

DEVELOPMENT OF INSTRUCTIONAL MEDIA FOR GENERAL EDUCATION COURSES: ENHANCING PUBLIC AWARENESS OF THE DEPARTMENT OF GENERAL EDUCATION

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ABSTRACT

This research study focuses on the development of instructional media for general education courses, aiming primarily to enhance public relations for the Department of General Education. The study investigates the impact of instructional media on promoting public relations and assesses the satisfaction levels of students regarding these media. The findings indicate a very high level of student satisfaction (Mean = 4.70, S.D. = 0.46) with the developed teaching management media. The most appreciated aspect is the diversity of communication and public relations channels (Mean = 4.73, S.D. = 0.48), while the lowest-rated aspect relates to receiving organization-related news from lecturers (Mean = 4.67, S.D. = 0.57)

Keywords: teaching media, teaching and learning management, public relations

INTRODUCTION

In the contemporary landscape of education, the strategic development of instructional media has become imperative for fostering effective communication and engagement. This research embarks on a journey aimed at enhancing the public relations initiatives of the Department of General Education through the creation and utilization of instructional media for general education courses. The primary objectives of this study encompass the meticulous development of instructional media tailored for general education courses, a comprehensive investigation into the resultant outcomes concerning public relations promotion, and a thorough examination of the satisfaction levels among a carefully selected sample group pertaining to these instructional media. (Nilsook, P., Chatwattana, P., & Seechaliao, T., 2021). As education evolves, so does the means by which information is conveyed. Recognizing the pivotal role of instructional media in shaping public awareness, this research endeavors to unravel valuable insights into optimizing the public relations landscape of the Department of General Education. (Noichun, N., 2021). The study recognizes the contemporary dynamics of student preferences and communication methods, emphasizing the need for a strategic realignment of internal public relations (PR) media. The advocacy for an evolution in publicity formats forms a central theme, stressing the significance of employing strategic channels and integrating multimedia elements to effectively engage students. With the omnipresence of online platforms, the study suggests leveraging this trend as a catalyst for agile and widespread information dissemination. Crucially, the research underscores the temporal precision required in sharing information, acknowledging the paramount importance of timely updates to address student concerns regarding relevance and currency. The study's reflection encourages the crafting of a consistent and engaging narrative, cautioning against verbosity that may impede the absorption of information.

RESEARCH OBJECTIVES

This research study was aimed to

- 1) To develop instructional media for general education courses aimed at enhancing public relations for the Department of General Education.
- 2) To investigate the outcomes of using instructional media for general education courses in promoting public relations for the Department of General Education.
- 3) To examine the satisfaction levels of the selected sample group towards instructional media for general education courses in promoting public relations for the Department of General Education.

