration with clients, legal teams, account executives, researchers, and art directors. Furthermore, copywriting can be understood as the creation of advertising scripts that function to reinforce and clarify visually presented messages. Tarigan (2022) also emphasizes that copywriting is the most persuasive form of sales writing, grounded in strong business acumen.

Copywriting is often associated with literary skills and broad knowledge, supported by the copywriter's command of language. This linguistic proficiency enables the copywriter to skillfully craft words into compelling and meaningful sentences that leave a lasting impression. By employing a language style that is clear and easily digestible, copywriting becomes more effective and accessible to readers. Such writing should be able to capture attention, generate interest, create desire, build conviction, and prompt action (Li et al., 2023). Therefore, copywriting is the result of creative thinking aimed at producing persuasive and engaging content for the market.

According to Ariyadi (2020), copywriting plays a crucial role in delivering promotional messages in a concise and engaging manner to advertise a product. Copywriting functions as a form of creative advertising by managing and crafting words into scripts used for advertising and promotion, combining intellectual effort with artistic expression in its sales messaging. One of the key purposes of copywriting is to shape consumer behavior and help achieve product sales targets. To effectively advertise a product or brand, companies require out-of-the-box or more creative ideas to attract attention in line with their target audience.

Copywriting techniques are fundamentally about influencing consumer behavior—specifically, guiding potential customers toward making a purchase decision. Therefore, a copywriter must first understand the factors that influence human behavior (Selling, 2015). As

the most persuasive form of sales messaging, copywriting is closely linked to persuasive communication, a technique that influences human thought by leveraging psychological or sociological data related to the target audience (Devito, 2010). Persuasive communication is also defined as a communicative behavior aimed at changing the beliefs, attitudes, or behaviors of individuals or groups through the transmission of specific messages (Mulyana, 2011).

One of the most remarkable developments in online learning practices is the emergence of Massive Open Online Courses (MOOCs). MOOCs refer to large-scale online learning that is open to the public without prerequisites. Initially, the openness of MOOCs was also understood to mean free of charge; however, over time, various models have emerged, including paid options for learners seeking official completion certificates (Belawati, 2019). The MOOC developed in this design-based research constitutes a fully online learning model. In terms of interaction methods, the course adopts asynchronous communication and employs a classroom-like instructional approach (class-type design model) through the use of a Learning Management System (LMS).

Pedagogically, there are two types of MOOCs: (1) cMOOCs, which emphasize interaction among participants as the core of the learning process, and (2) xMOOCs, which focus on the interaction between learners and the instructional materials provided. The MOOCs developed in this study follows the xMOOC model. xMOOC pedagogy is more structured, with content that is pre-designed by course developers. The learning materials embedded in the LMS consist of eight sessions, each culminating in a competency test. Participants who pass receive a certificate of completion, while those who do not pass receive a certificate of participation. The learning process in xMOOCs is designed to follow a fixed sequence of materials, including instructional videos and automatically graded assessments. In this model, learners tend to be passive, as all learning components are pre-arranged by instructors and typically scheduled within specific deadlines (Belawati, 2019).

Based on the aforementioned discussion, the aim of this study is to develop a Fundamentals of Copywriting MOOCs for online course delivery that offers broad accessibility, flexibility, and cost-efficiency for both formal and non-formal educational institutions. The central research question guiding this study is: How can a Fundamentals of Copywriting MOOCs be effectively designed and developed to meet the needs of online course participants? The use of MOOCs platforms is considered an appropriate solution, aligning with previous research

which found that 84.03% of participants expressed very positive perceptions of online learning through MOOCs (Oksatianti et al., 2020). The development of this MOOCs is crucial, as it equips participants with the skills to create compelling copywriting that resonates with audiences, thereby enhancing the effectiveness of product or service promotion through social media and other digital channels.

2 METHODOLOGY

This study employs a research and development (R&D) approach, focusing on the innovation and development of the Fundamentals of Copywriting MOOCs. The development model used is the ADDIE model, a structured instructional design framework grounded in theoretical principles of instructional design (Romiszowski, 1996). The ADDIE model was chosen because it offers systematic, programmed steps that support the development of instructional media aligned with user needs and learner characteristics, particularly within today's digital learning context (Serevina, 2018). Additionally, this model provides advantages such as ease of implementation and a built-in trial mechanism that enhances the reliability of the outcomes. The ADDIE model consists of five main stages. The first stage, *Analysis*, is used to identify the needs and problems that form the basis for developing the *Fundamentals of Copywriting* MOOCs. This stage involves mapping the needs of online course participants and the challenges they face in mastering copywriting skills. The second stage, *Design*, focuses on developing the content plan and learning navigation structure, including the visual design of media and content organization for the Learning Management System (LMS) platform. The third stage, *Development*, involves the creation of learning materials and media based on the established design. At this stage, supporting materials such as instructional videos, interactive modules, and assessments are developed for use in the online course. The fourth stage, *Implementation*, involves pilot-testing the MOOCs with a group of participants to gather data on the effectiveness and appeal of the developed materials. Finally, the *Evaluation* stage entails a comprehensive assessment of the MOOC's quality, relevance, and effectiveness. This evaluation also serves as the basis for constructive feedback to support further improvement (Chen, 2011; Tegeh & Kirna, 2010). The ADDIE approach is expected to produce a MOOCs that aligns with learners' needs and remains relevant in the evolving landscape of digital promotional content.

