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Managerial Judgement Experience (MJX): An Integrative Conceptual Framework for Evidence-Based Marketing Education

Rizal Hari Magnadi

Universitas Diponegoro, Semarang

Email: rizalharimagnadi@lecturer.undip.ac.id

Abstract

Marketing education faces a persistent education–practice gap: students may acquire disciplinary knowledge without developing the capacity to use stakeholder accounts, credible evidence, and competing interpretations to make defensible managerial judgments. This conceptual paper develops Managerial Judgment Experience (MJX) as an integrative learning architecture grounded in a dual-corpus synthesis of international marketing and business education research and Indonesian institutional perspectives. MJX connects four complementary learning dimensions: Constructive Interview (stakeholder inquiry), Archive Chamber (evidence evaluation), Boardroom Simulation (managerial deliberation), and Research Lab (scientific inquiry). The proposed framework positions Critical Thinking as a mediating mechanism linking MJX to Applied Marketing Understanding and Marketing Curriculum Integration as a contextual moderator. Five research hypotheses articulate these relationships. The paper outlines a prospective exploratory sequential mixed-methods validation protocol encompassing qualitative construct refinement, indicator development, pilot testing, and PLS-SEM. The paper claims no original empirical data or tested causal effects. The conceptual contribution is a structured sequence that moves learners from contextual phenomena and stakeholder voice through evidence appraisal and accountable managerial decisions toward researchable questions. MJX offers a basis for educational design and future assessment of judgment-oriented marketing learning.

Keywords marketing education, managerial judgement, experiential learning, critical thinking, curriculum integration.

1. Introduction

Marketing education faces a persistent translation problem. Students may learn segmentation, positioning, consumer behaviour, branding, analytics, and marketing research as separate conceptual domains, while professional marketing work requires them to integrate information from people, data, technologies, organizational constraints, and competing interpretations before recommending a course of action. Recent marketing-education research increasingly describes this challenge as an education-practice gap. Digital marketing and analytics education has expanded rapidly, yet curricular responses remain fragmented across topics and tactical skills (Ye et al., 2024). More recent evidence conceptualizes marketing education-practice misalignment as multidimensional, involving data-driven mindsets, analytics capabilities, performance measurement, customer-data use, infrastructure, and operational speed (Thai, 2026).

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The problem is not solved simply by adding more experiential activities. Live cases, client projects, simulations, authentic assessments, reflective learning, and AI-supported learning can each enrich marketing education (Cummins & Johnson, 2023; Guha et al., 2024; Laverie et al., 2022; Montano et al., 2023; Zhang & Scribner, 2024). However, these approaches are often evaluated as separate techniques. What remains less explicit is the learning sequence through which students move from a practical phenomenon to stakeholder understanding, from information to verified evidence, from evidence to a defensible managerial decision, and from unresolved managerial uncertainty to a researchable problem.

This sequence is increasingly relevant to contemporary standards for business education. AACSB's 2026 Global Standards emphasise experiential learning, meaningful engagement with business practice, research-informed curriculum, evidence-based comprehension, and the responsible use of technology through human judgment and critical evaluation (AACSB International, 2026a). Assurance of Learning (AoL) is also framed as a foundation for continuous curriculum improvement and requires evidence that learners attain intended competencies (AACSB International, 2025, 2026a). In Indonesia, current higher-education quality regulation similarly requires graduate outcomes to include capabilities relevant to the world of work and independent critical thinking, while involving stakeholders and representatives of business, industry, and employment in the formulation of learning outcomes (Ministry of Higher Education, Science and Technology, 2025, 2026).

Indonesian management-education institutions reinforce the same direction. APSMBI's undergraduate management outcomes, reaffirmed in May 2025, include effective application of management theory, technology-supported managerial decision making, management problem solving, and ethical management research (APSMBI, 2025). LAMEMBA's current accreditation instrument emphasises curriculum relevance to professional practice, stakeholder involvement, systematic learning assurance, and evidence-based follow-up (LAMEMBA, 2026). Forum Manajemen Indonesia has recently organised activities concerning outcome-based curriculum and the use of artificial intelligence in research and learning, while BNSP-recognised marketing certification schemes provide an external signal that marketing competence is expected to be demonstrable at operational, managerial, strategic, and digital levels (BNSP, 2026; FMI, 2024, 2025).

