

# The Application of Augmented Reality Positively Impacts the Advertising Design Subject Field

Tan Su Huey<sup>1\*</sup>, Fasehah Abdullah<sup>2</sup>, Goh Wee Liang<sup>1</sup>

<sup>1</sup> Faculty of Arts and Design, Southern University College, Johor, Malaysia

<sup>2</sup> Faculty of Technical and Vocational Education, UTHM, Batu Pahat, Johor, Malaysia

\* Corresponding Author: [shtan@sc.edu.my](mailto:shtan@sc.edu.my)

Received: 1 February 2025 | Accepted: 17 April 2025 | Published: 30 April 2025

DOI: <https://doi.org/10.55057/ijares.2025.7.2.45>

---

**Abstract:** *Augmented reality (AR) has a favourable influence on advertisement design by increasing customer interaction, capturing attention, and boosting brand perception. The study adopts the art and design program standards while teaching and guiding diploma students in designing augmented reality posters for Advertising Design. This includes developing interesting promotional videos, integrating hyperlinks with new media, and utilizing augmented reality technology to present the virtual contents, ultimately incorporating these contents into their poster designs. This study applies AIDA model (Attention, Interest, Desire, Action) as the design framework to guide students in creating their posters with the aim of raising awareness, boosting sales, or fulfilling other objectives. 10 participants, who are diploma-level design students, have been selected from a college in Johor. Students are required to develop all the elements and design an AR poster to show functionality on their mobile device. The results suggest that AR could positively impact the students' creativity in poster design as they could modify and select acceptable immersive layouts based on their design concepts through AR platforms. This approach not only enhances aesthetic appeal but also fosters a deeper connection with the audience through interactive engagement.*

**Keywords:** Augmented Reality (AR), Advertising, Poster Design, Video, Design Students

---

## 1. Introduction

Augmented reality (AR) has emerged as a transformative tool capable of enriching user experiences across a variety of field. The use of AR in advertising and marketing is becoming more prevalent. AR technology is being applied in their point-of-purchase (POP) displays and promotional items to attract and engage customers. This is proved by the rapid growth of Malaysian startups in the augmented reality and related sectors (Abdullah et al., 2022). This innovative technology fosters interactive and immersive experiences to their customers, significantly enhancing advertising effectiveness (Çeltek, 2015; Ghasemi & Jalilvand, 2024; Yaoyuneyong et al., 2016).

Due to its uniqueness to integrate virtual elements into real-world settings, the rapid advancement of these digital technologies is revolutionizing education, especially in design disciplines (Huey et al., 2024; Kerr & Lawson, 2020). Therefore, the aim of this project is to guide design students to put their knowledge into practice by using interactive methods to stay aligned with the latest innovations. This involves creating intriguing promotional videos,

integrating hyperlinks with new media, and utilizing augmented reality, ultimately incorporating these contents into their poster designs.

### **The Primary Applications of Augmented Reality in Education**

Augmented reality boosts student-centred learning by facilitating collaborative experiences and digital transformation, which are critical for creative and sustainable education. From the perspective of pedagogical methods, the effectiveness of AR interventions in education is determined not just by the technology itself but also by the pedagogical tactics used. Collaborative techniques have been shown to have certain influence on learning outcomes. According to Abdullah (2023), Malaysian educational institutions have started using modern technological tools into instructors' lesson planning (Course Learning Outcome, CLO).

According to Garzón et al. (2020), the most significant effect of augmented reality in education occurs when activities use a collaborative educational approach. Augmented reality enables engaging and interactive learning experiences, which may imitate real-life circumstances and provide genuine learning problems, hence enhancing student learning.