3   FINDINGS AND DISCUSSION

The main finding of this study is the development of a Massive Open Online Courses (MOOCs) titled Fundamentals of Copywriting. This MOOCs represents an innovation in online learning, designed to enhance effective copywriting skills, particularly in response to the challenges of promoting products and services in the digital transformation era. The course aims to provide participants with a deep understanding of how to craft compelling advertising messages, influence audiences, and support promotional goals. The study emphasizes that the primary objective of developing this MOOCs is to equip learners with practical skills in persuasive copywriting, enabling them to more competently promote products or ideas across various digital platforms. Amid the evolving demands of marketing communication, this MOOCs serves as a relevant, practice-oriented, and evidence-based training resource. Its development followed the systematic ADDIE model, which consists of five key stages: analysis, design, development, implementation, and evaluation. A detailed explanation of each stage is presented in the following section.

3.1   Analysis Stage

The initial stage in the development of this MOOCs involved a needs analysis conducted through interviews with two experts in the fields of copywriting and digital marketing strategy. A semi-structured interview format was used to gain in-depth insights into the types of content and topics that should be included in the Fundamentals of Copywriting MOOCs. This step aimed to ensure that the developed materials would align closely with practical and applicable industry needs.

Based on the interview findings, the experts highlighted that the main challenge in creating effective copywriting lies in formulating the right message for diverse target audiences with varying backgrounds. This requires a deep understanding of audience characteristics and appropriate language styles. Therefore, the use of effective copywriting strategies is crucial to ensure that the message is well received and capable of influencing the audience optimally.

Many practitioners face challenges in adjusting the appropriate language style for their audiences across various digital platforms. Adequate practice is needed to understand the differences in communication styles on each platform.” (Expert Interview 2)

These findings align with Ariyadi (2020), who asserts that copywriting requires both creativity and an understanding of the digital media context in which it is applied. Similarly, Agustrijanto (2006) emphasizes that effective copywriting must integrate creativity with a

solid grasp of communication strategies to achieve marketing objectives. In addition, Sheriff et al. (2019) argue that copywriting training materials should be designed to reflect current digital trends and emerging practical needs in the field.

The experts also highlighted the importance of a practice-based approach in developing the MOOCs. They noted that theoretical content alone would not sufficiently support learners in understanding the creative and technical processes involved in crafting compelling copy. Through this approach, participants can directly observe how various copywriting techniques are applied in real-world campaigns.

"The MOOCs should include concrete exercises, such as how copywriting is crafted for social media advertisements or email marketing, so that participants not only learn the theory but also understand its practical application." (Expert Interview 1)

This perspective underscores the need for MOOCs content to present real examples of commonly used copywriting practices across various sectors. Such examples are essential for providing deeper insight into how techniques, strategies, and creativity work together to capture audience attention. This is supported by Dewi et al. (2024), who assert that case-based learning fosters innovation and collaboration among learners in online learning environments.

Another expert emphasized that copywriting training should involve intensive writing practice and discussion. They stressed the importance of integrating theory with simulations and real-world exercises to better prepare learners for practical challenges. This approach is considered vital for building both confidence and adaptive communication skills.

"It's not just the theory that matters, but also practical training on how to create context-appropriate copywriting... discussions, case studies, and writing exercises are all crucial components." (Expert Interview 2)

The experts also recommended that the MOOCs content include a variety of copywriting styles and strategies, such as storytelling approaches, the use of emotional triggers, and an understanding of consumer psychology (Kang et al., 2020). This would provide participants with a comprehensive understanding that no single style fits all situations; instead, flexibility and adaptability are essential. Training that emphasizes adaptive strategies will help participants become more responsive in selecting the most appropriate approach.

The use of MOOCs as a learning platform is considered highly appropriate due to its flexible nature and broad accessibility. MOOCs create opportunities for individuals or professionals without access to formal training to still acquire relevant skills. This aligns with the findings

of Yuan & Powell (2013), which highlight that MOOCs offer wider, more affordable access to education and support diverse forms of self-directed learning.

