

Digital Marketing Developing Online Business for Students of SMKN 48 Jakarta

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Abstract

The rapid development of information and communication technology has significantly transformed marketing strategies from conventional methods to digital marketing. This transformation offers great opportunities for entrepreneurs, including vocational high school students, to develop online businesses. SMKN 48 Jakarta, particularly in the Online Business and Marketing department, has strong potential in this field; however, many students still lack adequate knowledge and skills in effectively applying digital marketing strategies. This Community Service Program (PKM) aims to provide training and mentoring for 67 students of SMKN 48 Jakarta through participatory and educational methods, including literacy-based socialization, hands-on training, interactive discussions, and learning outcome evaluations. The training materials cover fundamental concepts of digital marketing, the use of social media, creative content creation, and online store management. The results indicate an improvement in students' understanding and skills in utilizing digital platforms for business development, as well as increased entrepreneurial motivation. This program is expected to make a tangible contribution to producing young entrepreneurs who are creative, competitive, and adaptive to technological advancements.

Keywords - digital marketing developing, online busines, vocational students, entrepreneurship

Abstrak

Perkembangan pesat teknologi informasi dan komunikasi telah mengubah strategi pemasaran secara signifikan dari metode konvensional ke pemasaran digital. Transformasi ini menawarkan peluang besar bagi para wirausahawan, termasuk siswa SMK, untuk mengembangkan bisnis daring. SMKN 48 Jakarta, khususnya di jurusan Bisnis dan Pemasaran Daring, memiliki potensi yang kuat di bidang ini; namun, banyak siswa masih kurang memiliki pengetahuan dan keterampilan yang memadai dalam menerapkan strategi pemasaran digital secara efektif. Program Pengabdian Kepada Masyarakat (PKM) ini bertujuan untuk memberikan pelatihan dan pendampingan kepada 67 siswa SMKN 48 Jakarta melalui metode partisipatif dan edukatif, meliputi sosialisasi berbasis literasi, pelatihan langsung, diskusi interaktif, dan evaluasi hasil pembelajaran. Materi pelatihan mencakup konsep dasar pemasaran digital, pemanfaatan media sosial, pembuatan konten kreatif, dan pengelolaan toko daring. Hasilnya menunjukkan peningkatan pemahaman dan keterampilan siswa dalam memanfaatkan platform digital untuk pengembangan bisnis, serta peningkatan motivasi berwirausaha. Program ini diharapkan dapat memberikan kontribusi nyata dalam melahirkan wirausahawan muda yang kreatif, kompetitif, dan adaptif terhadap kemajuan teknologi.

Kata Kunci - pengembangan pemasaran digital, bisnis daring, siswa vokasi, kewirausahaan

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INTRODUCTION

The rapid development of information and communication technology has had a significant impact on various aspects of life, including the business world. One of the major changes that has occurred is the shift in marketing patterns from conventional methods to digital approaches, commonly known as digital marketing. Digital marketing has now become one of the most effective strategies to expand market reach and increase competitiveness, especially for novice entrepreneurs and students who are starting to build online businesses (Kotler & Keller, 2016), (Tiago, M. T. P. M. B., & Veríssimo, J. M. C. 2014) & (Setiawan, R., & Ariyanti, M. 2020).

As a vocational education institution, vocational high schools (SMK) play a strategic role in producing graduates who are job-ready, entrepreneurial, and able to adapt to technological advancements. The students of SMKN 48 Jakarta, particularly those in departments related to entrepreneurship or online business, have great potential to develop their ventures through digital platforms. However, many of them still lack sufficient knowledge and skills to fully utilize digital marketing strategies optimally. (Strauss, J., & Frost, R. 2014) & (Ministry of Education and Culture, 2020).

In response to this need, this community service activity aims to provide training and mentoring to SMKN 48 Jakarta students in developing online businesses through the application of effective digital marketing strategies. This activity is expected to serve as a valuable provision for students to improve their digital entrepreneurship skills, foster an entrepreneurial spirit from an early age, and promote economic independence among students (Kotler, P., & Keller, K. L. 2016), (Purwanto, E., & Sudargini, Y. 2021) & (Susanto, 2019).

With an applicative approach tailored to the needs and characteristics of the younger generation, the training will cover fundamental concepts of digital marketing, the use of social media as a marketing tool, the creation of engaging content, and the management of online stores. Through this program, it is expected that students will be able to develop their business ideas creatively and competitively in the digital era (Ismail, A. R. 2017) & (Chaffey & Ellis-Chadwick, 2019).