This paper develops Managerial Judgment Experience (MJX) as an integrative pedagogical architecture. MJX is not presented as a replacement for experiential learning, case learning, simulation, information literacy, or research-based learning. Instead, it reorganises established pedagogical mechanisms into four connected dimensions: Constructive Interview (stakeholder inquiry and engagement), Archive Chamber (information and evidence evaluation), Boardroom Simulation (managerial deliberation and decision defence), and Research Lab (scientific inquiry and translation back to managerial implications). The four dimensions can be communicated in everyday terms as ASK - CHECK - DECIDE - INVESTIGATE and in epistemic terms as VOICE - EVIDENCE - JUDGMENT - SCIENCE.

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2. Literature Review

MJX synthesises experiential and authentic learning, information literacy, managerial simulation, critical reasoning and research-integrated education. It is conceived as a framework requiring conceptual and empirical validation, rather than as an established measured intervention.

Convergent Themes in Recent Marketing Education

From Everyday Language to Research Constructs

The Four Dimensions of Managerial Judgment Experience

Constructive Interview: Stakeholder Inquiry and Engagement. Constructive Interview represents structured engagement with people or stakeholder voices before the learner prematurely defines the problem. It is broader than a literal face-to-face interview. The voice may come from a live client, a manager, customer comments, employee testimony, user observation, or a recorded stakeholder account. Client- and live-project research demonstrates that interaction with real organizational actors can develop communication, problem framing, and professional skills (Cummins & Johnson, 2023; Ishida et al., 2026). In MJX, the distinctive role of this dimension is conceptual translation: students move from stakeholder language toward marketing concepts without erasing contextual meaning.

Archive Chamber: Information and Evidence Evaluation. Archive Chamber concerns the ability to locate, evaluate, select, integrate, and apply evidence. Its ancestry is particularly strong in information literacy and analytics education. Marketing information literacy has long been described as multidimensional, and contemporary digital-marketing education increases the importance of data access, interpretation, and evidence quality (Sterngold & Hurlbert, 1998; Ye et al., 2024). Under AI-supported learning, the construct becomes more rather than less important because students must determine whether AI output is credible, sufficiently evidenced, and appropriate to the managerial context (Guha et al., 2024).

Boardroom Simulation: Managerial Deliberation. Boardroom Simulation is not defined by role-play alone. Its defining mechanism is deliberation under competing alternatives, incomplete evidence, trade-offs, and accountability for the final recommendation. Simulation research shows potential gains in critical thinking when learners are required to analyse problems and defend choices (Deitz et al., 2022; Laverie et al., 2022). MJX extends this mechanism by explicitly including stakeholder and ethical consequences, consistent with contemporary business-education standards that emphasise responsible judgment rather than technical optimisation alone (AACSB International, 2026a).

Research Lab: Scientific Inquiry and Re-translation. Research Lab converts unresolved managerial uncertainty into a researchable problem. Students identify concepts and theories, formulate questions or models, align data and methods, and then return findings to managerial implications. This dimension therefore operates in two directions: practice-to-science and science-to-practice. It resonates with APSMBI's inclusion of ethical management research as a

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graduate outcome and with AACSB's expectation that curricula be informed by current research, evidence, professional standards, and practice (AACSB International, 2026a; APSMBI, 2025).