"This MOOC will greatly benefit many individuals who want to learn copywriting, especially those who have not previously had the opportunity to pursue formal education." (Expert Interview 1)

This perspective is also supported by Oksatianti et al. (2020), who found that the majority of participants expressed satisfaction with the flexibility and accessibility offered by MOOCs. This reinforces the idea that online learning platforms such as MOOCs are a suitable choice, particularly in today's fast-paced digital era. In the context of copywriting education, MOOCs serve as a strategic alternative that aligns with the demands of product promotion in the digital age.

In addition, the experts offered suggestions regarding the content that should be included in the *Fundamentals of Copywriting* MOOCs. They emphasized the importance of providing practical, contextual, and up-to-date materials to ensure that participants acquire the necessary skills effectively. An interactive discussion forum is also essential, allowing participants to share experiences and learn from peers' best practices.

"The content should incorporate the latest trends in the digital world, examples of compelling copywriting, and opportunities for participants to share their experiences. This will enhance the quality of the learning process." (Expert Interview 1)

"There should be additional materials such as case study references and open educational resources (OER) so that participants have access to a wide range of materials for further exploration." (Expert Interview 2)

This aligns with the findings of Pomerol, Epelboin, & Thoury (2015), who emphasize the importance of integrating Open Educational Resources (OER) in MOOCs development. Accordingly, the development of the *Fundamentals of Copywriting* MOOCs focuses not only on theoretical knowledge but also prioritizes a practical and applicable learning experience aligned with the dynamic needs of the creative industry. The expected outcome is an enhancement of participants' competencies in promoting ideas, products, or services in a more engaging and impactful manner.

3.2 Design & Development Phase

The findings from the needs analysis phase served as the foundation for progressing to the design and development stage of this study. In this phase, the content and visual design of the

MOOCs were structured to address the practical skill requirements needed by participants in the field of copywriting. This study emphasized the development of MOOCs content delivered through a Learning Management System (LMS) using a self-paced instruction approach, allowing participants the flexibility to manage their own learning schedules. The main focus of the course development was on fundamental skills and copywriting techniques relevant to product and service promotion in the digital era. The design and development phases of the MOOCs in this study included several steps, which are detailed in the following sections.

1. Developing instructional materials in the form of PowerPoint slides covering the following topics:

   (A) Basic Concepts of Copywriting,

   (B) Components of Copywriting,

   (C) Types of Copywriting,

   (D) Copywriting Media,

   (E) Essential Skills for Copywriters,

   (F) The Copywriting Process, and

   (G) Strategies in Copywriting.

2. Utilizing graphic animation techniques to create visually engaging and contemporary videos.

3. Designing formative assessments and practice exercises for each session.

4. Preparing session introductions, summaries, and material descriptions for each module.

5. Conducting expert review of the developed MOOCs content.

6. Reviewing findings from the needs analysis.

7. Uploading the materials onto Universitas Terbuka's MOOCs Learning Management System (LMS).

3.3 Implementation & Evaluation Phase

The third phase of this study is the implementation and evaluation stage. Once the *Fundamentals of Copywriting* MOOCs had been developed, the implementation phase was carried out by involving experts with competence in copywriting, instructional media design, and language proficiency. These experts were invited to assess the feasibility of the content, the quality of the language, and the effectiveness of the learning media. Based on their evaluations, potential weaknesses and shortcomings in the MOOCs could be identified and

subsequently improved. The experts completed a questionnaire provided to collect quantitative evaluation data, which served as the basis for further refinement. The primary aim of this feasibility testing was to ensure that the *Fundamentals of Copywriting* MOOCs would function effectively as an open, flexible, and practically oriented online learning medium. The evaluation was conducted comprehensively, encompassing content accuracy, the use of communicative language, and the appeal of visual design. Therefore, this implementation and evaluation stage was a crucial step in ensuring that the MOOCs were fully prepared to serve as an effective platform for developing copywriting skills across various sectors.

3.3.1   Media Feasibility Test Results

The media validation assessment covered two main components: (1) visual and audio, and (2) software engineering aspects. Table 1 presents the results of the media experts' evaluation regarding the appropriateness of the media used in the MOOCs.

Table 1. Media Feasibility Test Results by Media Experts

No.	Aspect	Item Numbers	Average Feasibility Percentage (%)	Criteria
1	Visual and Audio	1–10	89.2%	Very Good
2	Software Engineering	11–15	85.1%	Very Good
Overall Average Score			87,1	Very Good

The following is an explanation of the feasibility test results conducted by media experts on the MOOCs.

1. Visual dan Audio

The visual and audio aspects of the MOOCs were evaluated based on six key indicators: layout accuracy, appropriate visual design, image clarity, text readability, background music suitability, and video quality. The evaluation results show that the average feasibility score for this aspect reached 89.2%, indicating that the visual and audio elements of the MOOCs meet the "Very Good" standard and effectively support the delivery of the material.