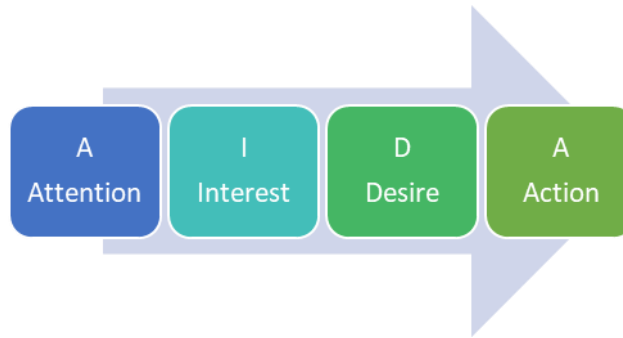
### **Advertising Design**

According to the syllabus, the program course aims to expose students to the fundamentals of advertising design, information technology, and society, as well as how advertising companies currently conceive and generate advertising campaigns through media choices. Explain how and why advertising is relevant to society, its key components, and its role. Students will be able to use innovative, efficient design solutions that are relevant to the demands of digital and print media, both creative and production. A recent study by Abdullah et al. (2021) highlights the importance of identifying fundamental design principles for mobile augmented reality (MAR). The insights from this research aim to assist junior AR designers, beginners, and instructors in embedding essential design concepts during the initial stages of developing MAR concepts.

Augmented Reality (AR) technology has the potential to enhance educational and instructional methods when implemented effectively (Sosa et al., 2021). For instance, the MAR application transforms the way poster information is communicated to users by allowing them to engage with the content through AR technology (Yew et al., 2020). Therefore, this study takes the initiative to conduct the research on how advertising students utilize innovative technology to promote their brands and products in their designs.

## **2. Methods**

The design and development process of an AR poster similar to the process of developing a traditional 2D poster in advertising. Meanwhile, AIDA model (Attention, Interest, Desire, Action) was applied as the design framework for this project. The AIDA model is a fundamental marketing and advertising framework that outlines the stages a consumer goes through before making a purchase, as illustrated in Figure 1. It includes capturing attention, generating interest, creating desire, and prompting action (Baber, 2022; Ullal & Hawaldar, 2018). Therefore, the design process of the AR poster begins with conceptualization, requiring students to identify the purpose of their poster, whether it is to raise awareness, promote sales, or achieve other objectives. Subsequently, they sketched their ideas, deciding their key elements and the design style to be presented to capture their target customers' attention.



**Figure 1: AIDA model**

Designing AR posters, regarded as a strategy to capture customers’ interest as they engage with the poster, requires the integration of interactive elements with the 2D poster design. Additionally, AR's immersive capabilities, which are its greatest strength, were used to drive target customer's desire. Therefore, during this phase, the content and links of the interactive elements to be demonstrated on the AR posters were taken into consideration. In the final step of the AIDA model, the target customer is prompted to act. Visiting a website or app that implements a clear call to action will assist in achieving this goal. Thus, the call to action would be prominently displayed on the AR poster. As shown in Table 1, the design strategy is based on the AIDA model.

**Table 1: AIDA Model and strategy**

No	Explanation	Strategy
1	Capturing Attention	Use bold visuals, striking colors, or interactive elements
2	Generating Interest	Provide intriguing content like an engaging story, a fun animation, or interactive features that encourage exploration.
3	Creating Desire	Use immersive experiences which is the strength of AR to build desire.
4	Prompting Action	Use a website or app to prompt the audience to take action

Once the content and sketches were well-planned, students created the visual elements of the 2D posters using design software such as Adobe Illustrator, ensuring the design was visually appealing and aligns with the overall concept. Concurrently, they developed the interactive elements for the AR poster, including animations, videos, 3D models, or other interactive content, to achieve the poster’s objectives.


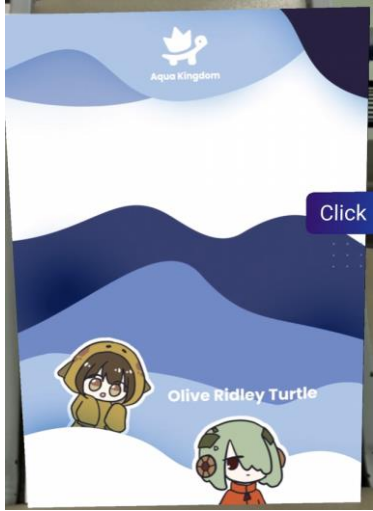

The integration of AR and poster design requires a combination of tools. Zapworks, a comprehensive tool for creating and publishing AR content, was utilized to merge the AR elements with the poster design. Zapworks offers various levels of AR application options, from simple drag-and-drop development to fully customizable 3D, making it user-friendly for beginners (Abdullah, 2023; Seely et al., 2022). To ensure compatibility and a good user experience, the final design was tested on different devices.