Critical Thinking as the Initial Mediating Mechanism. Critical Thinking is proposed as the initial mediator because it has stronger measurement ancestry than a newly invented process variable and because it is supported across international marketing education, Indonesian evidence, and current higher-education policy. Marketing simulations have been linked to simulation-enhanced critical thinking (Deitz et al., 2022), while Indonesian case-method research also operationalises critical thinking through problem formulation, argumentation, inference, evaluation, and decision making (Roza et al., 2022). Current Indonesian higher-education quality standards explicitly include independent and critical thinking within graduate outcomes (Ministry of Higher Education, Science and Technology, 2025). The mediating argument is therefore that MJX experiences create occasions for evaluation, alternative explanation, inference, and reasoned decision, which in turn support applied understanding.

Applied Marketing Understanding as the Learning Outcome. The outcome is labelled Applied Marketing Understanding (AMU), rather than simple knowledge mastery, because MJX aims to develop transfer. AMU combines conceptual mastery, recognition of marketing concepts in business phenomena, application of theory, integration of theory and evidence, and transfer to unfamiliar situations. This choice also responds to concerns in marketing-education research that student perceptions of learning should not substitute for direct evidence of actual learning (Bacon & Stewart, 2022). Accordingly, the future quantitative phase should combine a self-report scale with a scenario-based direct assessment scored through a rubric. This dual measurement is particularly consistent with contemporary Assurance of Learning principles (AACSB International, 2025).

Marketing Curriculum Integration as Context. Marketing Curriculum Integration (MCI) captures whether learning experiences are coherent across courses and progressively complex. Its indicators concern cross-course continuity, theory-practice integration, progressive complexity, alignment among activities and assessment, and integration of cases, evidence, simulation, and research. The construct is used as a contextual moderator rather than as a claim that AACSB or Indonesian accreditation requires a specific statistical interaction. Its conceptual logic is consistent with integrated digital-marketing curriculum design (Zahay et al., 2022) and with Indonesian accreditation expectations that curricula be mapped to learning outcomes, professionally relevant, stakeholder-informed, and continuously improved (LAMEMBA, 2026).

Institutional and Professional Convergence in Indonesia. The institutional convergence should not be interpreted as empirical validation of MJX. Rather, it establishes relevance. Theoretical validity still depends on scholarly literature and empirical construct development. Institutional standards answer a different question: whether the proposed capabilities are recognisable within the quality, curriculum, and professional ecosystem in which Indonesian management programmes operate.

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Tabel 1. Synthesis of relevant marketing-education mechanisms

Theme	Typical mechanisms	Interpretation for MJX	Indicative sources
Authentic and experiential learning	Live cases, client projects, simulations, work-like assessment	Students learn through meaningful professional tasks rather than recall alone	Cummins & Johnson, 2023; Laverie et al., 2022; Montano et al., 2023; Zhang & Scribner, 2024
Evidence, information and analytics literacy	Data access, credibility, relevance, triangulation, analytics	Learning increasingly requires evaluation of evidence rather than tool use alone	Sterngold & Hurlbert, 1998; Ye et al., 2024; Thai, 2026
Critical thinking and judgment	Alternative explanations, evaluation, decision justification	Simulation and case work become valuable when students must justify a decision	Deitz et al., 2022; Vander Schee, 2026; Roza et al., 2022
Reflective and AI-supported learning	Student-AI comparison, metacognition, reflection	AI is most educationally useful when outputs are compared, verified, and reflected upon	Guha et al., 2024; Al-Fattal, 2026; Reavey & Zahay, 2022
Research-oriented learning	Problem abstraction, conceptual modelling, research application	Managerial problems can be translated into questions and returned as managerial implications	Reavey & Zahay, 2022; APSMBI, 2025
Curriculum integration and AoL	Cross-course continuity, alignment, direct assessment, improvement	Learning quality depends on coherent progression and demonstrable outcomes	Zahay et al., 2022; AACSB International, 2025, 2026a; LAMEMBA, 2026

Tabel 2. Translation from workplace language to proposed constructs

Everyday/work language	Textbook language	Research construct	Core question
Ask people who understand the	Stakeholder inquiry and engagement	Constructive Interview	Who experiences the problem, and how do

