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PIONEERING EDUCATIONAL PERSPECTIVES

Series 2025

Chief Editors:
Nur Alyani binti Khairol Anuar
Muhammad Irfan bin Mokhtar

Editors:
Aqeela binti Ahmad Kamiri
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Preface

Pioneering Educational Perspectives: Series 2025 is a collection of thought-provoking insights and research contributions exploring contemporary educational trends and practices. This eBook presents a diverse range of perspectives on innovative teaching methodologies, digital learning strategies, and transformative approaches in education. Designed to serve as a resource for educators, researchers, and practitioners, it aims to inspire meaningful discussions and advancements in the field. Through carefully curated chapters, this publication offers fresh ideas and practical solutions to enhance learning experiences in an ever-evolving educational landscape.

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EMPOWERING STUDENTS WITH THE 4P'S SOMA FRAMEWORK: A NEW APPROACH TO CRITICAL THINKING AND REFLECTIVE LEARNING

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ABSTRACT

The 4P's SOMA framework, adapted from social marketing principles, has significantly enhanced student engagement, critical thinking, and satisfaction in higher education. By integrating this structured approach, students in a social marketing course at UiTM Sarawak Campus Samarahan 2 demonstrated marked improvements in their ability to analyze, evaluate, and apply complex concepts. The framework's emphasis on collaborative learning and practical application fostered a more interactive and stimulating classroom environment, leading to increased student enjoyment and overall satisfaction with the learning experience. Pre- and post-implementation feedback, gathered through an 8-item questionnaire, revealed substantial improvements in critical thinking skills, engagement levels, and confidence in knowledge retention. The findings underscore the value of incorporating the 4P's SOMA framework into educational practices, particularly in fields that require a deep understanding of interdisciplinary concepts. By cultivating essential skills such as analytical thinking and problem-solving, the framework prepares students for success in an ever-evolving world. The insights gained from this research contribute to the existing body of literature on the use of structured frameworks in education, offering practical implications for curriculum design and instructional strategies in social marketing courses within higher education institutions.

KEYWORDS: 4P's SOMA framework, Critical thinking, Student engagement, Social marketing, Reflective learning

PROBLEM AND OBJECTIVE

The implementation of the 4P's SOMA framework has profoundly transformed my students' learning experiences by enhancing their critical engagement with core topics. This structured approach, integrated into case studies, has ignited a newfound motivation among students to delve deeper into the material, leading to increased reading, thorough revision, and extensive research efforts. As a result, students are not only developing a comprehensive understanding of the subject matter but are also cultivating a more active and analytical mindset towards their learning, enriching their overall educational journey. The traditional teaching methods employed in higher education have proven inadequate in engaging students and fostering critical thinking. Prior to the implementation of the 4P's SOMA framework, student feedback indicated significant dissatisfaction with the learning process, characterized by disengagement and a lack of opportunities for reflective learning. This study aims to evaluate the effectiveness of the 4P's SOMA framework, which integrates social marketing principles, in enhancing student engagement, improving critical thinking skills, and increasing overall satisfaction with the educational experience.

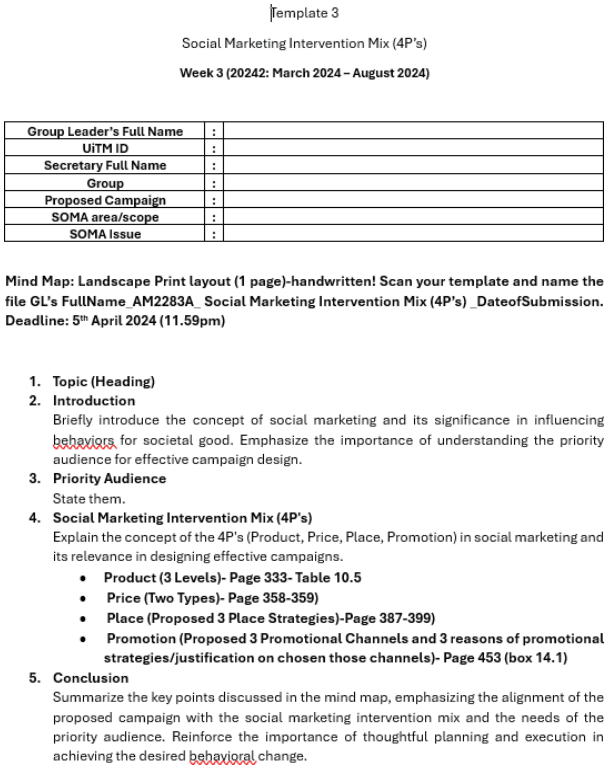
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DESIGN DESCRIPTION