CONCEPTUAL FRAMEWORK

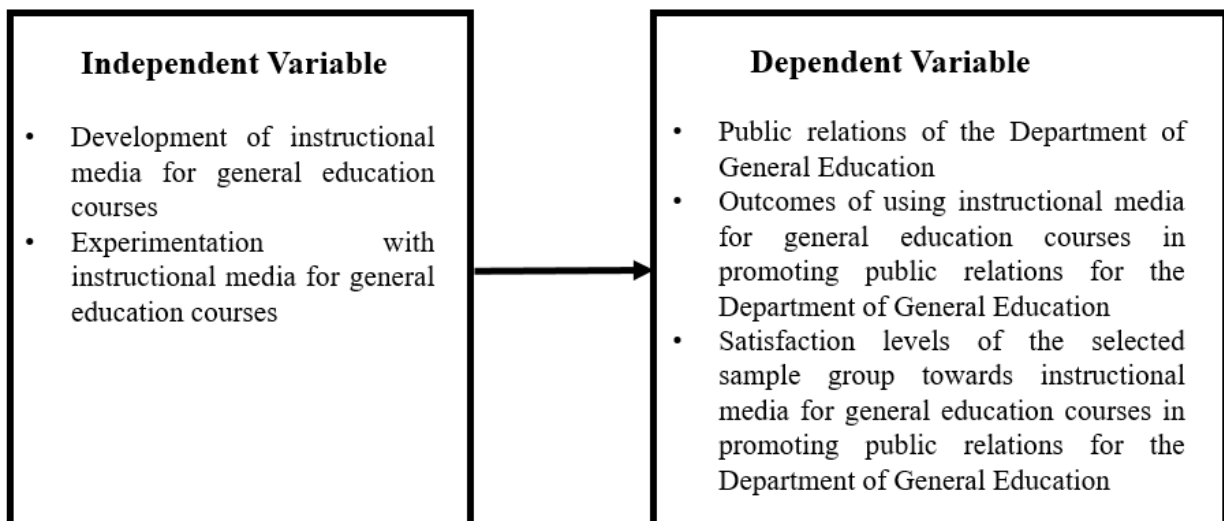


Figure 1. Conceptual Framework of the Study

The conceptual framework depicts the relationship between the development of instructional media for general education courses and the public relations of the Department of General Education. The independent variable is the development of instructional media, which is expected to have a positive impact on the public relations of the Department of General Education. The dependent variable is the public relations of the Department of General Education, which is measured by the satisfaction levels of a selected sample group towards instructional media for general education courses.

The diagram shows that the development of instructional media is a three-stage process: (1) planning, (2) development, and (3) evaluation. The planning stage involves identifying the needs of the target audience and the learning objectives of the instructional media. The development stage involves creating the instructional media, which can be done using a variety of methods, such as video, audio, or interactive simulations. The evaluation stage involves assessing the effectiveness of the instructional media.

The diagram also shows that the outcomes of using instructional media for general education courses can be measured in terms of the following: (1) learning outcomes, (2) motivation, and (3) satisfaction. The learning outcomes measure the extent to which the instructional media help students achieve the learning objectives. The motivation measures the extent to which the instructional media engage and motivate students. The satisfaction measures the extent to which students are satisfied with the instructional media.

The diagram provides a visual representation of the relationship between instructional media development and public relations for the Department of General Education. It can be used to explain the potential benefits of developing instructional media for general education courses.

METHODOLOGY

1. Research Tools

1.1 Social Media Public Relations Tools for the Department of General Education

The Department of General Education at Rajabhat University Suan Sunandha employs social media channels for public relations. These platforms serve as communication channels to disseminate information and engage with the audience.

1.2 Satisfaction Survey on the Development of Instructional Media for General Education Courses

A survey instrument is designed to measure satisfaction levels regarding the development of instructional media for general education courses. This survey aims to gather insights into the perceptions and opinions of the target audience.

2. Population and Sample Group

2.1 Population:

The population consists of students enrolled in general education courses at the Department of General Education, Rajabhat University Suan Sunandha, totaling 32,000 individuals.

2.2 Sample Group:

A sample group of 100 students is randomly selected from the population for the research study. This sample group will provide valuable insights into the satisfaction levels regarding the instructional media developed for general education courses.

3. Research Procedure

3.1 Feasibility Study and Problem Identification for General Education Public Relations Media

This step involves studying the possibilities and identifying issues related to the public relations media for general education courses at the Department of General Education.

3.2 Analysis of Data from Feasibility Study

Analyze data obtained from the feasibility study, including media types, content, and the effectiveness of the Department's social media pages and posts. This analysis informs the design of public relations media for general education.

3.3 Designing the General Education Public Relations Media Process

Design the process for public relations media by outlining content, selecting appropriate media types, writing captions, determining posting schedules, and incorporating new media types like Facebook, Twitter, and Instagram.

3.4 Development of General Education Public Relations Media

Develop the designed media and implement them for a one-month trial period from July 1 to July 31, 2025.