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problem			their perspectives differ?
Find the data and check the evidence	Information literacy and evidence evaluation	Archive Chamber	What evidence is credible, relevant, consistent, and missing?
Choose what the manager should do	Problem solving and managerial decision making	Boardroom Simulation	Which alternative is defensible given trade-offs and stakeholder consequences?
Turn the unresolved problem into research	Research inquiry and scientific problem solving	Research Lab	What question, theory, data, and method are needed to investigate uncertainty?
Do not accept the first answer	Critical thinking / analytical reasoning	Critical Thinking	What alternative explanation remains plausible?
Understand marketing well enough to use it elsewhere	Application and transfer of learning	Applied Marketing Understanding	Can knowledge be recognised, applied, integrated, and transferred?
Make the courses connect	Curriculum integration / constructive alignment	Marketing Curriculum Integration	Do courses progressively reinforce theory, evidence, decisions, and research?

Tabel 3. Alignment with institutional and professional expectations

Source	Relevant emphasis	Role in MJX argument
Permendiktisaintek 39/2025 jo. 10/2026	Graduate outcomes include work-relevant capabilities and independent critical thinking; stakeholders and DUDI are involved in outcome formulation	Supports CT, stakeholder-oriented QUAL sampling, and relevance of MCI
KKNI - Presidential Regulation 8/2012	Level 6 emphasises analysis of information/data, appropriate decisions, and alternatives	Supports Archive Chamber and Boardroom Simulation

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APSMBI (2025)	Apply management theory; technology-supported decisions; problem solving; ethical management research	Supports AMU, AC, BS, RL
LAMEMBA (2026)	Curriculum relevance, stakeholder involvement, systematic learning assurance, evidence-based follow-up	Supports MCI, AoL, and multi-stakeholder validation
FMI (2024-2025)	OBE curriculum/RPS workshops; AI in research and learning; professional certification activities	Signals current management-education ecosystem priorities
BNSP marketing certification	Operational, managerial, strategic, and digital marketing schemes	Provides external professional relevance for applied competence
AACSB 2026	Experiential learning, human judgment, critical evaluation, evidence-informed curriculum, engagement, AoL, societal impact	Global quality philosophy consistent with MJX architecture

Theoretical Distinctiveness and Boundary Conditions. MJX should be distinguished from a collection of classroom activities. Its analytical unit is a coordinated learning architecture in which one stage changes the epistemic task that learners perform in the next stage. Constructive Interview is designed to make problem framing sensitive to stakeholder experience; Archive Chamber interrogates whether those accounts withstand documentary and numerical scrutiny; Boardroom Simulation forces a comparison of plausible alternatives under constraints; and Research Lab converts remaining uncertainty into a testable inquiry. The originality proposed here therefore rests less on inventing wholly new pedagogical techniques than on specifying the integration mechanism, the intended order of reasoning, and the transfer of evidence between stages. Each stage can be taught in isolation, but isolated implementation should not automatically be labelled MJX. A sequence is not necessarily a rigid four-week timetable. Authentic problems may require returning to stakeholders when a dataset contradicts an initial interpretation, revisiting archives when a managerial alternative proves infeasible, or reformulating a research question after discussion. This recursive feature constitutes an important boundary condition: fidelity is assessed by the traceable movement from claims to evidence and decisions, not by the number of activities completed. The lecturer acts as a designer of credible tasks and a critic of unwarranted inferences, while learners must explain how each piece of evidence changed their earlier assumptions. The framework also requires discrimination between conceptual proximity and construct redundancy. MJX concerns the design and enactment of the learning experience; Critical Thinking concerns the learner's

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scrutiny of assumptions, alternatives, and inferential quality; Applied Marketing Understanding concerns transfer of marketing knowledge to a specific decision situation. Marketing Curriculum Integration denotes coherence across courses rather than merely a favourable perception of one lecturer. Future qualitative interviews and discriminant-validity assessment must determine whether students and experts can meaningfully distinguish these domains. The model should be revised if dimensions prove inseparable or if observed processes imply a different causal ordering.

H1. Managerial Judgment Experience positively influences Applied Marketing Understanding.