### 3. Findings

Several prototype AR poster designs were designed by students. They explained their design concepts and demonstrated how their AR poster worked on their smartphones or tablets. An advertising video and a link to a product information application were all included in the feature, as well as a 2D poster design to advertise their brands and products. Table 2 displays some of the final Augmented Reality poster developed by Advertising Design students based on AIDA model.

A 2D poster can appear as a promotional screenplay with Augmented Reality technology. When the poster is scanned with a smartphone or tablet, the poster is transformed into an interactive 3D experience. It allows audiences to interact with the poster, allowing them to explore the details of the poster, watch an animation, or play a minigame. With this project, audiences would be able to browse operations and services via AR videos, along with links to mobile apps. Abdullah (2023) suggests beginners can use text (typefaces), icons with URLs, images, and videos, as well as a range of other elements to design augmented reality. Tracking of pictures and tracking of the world were the two fundamental tracking methods.

**Table 2: AR Poster Design and interactive elements**

Item	2D Poster Design	AR Poster and Information	Explanation
1		 	<p>A poster has been designed to raise social awareness about saving turtles. Embedded within the design is an AR app called AquaKingdom, which aims to rescue endangered turtles.</p> <p>AquaKingdom is a mobile application dedicated to conserving endangered marine turtles in Malaysia. Credit to Chong Yi Xean (B230178B)</p>

			
2			<p>A poster designed to promote a student-developed mobile application. This app makes it easy to buy, sell, and rent used items in the campus.</p>

			<p>With login credentials restricted to a student ID and password, the platform ensures secure transactions by limiting access to students only, reducing the risk of fake dealers. This application aims to cut down on student expenses and minimize the chances of getting scammed.      Credit to Stella Te Zu Hui (B230177B)</p>
--	--	--	---

<p>3</p>			<p>A poster designed to promote the student-developed mobile application, Go Baca. This reading app aims to rekindle young readers' interest in fairy tales. As technology advances, people increasingly use their phones to watch social networking videos. Users can link directly to the app from the AR poster, which offers an extensive selection of storybooks to encourage young people to read.      Credit to Ten Shi Shyan (B230179B)</p>
----------	---	---	--

#### 4. Conclusion

The findings show augmented reality has great potential to improve education by improving student experiences, raising motivation, and enabling creative teaching approaches. Modern technological tools such as AR can provide students with practical experience that aligns with current industry trends (Ghasemi & Jalilvand, 2024). By exposing advertising students to AR, their competency for today's society can be significantly improved. However, its application necessitates careful thought of teaching tactics, accessibility, and technology integration.

In this project, the AIDA model was adopted during the development process to design an AR poster that complied with advertising principles. As a design framework, it has helped advertising agency to create a successful advertising campaign that can first attract the attention of consumers and ultimately lead them to purchase the products. This approach not only ensured that the poster captured attention, generated interest, stimulated desire, and prompted action, but also demonstrated compliance with established advertising standards (Ullal & Hawaldar, 2018).

In education context, MAR has the potential to improve instructional outcomes for students, a conclusion that aligns with the study by Sosa et al. (2021). From the findings, 2D poster printing can be augmented with AR features such as video advertisements and interactive

engagement to more effectively capture and engage the audience. As noted by Javeed et al. (2024), augmented reality has had a profound impact on marketing and advertising, particularly in areas such as consumer acceptance, customer engagement, others. As a result, it not only enhances aesthetic appeal but also facilitates a deeper connection with the audience through interactive engagement. Thus, continued study and development are required to fully acknowledge AR's promise in advertising design educational contexts and the use of AIDA model in AR poster design.