This design leverages online platforms to enhance the teaching and learning experience by engaging SOMA students in an interactive, practical framework for social marketing. By utilizing the Social Marketing Intervention Mix (4P's) framework, the design enables students to conceptualize and create campaigns that drive societal good, all while operating in a digital learning environment. The task requires students to submit mind maps and presentations through U-Future, ensuring structured academic engagement, while WhatsApp serves as a supplementary platform for continuous communication, feedback, and collaboration. This integration of formal and informal online platforms creates a dynamic, flexible learning experience, where students can access resources, receive feedback, and iteratively refine their strategies. The real-time feedback provided through these platforms fosters a deeper understanding of how to design effective social marketing interventions, ensuring that students not only learn theory but also apply it in practice. This design's unique selling point is its ability to seamlessly blend theoretical knowledge with practical execution, all within an online ecosystem that prepares students for the digital-first realities of modern social marketing, making it a compelling model for innovation in education.

VISUALS

Incorporating well-crafted visuals is critical to enhancing the comprehension and impact of the design. High-resolution images, diagrams, charts, and graphs serve as essential tools to visually represent key concepts, making complex ideas more digestible for the audience. For this design, visuals such as campaign mind maps, flowcharts of the Social Marketing Intervention Mix (4P's), and infographics summarizing the priority audience's characteristics will be included. These visuals are not only aesthetically pleasing but also strategically designed to clarify the relationships between the different elements of the 4P's framework.



Template 3

Social Marketing Intervention Mix (4P's)

Week 3 (20242: March 2024 – August 2024)

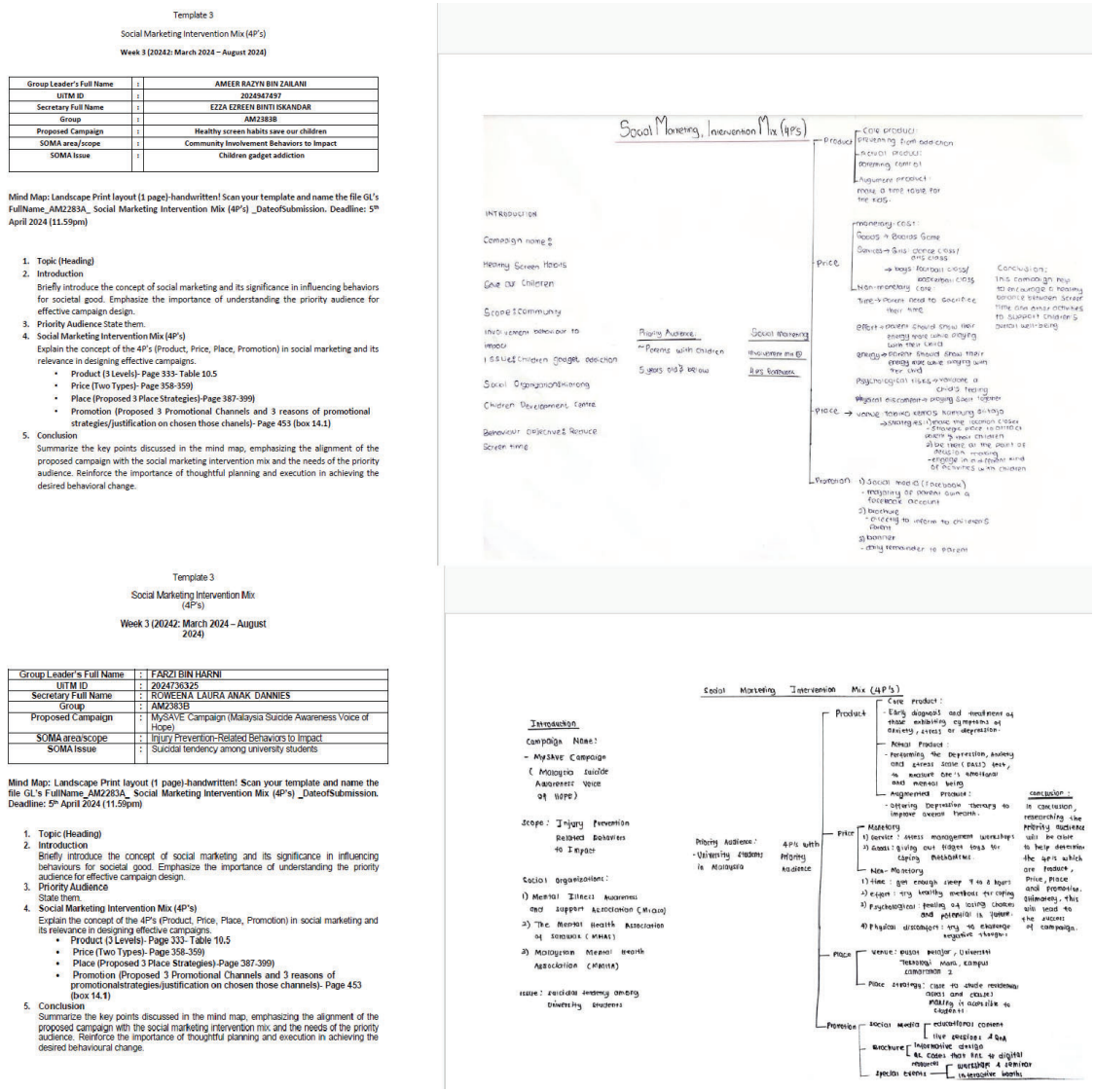
Group Leader's Full Name	**:**	
UiTM ID	**:**	
Secretary Full Name	**:**	
Group	**:**	
Proposed Campaign	**:**	
SOMA area/scope	**:**	
SOMA Issue	**:**	