H2. Managerial Judgment Experience positively influences Critical Thinking.

H3. Critical Thinking positively influences Applied Marketing Understanding.

H4. Critical Thinking mediates the relationship between Managerial Judgment Experience and Applied Marketing Understanding.

H5. Marketing Curriculum Integration positively moderates the relationship between Managerial Judgment Experience and Critical Thinking, such that the relationship is stronger under higher curriculum integration.

MJX [Constructive Interview | Archive Chamber | Boardroom Simulation | Research Lab] → Critical Thinking → Applied Marketing Understanding

MJX → Applied Marketing Understanding; Marketing Curriculum Integration moderates MJX → Critical Thinking.

Figure 1. Proposed conceptual model of Managerial Judgment Experience

3. Research Method

As a conceptual paper, the current study uses a literature-based conceptual synthesis; the mixed-methods stages below are a proposed future validation strategy and have not yet been completed.

Research Design and Positioning. This paper is a review-based conceptual synthesis accompanied by an empirical validation protocol. It does not present completed interview or survey results. The methodological logic follows methodological fit: emerging constructs benefit from qualitative exploration and iterative theory development before confirmatory or predictive quantitative testing (Edmondson & McManus, 2007). The proposed empirical program therefore adopts a multiphase exploratory sequential mixed-methods design in which literature evidence informs qualitative construct development, qualitative findings build the measurement instrument, and quantitative testing examines the proposed nomological model (Venkatesh et al., 2013). The proposed sequence is: dual-corpus literature synthesis -> qualitative construct development -> indicator and item generation -> expert content validation -> student cognitive interviews -> pilot purification -> main quantitative testing -> mixed-method integration. This building strategy is intentionally sequential: later phases depend on outputs generated in earlier phases rather than functioning as independent studies.

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Dual-Corpus Literature Protocol. The review protocol separates international and Indonesian evidence because the two corpora perform different roles. The international corpus establishes theoretical and measurement ancestry. The Indonesian corpus evaluates contextual transferability and identifies local pedagogical practices. Institutional documents (AACSB, APSMBI, LAMEMBA, FMI, BNSP, regulation) are analysed as contextual or standards-based evidence and are not counted as peer-reviewed scholarly studies. This separation avoids conflating different evidentiary levels. Searches should be conducted in title, abstract, and keyword fields where available. Identification, deduplication, title/abstract screening, full-text eligibility, and final inclusion should be documented using PRISMA 2020 logic. Final PRISMA counts must be generated from the actual frozen database export; no counts are invented in this conceptual manuscript. The review is therefore transparent about the distinction between the evidence synthesis reported here and the future fully frozen bibliographic dataset.

Evidence Coding and Thematic Synthesis. Included studies are coded for educational context, participants, theoretical basis, intervention, learning mechanism, outcome, measurement type (self-report versus direct assessment), and relevance to the proposed MJX dimensions. The thematic synthesis is abductive: existing concepts sensitise the analysis, while the structure remains open to new patterns. In management research, systematic combining provides a useful logic for moving iteratively between theory and empirical material (Dubois & Gadde, 2002). For subsequent qualitative fieldwork, first-order participant-centred concepts can be progressively abstracted into second-order themes and aggregate dimensions, consistent with the disciplined concept-development principles of Gioia et al. (2013).

Tabel 4. Proposed stages for empirical validation

Stage	Data/participants	Output
1. Literature synthesis	AJG/ABDC + SINTA + separate institutional context	Sensitising constructs; established scales; gaps
2. QUAL interviews	Approx. 17-25 purposively selected stakeholders across four groups	Codes, categories, sub-themes, themes, boundary conditions
3. Construct building	Theme -> construct -> behavioural indicator	Refined definitions and candidate indicators
4. Content validation	5-7 relevant experts	Relevance, clarity, representativeness, redundancy
5. Cognitive interviews	5-15 marketing students over iterative rounds	Comprehension and wording refinement
6. Pilot purification	Separate student pilot where feasible	Dimensionality, reliability, weak/redundant items
7. Main QUAN	Marketing students with exposure to multiple marketing courses	PLS-SEM measurement and structural tests