2. Software Engineering

The software engineering aspect was assessed through two indicators: the overall quality of the media and its ease of use for participants. The average feasibility score for this aspect was

85.1%, which falls within the "Very Good" category, showing that the software engineering of the MOOCs supports smooth and efficient online learning.

Overall, the average aggregate score for the media feasibility of the MOOCs was 87.1%. This result confirms that the media aspects of the MOOCs meet the "Very Good" criteria and are suitable for use as an effective learning tool that supports participants' learning outcomes.

3.3.2   Language Feasibility Test Results

The language validation assessment included three key components: sentence effectiveness, communicative language, and clarity of language. The assessment instrument was developed based on language feasibility standards required for instructional media. The results of the language feasibility assessment are presented in Table 2.

Table 2. Language Feasibility Test Results by Language Expert

No.	Aspect	Item Numbers	Average Feasibility Percentage (%)	Criteria
1	Sentence Effectiveness	1–5	83.4	Very Good
2	Communicative Language	6–10	79.6	Good
3	Clarity of Language	11–15	86.0	Very Good
Overall Average Score			83,0	Sangat Baik

The following is a description of the language feasibility assessment results provided by the expert for this MOOCs:

1. Sentence Effectiveness

The sentences used in the MOOCs materials were evaluated as highly effective. This is reflected in the average feasibility percentage for this indicator, which reached 83.4%, indicating that the sentences are appropriately constructed to facilitate participants' understanding of the content

2. Communicative Language

The language used in the MOOCs materials was assessed as communicative and capable of delivering messages clearly and concisely. The average feasibility percentage for this indicator was 79.6%, which falls into the "Good" category.

3. Clarity of Language

In terms of ease of understanding, the language used in the MOOCs materials received an average feasibility score of 86.0%, indicating a "Very Good" rating and showing that the language supports participants in effectively comprehending the materials.

Overall, the average language feasibility score for this MOOCs was 83.0%. These results indicate that the language used in this instructional media meets quality standards, supports effective communication, and facilitates a smooth learning process for participants.

3.3.3 Material Feasibility Test Results

The subject matter expert assessed three main aspects: content feasibility, presentation feasibility, and the use of animated videos in the MOOCs media. Table 3 presents the results of the material feasibility assessment.

Table 3. Material Feasibility Test Results by Subject Matter Expert

No.	Aspect	Item Numbers	Average Feasibility Score (%)	Criteria
1	Content Feasibility	1–7	81.3	Very Good
2	Presentation Feasibility	8–15	88.7	Very Good
3	Use of Animated Videos	16–20	90.2	Very Good
Overall Average Score			86,7	Very Good

The following is an explanation of the results of the MOOCs content feasibility assessment conducted by subject matter experts.

1. Content Feasibility

The assessment of content feasibility was based on two main indicators: the accuracy of the material and its relevance to the expected competencies. The average feasibility score for this indicator was 81.3%, indicating that the content meets the "Very Good" criteria and is suitable for use in learning.

2. Presentation Feasibility

The assessment of presentation feasibility was based on two indicators: the material delivery technique and the use of visual or narrative support in presenting the material. The average feasibility score for this aspect was 88.7%, confirming that the presentation of the MOOCs material meets the "Very Good" criteria and demonstrates that the delivery method and visual support have effectively aided participants in understanding the material.

3. Use of Animated Videos in MOOCs Media

In terms of animated video usage, the indicators assessed were its effectiveness and visual appeal as a learning medium. The average feasibility score for this aspect was 90.2%, indicating that the use of animated videos in the MOOCs content falls into the "Very Good" category and has successfully enhanced participant engagement.

Overall, the aggregate average score for the material feasibility test was 86.7%, indicating that the content in this MOOCs meets the "Excellent" standard and is considered suitable for use as an effective instructional medium for copywriting.

4 CONCLUSION

This study successfully designed and developed a Massive Open Online Courses (MOOCs) titled Fundamentals of Copywriting using the ADDIE model, which consists of the stages of analysis, design, development, implementation, and evaluation. The results of the development show that the MOOCs met the criteria of excellence in terms of media, content, and language. It was deemed relevant, easy to understand, and engaging for online course participants. Thus, the MOOCs offers flexibility, accessibility, and effectiveness in learning copywriting skills online. It addresses the core research question of how to design and develop an effective MOOCs on the Fundamentals of Copywriting that aligns with learners' needs. The study produced a practical learning platform grounded in real-world case studies and structured through a self-paced learning approach, allowing participants to manage their own study schedules. As a result, this MOOCs is expected to enhance participants' competence in writing persuasive copy to support product or service promotion in the digital era. Therefore, the Fundamentals of Copywriting MOOCs serves as a strategic alternative for individuals or organizations aiming to strengthen their marketing communication skills in a practical and applicable manner.

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