Mind Map: Landscape Print layout (1 page)-handwritten! Scan your template and name the file GL's FullName_AM2283A_ Social Marketing Intervention Mix (4P's) _DateofSubmission. Deadline: 5th April 2024 (11.59pm)

1. **Topic (Heading)**
2. **Introduction**
   Briefly introduce the concept of social marketing and its significance in influencing behaviors for societal good. Emphasize the importance of understanding the priority audience for effective campaign design.
3. **Priority Audience**
   State them.
4. **Social Marketing Intervention Mix (4P's)**
   Explain the concept of the 4P's (Product, Price, Place, Promotion) in social marketing and its relevance in designing effective campaigns.
   - **Product (3 Levels)- Page 333- Table 10.5**
   - **Price (Two Types)- Page 358-359)**
   - **Place (Proposed 3 Place Strategies)-Page 387-399)**
   - **Promotion (Proposed 3 Promotional Channels and 3 reasons of promotional strategies/justification on chosen those channels)- Page 453 (box 14.1)**
5. **Conclusion**
   Summarize the key points discussed in the mind map, emphasizing the alignment of the proposed campaign with the social marketing intervention mix and the needs of the priority audience. Reinforce the importance of thoughtful planning and execution in achieving the desired behavioral change.

Figure 1. The 4P's SOMA Framework

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Template 3

Social Marketing Intervention Mix (4P's)

Week 3 (20242: March 2024 – August 2024)

Group Leader's Full Name	:	AMEER RAZYN BIN ZAILANI
UITM ID	:	2024947497
Secretary Full Name	:	EZZA EZREEN BINTI ISKANDAR
Group	:	AM2383B
Proposed Campaign	:	Healthy screen habits save our children
SOMA area/scope	:	Community Involvement Behaviors to Impact
SOMA Issue	:	Children gadget addiction

Mind Map: Landscape Print layout (1 page)-handwritten! Scan your template and name the file GL's FullName_AM2283A_ Social Marketing Intervention Mix (4P's) _DateofSubmission. Deadline: 5th April 2024 (11.59pm)

1. **Topic (Heading)**
2. **Introduction**
   Briefly introduce the concept of social marketing and its significance in influencing behaviors for societal good. Emphasize the importance of understanding the priority audience for effective campaign design.
3. **Priority Audience** State them.
4. **Social Marketing Intervention Mix (4P's)**
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Social Marketing, Intervention Mix (4PS)

Product
- Core product: preventing from addiction
- Actual product: screening control
- Augumented product: make a time table for the kids.