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8. Integration	Joint display of QUAL and QUAN	Convergence, complementarity, divergence, meta-inference

Tabel 5. Illustrative behavioural domains for scale development

Construct	Proposed behavioural indicators	Measurement status
Constructive Interview	Stakeholder identification; question formulation; probing/clarification; multiple perspectives; translation to marketing concepts	New/adapted from client/live-project learning
Archive Chamber	Information access; source credibility; evidence relevance; evidence integration; evidence application	Adapted from information literacy/analytics
Boardroom Simulation	Alternative generation; alternative comparison; evidence-based argument; trade-offs; decision defence; stakeholder consequences	Adapted/developed from case/simulation and decision learning
Research Lab	Problem abstraction; theory identification; research question/model; method-evidence alignment; findings-to-implication translation	Adapted/developed from research and metacognitive learning
Critical Thinking	Problem formulation; argumentation; inference; evaluation; alternative explanation; reasoned decision	Adapt from established critical-thinking measures and prior education research
Applied Marketing Understanding	Conceptual mastery; context recognition; theory application; evidence integration; knowledge transfer	Adapt/develop; pair with direct scenario assessment
Marketing Curriculum Integration	Cross-course continuity; theory-practice integration; progressive complexity; activity-assessment	Adapt/develop from curriculum integration and constructive alignment

	alignment; experiential integration	

Interpretive Logic and Researcher Reflexivity. Because this paper constructs an integrative model from distinct research streams, interpretive transparency matters. Proposed relations are abductive explanations rather than results estimated from observed student behaviour. A theme appearing across educational research, institutional standards, and workplace expectations does not by itself demonstrate a positive effect size. The literature synthesis provides candidate mechanisms; subsequent qualitative inquiry must examine whether these mechanisms are recognised in actual student and lecturer experiences, and whether alternative constructs explain the same phenomena more parsimoniously. A particularly consequential rival interpretation is that improvements in learning arise from task authenticity, instructor feedback, or prior student capability rather than MJX integration. Future studies should therefore record prior knowledge, differences in assessment design, exposure to live cases, opportunities for feedback, and use of digital tools. Cross-sectional self-report measures alone would be weak evidence of learning transfer. Performance tasks, blinded assessment rubrics, longitudinal observation, or comparison between differently structured courses would strengthen inference even where random assignment is impractical. An empirical study could also test whether each of the four MJX dimensions has incremental explanatory value over an undifferentiated experiential-learning index.

4. Finding and Discussion

Proposed Multiphase Exploratory Sequential Validation. Because CI, AC, BS, and RL are proposed as a new configuration, the first empirical study should privilege construct development before structural-model complexity. The proposed design uses four stakeholder groups in the qualitative phase: senior marketing academics/professors, study-programme or curriculum managers, private-sector HR/talent/recruitment or user managers, and relevant government-agency representatives. These groups contribute different forms of insight: conceptual validity, curricular validity, workplace/ecological validity, and policy/ecosystem relevance.

Single-Researcher Qualitative Analysis and Quality Safeguards. The qualitative phase may be conducted by a single researcher. In that case, the analysis should be framed as reflexive and abductive rather than as a coder-reliability exercise. The researcher is also the developer of the emerging MJX framework; this positionality should be explicitly acknowledged. A reflexive journal should document prior assumptions, analytic changes, and occasions when participant accounts challenge the framework. A versioned audit trail should retain successive codebooks, theme maps, and construct definitions. Cross-informant triangulation should compare recurring meanings across stakeholder groups, while negative-case analysis should actively seek evidence that limits or contradicts proposed dimensions. External experts should be used for content validation rather than portrayed as second coders. The recommended analytic sequence is: verbatim transcript -> meaning unit -> first-cycle code -> category -> sub-theme -> theme -> proposed construct -> behavioural indicator -> candidate item. First-cycle codes should

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remain close to participant language (for example, 'check another source' or 'do not jump to a recommendation'). Only later should these meanings be abstracted into concepts such as evidence verification, trade-off reasoning, or stakeholder inquiry. This sequencing reduces the risk of forcing all data into four pre-existing MJX boxes.

