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Implementation of Employee Skills Module Development with ADDIE Model on Corporate E-Learning

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Abstract *This study aims to investigate the development process of instructional materials, the feasibility of the instructional materials, and the outcomes of employees' understanding regarding the development of instructional materials focusing on NDF Car topics for CR positions. The research method employed is research and development (R&D), utilizing the ADDIE model comprising Analysis, Design, Development, Implementation, and Evaluation. Data collection involved documents and e-learning data from the company's CR positions to examine comprehension test results. Validators in this study were Mentors and PICs. The research results indicate that the instructional materials on NDF Car topics for CR positions are deemed suitable for use. This determination stems from the validation conducted by Mentors and PICs, along with comprehension test scores from employees surpassing the minimum threshold (>70). Additionally, e-learning data regarding instructional material usage falls within the categories of relevance, ease of understanding, and usefulness. Hence, it can be concluded that the development of instructional materials using the ADDIE model for NDF Car topics intended for CR positions is deemed appropriate and beneficial for CR employees to utilize.*

Keywords development process, instructional materials, ADDIE model, e-learning

INTRODUCTION

In the era of globalization and rapid technological advancement, companies face significant challenges to remain competitive and innovative (Davenport & Prusak, 2000). One effective strategy is to develop training modules tailored to the skills required by employees. Structured training aligned with skill needs can enhance employee productivity and facilitate adaptation to technological and market changes (Noe, 2017). Competency-based training not only improves individual performance but also supports the achievement of organizational goals (Salas et al., 2012). Tailored training modules enable employees to acquire relevant skills, making them better prepared to tackle workplace challenges.

Long-term investments in employee training yield positive outcomes, including increased employee loyalty and reduced turnover (Aguinis & Kraiger, 2009). Therefore, it is essential for companies to design training modules based not only on industry trends but also on specific skill needs analysis of their employees. Particularly at PT BFI Finance Indonesia Tbk, the development of e-learning modules is crucial to ensure that employees have the necessary competencies to effectively meet customer needs. E-learning allows companies to provide flexible training accessible anytime, thereby enhancing learning effectiveness and skill adaptation (Bersin, 2024). This is highly relevant for PT BFI Finance Indonesia Tbk, operating in the dynamic and competitive financial industry. With e-learning, employees can undergo regular and measurable training, ensuring they are always ready to face market changes and demands.

In efforts to ensure the effectiveness of training module development, researchers often employ the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) in its development process. The ADDIE model ensures that each development stage is conducted systematically and structured (Branch, 2009). It is highly effective in designing comprehensive and sustainable training programs (Branch, 2009). Additionally, the Bloom's Taxonomy approach is often applied to develop clear and measurable learning

objectives. Bloom's Taxonomy aids instructional developers in setting learning objectives across various cognitive levels, ranging from basic knowledge to evaluation and creation (Anderson & Krathwohl, 2001). Its use ensures that training modules cover essential learning aspects and help employees develop comprehensive skills.

Effective training module development must incorporate adaptive digital technologies aligned with employee learning needs. The integration of digital tools such as Learning Management Systems (LMS) has been shown to enhance training efficiency, learner engagement, and retention (Alshurideh et al., 2020). Within organizations like PT BFI Finance Indonesia Tbk, the use of LMS supports data-driven and measurable learning processes, enabling evidence-based decisions regarding training effectiveness. This approach also allows for the personalization of learning content based on individual competency levels and development goals, making it highly compatible with competency-based human capital strategies (Kraiger & Culbertson, 2021). These digital learning innovations can be further strengthened by applying structured instructional design models such as ADDIE to ensure the long-term effectiveness and sustainability of training programs.

The role and position of Customer Relations (CR) are crucial for companies as they serve as a bridge between the company and consumers. This position ensures that consumer needs and desires are understood and met, thereby enhancing consumer satisfaction and loyalty. Effective customer relationship management can provide significant competitive advantages for companies (Grönroos, 2007). Given the importance of this position, researchers see the urgency to develop specific instructional materials for the Customer Relations position at PT BFI Finance Indonesia Tbk. The development of these instructional materials is carried out using the ADDIE model and Bloom's Taxonomy approach to ensure that the provided training is effective and significantly impacts employee capabilities. Studies by Kirkpatrick and Kirkpatrick (2006) support that comprehensive training evaluation can demonstrate improvements in employee skills and positive impacts on employee performance.