Price
- monetary cost: Books + Boards Game
- Services → time: opportunity cost and effort
- → boys: football class/ badminton class
- Non-monetary cost
- Time → Parents need to sacrifice their time
- Effort → parents should spend their energy more while playing with their child
- energy → Parents should spend their energy more while playing with their child
- Psychological risks → validate a child's feeling
- Physical discomfort → playing their together

Place → online learning strategy strategies: 1) make the location closer - Schedule play activities weekly to your children
2) be there at the point of action - making - engage in another kind of activities with children

Promotion: 1) Social media (Facebook)
- designing of poster with a hashtag Occupy
2) Brochure
- printed to inform to children's parents
3) Banner
- daily reminder to parent

INTRODUCTION
Campaign name:
Healthy Screen Habits Save our Children
Scope: Community
Priority Audience: Parents with children 5 years old & below
Social Marketing Involvement Mix: Hire Performers
Conclusion: This campaign help to encourage a healthy balance between screen time and other activities to support children's overall well-being

Template 3

Social Marketing Intervention Mix (4P's)

Week 3 (20242: March 2024 – August 2024)

Group Leader's Full Name	:	FARZI BIN HARNI
UITM ID	:	2024736325
Secretary Full Name	:	ROWEENA LAURA ANAK DANNIES
Group	:	AM2383B
Proposed Campaign	:	MySAVE Campaign (Malaysia Suicide Awareness Voice of Hope)
SOMA area/scope	:	Injury Prevention-Related Behaviors to Impact
SOMA Issue	:	Suicidal tendency among university students

Mind Map: Landscape Print layout (1 page)-handwritten! Scan your template and name the file GL's FullName_AM2283A_ Social Marketing Intervention Mix (4P's) _DateofSubmission. Deadline: 5th April 2024 (11.59pm)

1. **Topic (Heading)**
2. **Introduction**
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Social Marketing Intervention Mix (4P's)

Introduction
Campaign Name:
- MySAVE Campaign (Malaysia Suicide Awareness Voice of HOPE)

Scope: Injury Prevention Related Behaviors to Impact

Social Organization:
1) Mental Illness Awareness and Support Association (MIASA)
2) The Mental Health Association of Malaysia (MHAM)
3) Malaysian Mental Health Association (MMHA)

Issue: suicidal tendency among University students

Priority Audience: - University students in Malaysia

4Ps with Priority Audience

Product
- Core Product: - Early diagnosis and treatment of those exhibiting symptoms of anxiety, stress or depression.
- Actual Product: - Performing the Depression, Anxiety and Stress Scale (DASS) test, to measure one's emotional and mental well being.
- Augmented Product: - Offering Depression therapy to improve overall health.

Price
1) Monetary
1) Service: assess management workshops
2) Goods: giving out fidget toys for coping mechanisms
Non-Monetary
1) Time: get enough sleep 7 to 8 hours
2) Effort: try healthy methods for coping
3) Psychological: feeling 24 hotline channel and pathway is open.
4) Physical discomfort: try to encourage positive changes.

Place
Venue: public places, University Technical Main Campus Cameron 2
Place Strategy: Case to study residential areas and cities? Making it accessible to students

Promotion
- Social media: educational content, live sessions Q&A
- Brochure: Informative design, All cases that are to digital resource
- Special Events: workshop & seminar, interactive booths

conclusion: In conclusion, researching the priority audience will be close to help determine the 4Ps which are Product, Price, Place and Promotion. Ultimately, this will lead to the success of campaign.

Figure 2. The 4P's SOMA Framework (Students Sample)

For instance, a clear and concise diagram of the 4P's—Product, Price, Place, and Promotion—can effectively illustrate how each component interacts within a campaign (Figure 1). Graphs or charts depicting data trends, such as potential audience reach or the projected impact of different campaign strategies, will provide quantitative support to the qualitative aspects of the design. Additionally, step-by-step flowcharts showing the process of developing a social marketing intervention from concept to execution will give the audience a clear overview of the entire strategy. All visuals will be meticulously designed to ensure they are high-resolution, easy to read, and directly relevant to the core ideas presented in the paper, thus enhancing both understanding and engagement (Figure 2).

Figure 3 illustrates the drastic improvement in student perceptions of the learning process after the implementation of the 4P's SOMA framework, highlighting key areas such as framework attractiveness, content understanding, and overall satisfaction.