3.5 Data Collection and Analysis

Conduct data collection, summarization, and analysis, focusing on three aspects:

Analysis of Media Effectiveness: Utilize metrics such as Page Reach, Page Engagement, and Page Engagement Rate over 30 days.

Post Effectiveness Analysis: Evaluate individual post reach, engagement, and engagement rate to assess the suitability of posts for publicizing general education courses.

Satisfaction Analysis: Evaluate satisfaction levels of the sample group toward public relations media for general education.

4. Statistical Methods Used in the Research

4.1 Engagement Rate Calculation:

$$Engagement\ Rate = (Like + Comments + Share) / Total\ Engagement \times 100$$

4.2 Average and Standard Deviation for Survey Analysis:

4.51 to 5.00: Very high level

3.51 to 4.50: High level

2.51 to 3.50: Moderate level

1.51 to 2.50: Low level

1.00 to 1.50: Very low level

RESULT

Study Results on Satisfaction with the Development of Teaching Management Media for General Education Courses to Enhance Public Relations for the Department of General Education

In evaluating student satisfaction with the development of teaching management media for general education courses aimed at enhancing public relations for the Department of General Education, the researcher conducted assessments with a sample group of 100 students randomly selected. Following the trial use of media through social media channels, the collected data were analyzed using basic statistical measures, compared against standards, and summarized.

Table 1. Study Results on Student Satisfaction with the Development of Teaching Management Media for General Education Courses.

Items	Evaluation Item	Mean	S.D.	Level
1	Students search for teaching information through social media of the Department of General Education.	4.70	0.46	Very High
2	Students receive information in infographic format through social media of the Department of General Education.	4.70	0.52	Very High
3	Students receive information in video clip format through social media of the Department of General Education.	4.69	0.54	Very High
4	Students receive information about various contact channels for inquiries through social media of the Department of General Education.	4.70	0.53	Very High
5	Students receive information from organization-related news conveyed by lecturers.	4.67	0.57	Very High
6	There is rapid communication/public relations.	4.69	0.54	Very High
7	Information/news is accurate/straightforward.	4.71	0.51	Very High
8	There are diverse communication/public relations channels.	4.73	0.48	Very High
9	Communication/public relations channels are suitable.	4.72	0.49	Very High
10	Information/news is useful/interesting.	4.72	0.50	Very High
Overall		4.70	0.46	Very High

From Table 1, the study results indicate that the sample group's satisfaction with the development of teaching management media for general education courses, aimed at enhancing public relations for the Department of General Education, is at a very high level (Mean = 4.70, S.D. = 0.46). When categorizing satisfaction by individual items, the highest-rated aspect is having diverse communication/public relations channels, with students expressing the highest satisfaction (Mean = 4.73, S.D. = 0.48). Conversely, the lowest-rated aspect is receiving information about organization-related news conveyed by lecturers, where the sample group's satisfaction is at the lowest level (Mean = 4.67, S.D. = 0.57).

CONCLUSION

The exploration of instructional media development for general education courses has revealed insightful strategies for enhancing the public relations (PR) approach of the Department of General Education. This reflection on the findings highlights the necessity of strategically revamping the department's internal PR media to align with student preferences and contemporary communication trends. The study advocates for a transformation in publicity methods, emphasizing the significance of strategic communication channels and the integration of multimedia to effectively engage students. It points out the omnipresence of online platforms, suggesting that the department capitalize on this trend for efficient and extensive information dissemination. Moreover, the analysis underlines the importance of timely information updates, stressing the need for prompt communication to address students' concerns regarding the relevance and timeliness of the information provided. The study recommends maintaining a consistent and engaging narrative while avoiding overly verbose content that could impede information absorption. It also calls for establishing a centralized hub of PR expertise within the department, positioning it as a key orchestrator of comprehensive information regarding general education courses. Additionally, the study suggests fostering direct interaction between students and the PR department to streamline information access and enhance overall student satisfaction.

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