Recent advancements in corporate training highlight the transformative potential of Artificial Intelligence (AI) and analytics-driven personalization in

instructional material development, particularly for customer-facing roles. AI-enhanced e-learning platforms are now capable of adapting content delivery in real time based on individual learning progress, behavior, and role-specific competencies (Chen et al., 2023). For Customer Relations (CR) functions, this innovation allows for simulation-based learning experiences that mirror authentic customer interactions, thereby strengthening problem-solving and communication skills essential for service excellence (Ahmed et al., 2025). By integrating generative AI into the ADDIE framework, companies can dynamically update training content to reflect current consumer trends, regulatory changes, and internal service protocols. This approach not only supports continuous professional development but also ensures that Customer Relations personnel at PT BFI Finance Indonesia Tbk remain agile, responsive, and aligned with organizational goals in an increasingly competitive financial services landscape.

METHOD

Research and Development (R&D) is the appropriate method for this study due to its focus on the development and validation of educational products. The R&D method enables researchers to systematically design, develop, and evaluate e-learning modules (Borg & Gall, 2003). R&D involves a series of steps aimed at producing valid products for educational contexts, including needs analysis, product design, product development, product testing, and product evaluation (Borg & Gall, 2003).

These steps align with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), which ensures that each stage of module development is carried out systematically and continuously (Branch, 2009). During the analysis phase, researchers identify training needs and competencies required for the Customer Relation position. The design phase involves structuring modules based on Bloom's Taxonomy to ensure that learning objectives cover various cognitive levels (Clark et al., 2016). Module development entails organizing instructional materials and assessment tools (Gall et al., 2007). Implementation involves delivering training to employees,

while evaluation assesses module effectiveness using predetermined criteria (Salas et al., 2017).

Research by Gall et al. (2007) asserts that the R&D method is effective in producing educational products that can be implemented and significantly impact the improvement of employee skills and performance. Evaluation involves measuring changes in employee skills and knowledge after participating in training, providing empirical evidence of the effectiveness of the developed e-learning modules.

RESULT & DISCUSSION

Instructional materials are vital components in determining the quality of learning (Reigeluth, 1999). The design of instructional material development must consider the appropriate development model to ensure its quality in supporting effective learning (Dick et al., 2015). The development of instructional materials is a systematic and structured process, linear with the learning process (Dick et al., 2015). This aligns with Reigeluth's view (1999), stating that a good instructional development model can enhance the quality and effectiveness of learning. Therefore, the application of the appropriate development model, such as the ADDIE model, is crucial in creating instructional materials that are effective and tailored to learning needs.

A. **Analysis**

The analysis phase in instructional material development aims to identify any issues or gaps that may exist within a given set of instructional materials. The analysis phase serves as a crucial initial step in the instructional design process (Dick et al., 2015). The first step in developing instructional materials is the analysis of content or subject matter needs, which is conducted to identify the development material in line with the required competencies. This process constitutes part of the Analysis phase in the ADDIE model and involves several key steps as follows:

Table 1. The Analytical Activities

Activity	Objective	Method	Result
Competency Identification	To identify the core competencies required by Customer Relationship (CR) in the context of the Great Leader Program (GLP) 1 Hardskill NDF Car.	Conducted through interviews with company management, employee surveys, and analysis of job tasks relevant to the CR position.	It was found that important competencies include communication skills, understanding of products and services, customer needs analysis skills, and negotiation skills.
Task Analysis	To map out the key tasks performed by CRs and identify specific skills needed to effectively accomplish these tasks.	Job observation, study of job documentation, and focused group discussions with experienced CRs.	Several key tasks include identifying customer prospects, managing customer relationships, delivering product presentations, and resolving customer complaints.
Gap Analysis	To assess the gap between the competencies currently possessed by CRs and the competencies required.	Competency assessment through skills tests and in-depth interviews with CRs and their managers.	It was found that while CREs have a solid foundation in communication skills, there are gaps in customer needs analysis and negotiation skills that need to be addressed.