From QUAL to QUAN: Measurement Development. The transition from qualitative findings to the survey is a building integration process. Candidate items should be classified as adopted, adapted, or newly developed. Scale development should begin with explicit construct-domain specification and item generation before purification and validation (Churchill, 1979; Hinkin, 1998; MacKenzie et al., 2011). The distinction between reflective and formative measurement must be justified conceptually rather than inferred from statistical convenience (Jarvis et al., 2003).

Quantitative Model and PLS-SEM. MJX is provisionally specified as a higher-order construct formed by four lower-order dimensions. The final measurement specification should remain open to qualitative evidence: the four dimensions may ultimately behave as a formative higher-order configuration or, if temporal ordering dominates, as a process architecture rather than a single latent construct. Higher-order PLS-SEM models should be specified, estimated, and validated using established procedures (Becker et al., 2012; Sarstedt et al., 2019). Measurement quality should be evaluated before structural relationships. Reflective lower-order constructs require indicator reliability, internal consistency, convergent validity, and discriminant validity, including HTMT where appropriate (Hair et al., 2019; Henseler et al., 2015). Formative higher-order specification requires collinearity assessment and evaluation of the significance and relevance of weights. Mediation should be tested through the indirect effect rather than relying only on the traditional causal-steps logic (Zhao et al., 2010). Moderation should be examined as an interaction effect and interpreted through simple slopes or conditional effects where appropriate. Because students may be nested within classes, courses, or lecturers, future studies should distinguish a perceived curriculum-integration moderator from objective multilevel classroom effects. If the study explicitly compares identifiable classes or lecturers, multilevel analysis or carefully justified group comparisons may be preferable to treating observations as fully independent.

Mixed-Methods Integration. Integration should occur at three points. First, connecting occurs when the literature synthesis informs the interview protocol. Second, building occurs when qualitative findings generate and refine indicators and survey items. Third, merging occurs after quantitative analysis through a joint display. The joint display should identify convergence, complementarity, expansion, and divergence. A non-significant quantitative path should not automatically be treated as failure; it may reveal that a mechanism valued by academics or programme managers is not experienced in the same way by students. The final mixed-method meta-inference should therefore address not only whether MJX predicts learning, but how and under which curricular conditions that relationship appears to operate (Venkatesh et al., 2013).

Implications for AACSB-Oriented and Indonesian Business Education. The proposed architecture is highly compatible with the direction of AACSB's 2026 standards, but it should

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not be described as an AACSB model. AACSB provides a quality philosophy centred on engagement, experiential learning, human judgment, evidence-informed curriculum, assurance of learning, continuous improvement, and societal impact (AACSB International, 2026a, 2026b). MJX provides a proposed pedagogical mechanism through which several of those intentions may be operationalised in marketing education. The strongest alignment is not the four branded activities themselves but the requirement to demonstrate learning through direct evidence and to use assessment results to improve curriculum. Publicly available curricula and learning-outcome documents from AACSB-accredited Indonesian business schools also show convergence around theory-practice integration, critical analysis, evidence-based problem solving, experiential learning, industry engagement, and applied research. The institutional signal is therefore not that MJX introduces previously unknown activities, but that contemporary high-quality business education already values the component mechanisms. MJX's proposed contribution is process-level: it specifies how stakeholder voice, evidence evaluation, deliberation, and scientific inquiry may be orchestrated to develop judgment.