Lastly, as technology continues to evolve, the integration of AR in advertising design will likely expand, offering innovative ways to connect with audiences. Therefore, it is imperative for designers to stay informed about the latest advancements and consider how to effectively incorporate these technologies into their design strategies to remain competitive in the ever-changing design field.

### **Acknowledgement**

The authors would like to express their appreciation and gratitude to the Southern University College for funding this publication. As well as diploma design students at Southern University College, Johor Bahru: Chong Yi Xean (B230178B), Stella Te Zu Hui (B230177B), and Ten Shi Shyan (B230179B).

### **References**

- Abdullah, F. (2023). Design Elements of Augmented Reality (ZapWorks Workshop).
- Abdullah, F., Jamil, A. A., & Razak, M. R. A. (2021). Discussion of the AR Design Principles for Mobile Augmented Reality Games. *International Journal of Academic Research in Business and Social Sciences*, 11(8), 375–380.
- Abdullah, F., Jamil, A. A., & Razak, M. R. A. (2022). Acceptance of Augmented Reality on a Worldwide Level. *International Journal of Academic Research in Business and Social Sciences*, 12(12), 2561 – 2565.
- Baber, H. (2022). Application of the AIDA model of advertising in crowdfunding. *International Journal of Technoentrepreneurship*, 4(3), 167-179.
- Çeltek, E. (2015). Augmented reality advertisements in tourism marketing. In *Handbook of Research on Effective Advertising Strategies in the Social Media Age* (pp. 125-146). IGI Global.
- Garzón, J., K., Baldiris, S., Gutierrez, J., & Pavón, J. (2020). How do pedagogical approaches affect the impact of augmented reality on education? A meta-analysis and research synthesis. *Educational Research Review*, 31, 100334. <https://doi.org/10.1016/j.edurev.2020.100334>.
- Ghasemi, H., & Jalilvand, M. R. (2024). The Future of the Advertising Industry with the Application of Augmented Reality. *Journal of Iran Futures Studies*, 9(1), 301-334.
- Huey, T. S., Liang, G. W., & Abdullah, F. (2024). Augmented Reality in Higher Education: Application in Industrial Design Course. *International Journal of Academic Research in Progressive Education and Development*, 13(3), 3126–3131.
- Javeed, S., Rasool, G., & Pathania, A. (2024). Augmented reality in marketing: a close look at the current landscape and future possibilities. *Marketing Intelligence & Planning*. <https://doi.org/10.1108/mip-04-2023-0180>.
- Kerr, J., & Lawson, G. (2020). Augmented reality in design education: Landscape architecture studies as AR experience. *International Journal of Art & Design Education*, 39(1), 6-21.
- Seely, B. J., Creasy, A., & Doll, H. (2022). ZapWorks (Augmented Reality) Workshop.

*Fablearn. org.*

- Sosa, E., Aguilar, R., López, J., & Gómez, O. (2021). Educational Software based on Augmented Reality: A Systematic Literature Review. *International Journal on Advanced Science, Engineering and Information Technology*.  
<https://doi.org/10.18517/ijaseit.11.4.13671>.
- Ullal, M. S., & Hawaldar, I. T. (2018). Influence of advertisement on customers based on AIDA model. *Problems and Prospective in Management (December, 2018) Vol, 16(4)*, 285-298.
- Yew, A., Morsidi, H., & Chan, J. (2020). Augmented Reality Project Poster: Using Mobile Augmented Reality Application to Enhance Project Poster. *Proceedings of the 11th International Conference on Advances in Information Technology*.  
<https://doi.org/10.1145/3406601.3406636>.
- Yaoyuneyong, G., Foster, J., Johnson, E., & Johnson, D. (2016). Augmented reality marketing: Consumer preferences and attitudes toward hypermedia print ads. *Journal of Interactive Advertising*, 16(1), 16-30.