Development Material Identification	To determine the learning material that will be used to address the identified competency gaps.	Using Bloom's Taxonomy to ensure that the material covers various cognitive levels from basic knowledge to evaluation and creation.	The developed material includes modules on effective communication, customer needs analysis techniques, negotiation strategies, and case studies for practical application.

B. **Design**

In the Design phase, planning for instructional material development involves several critical activities to ensure that the learning content and framework align with the competency needs of employees and industry requirements (Clark et al., 2016). Researchers in this phase determine the topics or conceptual framework of instructional materials using Bloom's Taxonomy approach, particularly in the cognitive domain. The primary goal is to develop instructional materials that not only reinforce employees' skills and knowledge but also remain relevant to current industry demands. By considering different cognitive levels and focusing on aspects crucial in the industry context, such as the latest technology, best practices, and regulatory changes, instructional materials can be designed to enhance workforce quality and meet company needs. The emphasis on industry relevance and needs in instructional material development is supported by research by Reiser and Dempsey (2018), highlighting the importance of integrating industry context into instructional design.

C. **Development**

The development stage in the ADDIE Model involves activities related to the realization of the instructional product, particularly instructional materials. During this stage, instructional material development includes creating and modifying learning materials (Branch, 2009). The conceptual framework of

instructional material development prepared in the design phase is then implemented to produce learning products ready for implementation according to the established objectives (Molenda, 2015). In this context, revisions to instructional materials are made based on analysis to achieve the desired learning objectives (Reiser & Dempsey, 2017). The results of the revisions are as follows:

Table 2. Revision of Instructional Materials for NDF Car – CRs Position

Before Revision	After Revision
The learning objectives outline was not included in the instructional materials.	The learning objectives outline is now included.
The outline of the CR skill material consisted only of points and brief explanations.	The CR skill material is explained clearly with the addition of coordination skills required by a CR.
There was no material available on building communication with customers (customer relations) and the things to consider during visits to RO customers.	Additional learning material on building communication (customer relations) with customers and the considerations during visits to RO customers to support their daily job tasks.

Next, the selection of the best instructional materials to achieve the learning objectives is conducted (Smith & Ragan, 2005). Additional instructional material is added through literature review, including books, journals, and other electronic sources (Mayer, 2011). This process ensures that the selected materials are relevant and support the desired learning outcomes (Gagné, Wager, Golas, & Keller, 2005). As for the references added to the instructional material, they are as follows:

Table 3. Development of Instructional Materials and Their References

Additional Instructional Materials (After Revision)	Considerations during visits to RO customers References
Customer relations material	Morrison, E. W. (2006). Doing the job well: An investigation of pro-social rule

	breaking. Journal of Management, 32(1), 5-28.
Effective listening method (LISTEN)	Mbeat interpersonal skill material
Effective understanding method (FORM)	How to Make Small-Talk Using The FORM Technique. Available at: https://www.psychologistworld.com/behavior/interpersonal-skills/smalltalk-conversation-form-technique
Sales acquisition (6 Sales Processes)	What Is the Sales Process? - Steps & Example. 2021. Available at: https://study.com/academy/lesson/what-is-the-sales-process-steps-example-quiz.html
Effective coordination skills	Dietrich, P. (2007). Coordination strategies in organizational development programs. Helsinki University of Technology.
Building communication with customers	Mardiana, S. (2013). The role of marketing communication in shaping consumer behavior. Lontar: Journal of Communication Science, 2(2).
Considerations during visits to RO customers.	Cahyani, L., Nellyaningsih, N., & Marcelino, D. (2022). How To Improve Understanding and Effective Salesmanship Implementation.