Practical Design of an MJX Learning Cycle. A single MJX cycle can begin with a verified public phenomenon or company event expressed in everyday language. Students first identify whose perspectives matter (ASK), then examine annual reports, dashboards, scholarly articles, media reports, customer comments, and AI-generated output while evaluating credibility (CHECK). They subsequently compare alternatives and defend a decision under trade-offs (DECIDE). Finally, unresolved uncertainty is translated into a research question, model, or qualitative inquiry and returned to managerial implications (INVESTIGATE). This creates a deliberate transition from everyday language to textbook concepts, from textbook concepts to research constructs, and from research constructs to managerial judgment.

Research Boundaries and Limitations. Three boundaries are important. First, the present manuscript is a literature-based conceptual synthesis and validation protocol; it does not report completed primary-data findings. Second, institutional standards, professional association documents, regulations, and verified media reports are contextual evidence and should not be presented as substitutes for peer-reviewed construct validation. Third, the higher-order specification of MJX remains provisional until qualitative fieldwork and measurement testing clarify whether the four dimensions are best treated as formative components, sequential stages, or both. These boundaries are strengths rather than weaknesses when made explicit because they keep the theoretical claim proportional to the available evidence. Fourth, the PLS-SEM coefficients reported in the illustrative validation scenario are hypothetical and are included only to demonstrate interpretable future outcomes; they are not empirical findings and must not be cited as evidence about Indonesian students or curricula.

Teaching Assessment, Implementation Feasibility and Future Tests. The proposed learning architecture can be translated into assessable student outputs without requiring expensive laboratory infrastructure. For Constructive Interview, the output may be a stakeholder-position matrix distinguishing observations, interpretations, and unresolved claims. For Archive Chamber, it may be an evidence register specifying source, date, reliability, contradiction, and decision relevance. Boardroom Simulation may generate a decision memorandum comparing

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alternatives, criteria, risks, and consequences for affected stakeholders. Research Lab may require a short research design showing a question, conceptual variables, possible evidence, and the limits of the inference. These outputs should be assessed as connected artefacts: a high-quality final recommendation should remain traceable to prior stakeholder and evidence work. Feasibility differs by course size and academic level. In large undergraduate classes, lecturers may use public company disclosures and anonymised stakeholder accounts, assign rotating team roles, and sample portfolios for quality assurance. In smaller research-oriented classes, live stakeholder engagement and primary data collection may be feasible. Ethical considerations include consent, confidential business information, attribution of third-party data, and transparent disclosure of AI assistance. Institutional integration could proceed through shared rubrics and progressively demanding assignments across consumer behaviour, branding, marketing strategy, and marketing research. These are implementation proposals, not demonstrations of educational effectiveness. Future evaluation should separate immediate gains in source appraisal and decision quality from delayed transfer to unfamiliar managerial problems. Qualitative findings may suggest that dimensions require revision, that proposed relationships run in another direction, or that curriculum conditions do not strengthen the expected effects. The model must remain falsifiable and open to refinement.

5. Conclusion

Recent marketing-education literature converges on a common direction: learners need authentic experience, evidence literacy, decision practice, critical thinking, research capability, curriculum coherence, and the ability to work responsibly with digital and AI tools. Indonesian regulation, accreditation standards, management-program outcomes, professional competence schemes, and AACSB's current global standards point in a compatible direction, although each source occupies a different evidentiary level.

MJX reorganises these mechanisms into a judgment-development architecture: Constructive Interview (VOICE), Archive Chamber (EVIDENCE), Boardroom Simulation (JUDGMENT), and Research Lab (SCIENCE). Critical Thinking is proposed as an initial mediating mechanism, Applied Marketing Understanding as the learning outcome, and Marketing Curriculum Integration as a contextual moderator. The empirical route from concept to evidence is equally important: literature synthesis -> multi-stakeholder qualitative development -> indicator generation -> content validation -> cognitive testing -> pilot purification -> PLS-SEM -> joint mixed-method inference.

The resulting research question is not merely whether students enjoy experiential learning. It is whether and how a coherent sequence of stakeholder inquiry, evidence verification, deliberative decision making, and scientific investigation develops the capacity to apply marketing knowledge and defend managerial judgment in unfamiliar contexts.

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