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Item	Before Application (% of Agreement)		After Application (% of Agreement)		Change (%)
Attractiveness of the Framework	Disagree: Neutral: Agree: Strongly Agree:	64.7% 21.6% 0% 0%	Disagree: Neutral: Agree: Strongly Agree:	0% 0% 37.3% 62.7%	+100%
Understanding Lecturer's Content	Disagree: Neutral: Agree: Strongly Agree:	64.7% 35.3% 0% 0%	Disagree: Neutral: Agree: Strongly Agree:	0% 0% 31.4% 68.6%	+100%
Effectiveness of Teaching Delivery	Disagree: Neutral: Agree: Strongly Agree:	66.7% 27.5% 0% 0%	Disagree: Neutral: Agree: Strongly Agree:	0% 0% 52.9% 47.1%	+100%
Effectiveness of the Learning Process	Disagree: Neutral: Agree: Strongly Agree:	66.7% 29.4% 0% 0%	Disagree: Neutral: Agree: Strongly Agree:	0% 0% 39.2% 60.8%	+100%
Fun and Interest in the Learning Process	Disagree: Neutral: Agree: Strongly Agree:	68.6% 31.4% 0% 0%	Disagree: Neutral: Agree: Strongly Agree:	0% 0% 37.3% 62.7%	+100%
Enjoyment of Learning Sessions	Disagree: Neutral: Agree: Strongly Agree:	72.5% 23.5% 0% 0%	Disagree: Neutral: Agree: Strongly Agree:	0% 0% 33.3% 66.7%	+100%
Perception of Successful Learning Experience	Disagree: Neutral: Agree: Strongly Agree:	64.7% 21.6% 0% 0%	Disagree: Neutral: Agree: Strongly Agree:	0% 0% 39.2% 60.8%	+100%
Overall Satisfaction	Disagree: Neutral: Agree: Strongly Agree:	70.6% 21.6% 0% 0%	Disagree: Neutral: Agree: Strongly Agree:	0% 0% 37.3% 62.7%	+100%

Figure 3. Comparison of Student Feedback Before and After Applying the 4P's SOMA Framework

NOVELTY AND UNIQUENESS

The innovative strength of this design lies in its seamless integration of online platforms with practical, hands-on learning experiences. Unlike traditional educational approaches that often separate theory from application, this design encourages students to actively apply the Social Marketing Intervention Mix (4P's) framework within a digital environment. The use of U-Future for structured assignments and WhatsApp for ongoing feedback and collaboration creates a blended learning experience that bridges formal and informal education, enhancing flexibility and engagement. What sets this design apart is the emphasis on real-time interaction and iterative learning. Students not only develop their campaigns but also receive immediate feedback, allowing them to refine and adjust their strategies in a way that mimics real-world

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project development. This continuous feedback loop, facilitated by online platforms, differentiates the design from more static, one-way learning models. Furthermore, by using visual tools such as mind maps and flowcharts, the design supports creative thinking while grounding students in practical marketing concepts, ensuring they gain both theoretical knowledge and applied skills. Incorporating digital tools and platforms makes the design uniquely positioned for the modern educational landscape, where online learning has become essential. The flexibility and accessibility of this approach ensure that students are prepared to navigate the increasingly digital world of social marketing, making the design both novel and highly relevant to contemporary teaching and learning practices.

BENEFITS TO MANKIND

The 4P's SOMA framework benefits humanity by transforming education through the integration of social marketing principles. This approach promotes critical thinking, problem-solving, and collaboration, enabling students to better understand complex concepts and apply them to real-world challenges. By fostering active engagement, it enhances motivation, teamwork, and communication skills, crucial for success in both academic and professional settings. Ultimately, the framework cultivates informed, capable individuals who contribute to solving societal issues and advancing humanity through their knowledge and actions.

COMMERCIAL POTENTIAL

The 4P's SOMA framework offers significant commercial potential by enhancing educational practices, particularly in social marketing. It improves critical thinking, collaboration, and problem-solving skills, leading to higher student satisfaction and performance. Educational institutions can leverage this framework to attract more students, improve their reputation, and boost enrolment and retention rates. Additionally, by producing graduates with strong analytical and critical thinking abilities, the framework aligns education with industry needs, making programs more competitive and commercially viable.

CONCLUSION

The 4P’s SOMA framework has proven to be an effective tool for transforming traditional teaching methods, leading to enhanced student engagement, critical thinking, and satisfaction. This study demonstrates the framework's potential to create a more dynamic and reflective learning environment by applying social marketing principles to education. Future research could explore its applicability in diverse educational contexts and further refine its components to maximize impact. The results suggest that the 4P’s SOMA framework could play a significant role in shaping the future of education, particularly in promoting critical and analytical skills among students.

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