The results of instructional material development then undergo a mentoring process for improvement by mentors and the PIC (Program Implementation Committee) (Biech, 2014). These revisions involve feedback from mentors to ensure that the instructional materials meet the desired quality standards (Murray, 2001). Additionally, the PIC plays a crucial role in reviewing and approving proposed changes based on identified learning needs (Goldsmith & Morgan, 2003). Subsequently, the results of instructional material development undergo mentoring for improvement by Mentors and the PIC. The revisions include:

Table 4. Suggestions for Improving Instructional Materials

Reviewer's Name	Suggestions for Improvement	After Improvement

Dwi Khabiburrahman	Pay attention to the use of smart art, images, and provide more explanation rather than just bullet points	The use of smart art and images has been effectively implemented, with explanations provided for the suggested points
Pranajaya, M.M	Utilize the concept of Bloom's taxonomy and add images that represent the meaning of the instructional conten	Bloom's taxonomy is applied to the instructional objectives by considering the content to achieve the objectives, and additional images are included that represent the meaning of the content

These instructional materials are organized in PowerPoint format to facilitate learning that can be accessed anytime and anywhere (Szabo & Hastings, 2000). The use of PowerPoint enables the visual and structured delivery of content, thereby facilitating student understanding (Bartsch & Cobern, 2003). Furthermore, the flexibility of access to instructional materials through this media supports self-directed and repetitive learning as per students' needs (Harrison, 1998).

D. **Implementation**

In this stage, the developed instructional design is implemented with the primary goal of producing competency outputs in the form of knowledge required by employees (Reigeluth & Carr-Chellman, 2009). Following the implementation of the instructional material, an initial evaluation is conducted to provide feedback on its implementation (Kirkpatrick & Kirkpatrick, 2006). Feedback on the instructional material, or initial evaluation, is obtained through questions or comprehension tests related to the instructional material development objectives (Brown & Knight, 1994). The outcomes of this implementation are then assessed based on the e-learning used as the learning medium (Ally, 2004). The results obtained from the retrieval of e-learning data

as a comprehension test for the instructional material that underwent development/revisions are as follows:

Table 4. Scores for the Comprehension Test on Module Development

Number of Employees Observed	Acquisition of Scores
1	80
3	90
8	100

Based on the data, it is evident that out of the 12 observed employees who answered the questions, there was 1 respondent who answered with a score of 80, 3 respondents with a score of 90, and 8 respondents with a score of 100. Therefore, based on this data, it can be concluded that all 12 respondents who answered the questions passed, indicating a thorough understanding of the instructional material.

E. **Evaluation**

In this stage, the developed instructional design is implemented with the primary goal of producing competency outputs in the form of knowledge required by employees (Reigeluth & Carr-Chellman, 2009). After the implementation of instructional materials, an initial evaluation is conducted to provide feedback on the implementation of these materials (Kirkpatrick & Kirkpatrick, 2006). Feedback on the instructional materials or the initial evaluation is obtained through questions or comprehension tests related to the objectives of instructional material development (Brown & Knight, 1994). The results of this implementation are then assessed based on the e-learning used as the learning medium (Ally, 2004).

The principles of instructional materials were also evaluated from e-learning, where 12 observed respondents found the instructional materials relevant, easy to understand, and beneficial. There were no suggestions for improvement, but regarding the principle of material adequacy, 2 respondents stated that the material was insufficient to master basic competencies. Therefore, revisions and additional materials were made to the instructional materials (Gagné et al., 2005).

CONCLUSION

In general, the success of a training program can be measured by three main aspects: shaping employees' mindset, increasing knowledge, and effectively changing employees' behaviors to support the company's vision and mission (Kirkpatrick & Kirkpatrick, 2006). In this study, the main focus was on increasing employees' knowledge through comprehension tests, with results showing scores above 70, indicating that the instructional materials were well-received and understood (Bloom, 1956). The development of instructional materials followed the ADDIE model consisting of five stages: analyzing instructional needs to identify deficiencies (Dick, Carey, & Carey, 2005); designing components and instructional materials (Smith & Ragan, 2005); developing and validating instructional materials by mentors and the PIC (Branch, 2009); implementing instructional materials were assessed based on the data retrieved from e-learning. for the CR position (Reigeluth & Carr-Chellman, 2009); and evaluating through comprehension tests using questionnaires (Brown & Knight, 1994). Feasibility testing was conducted with revisions based on mentor and PIC feedback, and the comprehension test results showed that all respondents achieved a minimum score of 70 (Gagné et al., 2005).

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