Digital marketing has become a key strategy for businesses to reach customers more broadly and effectively. It allows companies to more easily adjust their marketing strategies based on customer data in real time (Kotler & Keller, 2016). The main benefits of digital marketing include expanding market reach, improving cost efficiency in marketing, enabling more precise targeting and personalization, providing ease in measurement and data analysis, enhancing customer interaction, and facilitating Micro, Small, and Medium Enterprises (MSMEs) in competing (Afrianda & Zainal, 2025).

Several main challenges faced by students in developing digital marketing skills are Lack of understanding of digital marketing among students (a) Low digital literacy related to online marketing. (b) Limited skills in using digital marketing platforms such as social media and e-commerce. (Alalwan, A. A., Rana, N. P., Dwivedi, Y. K., & Algharabat, R. 2017) & (Bresciani, S., & Eppler, M. J. 2010). Limited infrastructure and technology access. (a) Not all students have devices that support digital marketing learning. (b) Uneven internet access becomes an obstacle to the optimal implementation of digital marketing. (Afrianda, 2025), (Kannan, P. K., & Li, H. 2017). Lack of mentoring and practical training. Insufficient mentoring and practical training are major barriers for students in developing digital marketing skills. Limited connections with the industry. (a) Minimal collaboration with business and industry players who can act as mentors or provide direct experience for students. (b) Lack of relevant internship or work practice experience in digital marketing.

Digital marketing is a marketing strategy that uses digital technology and online platforms to promote products or services to potential customers. It encompasses various techniques such as search engine optimization (SEO), pay-per-click (PPC) advertising, content marketing, social media marketing, email marketing, and data-driven marketing utilizing user analytics. Digital marketing also emphasizes direct interaction with customers through digital channels to create a more personalized and measurable experience. In the context of this community service activity, digital marketing is operationalized as a learning process and the application of digital-based marketing strategies that can be used in business development.

METHOD

The method used in implementing the Community Service Program (PKM) is a participatory and educational approach that combines the following strategies:

- Literacy-based socialization: delivering information in a simple and practical form.
- Hands-on training: participants engage in direct practice.
- Discussion and Q&A sessions: enhancing understanding through two-way interaction.
- Educational impact evaluation: measuring changes in knowledge before and after the activity.

The material presented by Mrs. Yulisa Gardenia, SE, M. MSi, as the resource person, entitled "Strategies for Having an Online Business Without Capital & Building an Entrepreneurial Mindset from an Early Age", explained various relevant and applicable digital marketing strategies, ranging from how to join an online store affiliate program, digital promotion techniques, to creative video editing tips for product marketing.

This activity was not limited to material presentation alone but was also complemented with hands-on training sessions. Participants were divided into three groups to create product promotion videos based on the material delivered. The participants showed great enthusiasm in the process of creating TikTok video content. As a form of appreciation, cash prizes were awarded to the first, second, and third-place winners.

The Bachelor's Degree Program in Management, Faculty of Economics and Business, Unsurya, also handed over PKM assets in the form of a set of learning and practicum support equipment to the school, consisting of a wireless microphone, teaching aids, a ring light, and a tripod. The event concluded with the symbolic awarding of certificates to participants, followed by a group photo session as a token of togetherness and the success of this activity.



Figure 1. Handover of souvenirs by the Dean of UNSURYA together with the Principal



Figure 2. Documentation of Material Delivery



Figure 3. Handing over of certificates to participant representatives



Figure 4. Activity implementation committee

Through this activity, the students of SMKN 48 Jakarta have gained both knowledge and practical skills in the field of digital marketing, as well as developed an entrepreneurial spirit from an early age in utilizing digital technology for the future growth of their online businesses.. (10)

RESULT AND DISCUSSION

The results and discussion, development of digital technology has brought significant changes to societal lifestyles, including in the realms of business and entrepreneurship. One form of this transformation is the emergence of digital marketing practices, which have now become an essential part of business development strategies for both small- and large-scale enterprises. The ability to leverage digital platforms such as social media, online marketplaces, and websites is a key factor for success in reaching consumers more broadly and effectively (Kotler & Keller, 2016).

One of the main obstacles in developing digital marketing skills is the lack of continuous mentoring and practical training. Students generally receive only basic theory in the classroom without the opportunity to implement it in a real digital business environment. As a result, their understanding of digital marketing concepts remains passive and does not develop into applicable skills. To address this, a mentoring program is needed that not only provides theoretical knowledge but also includes simulations and hands-on practice with real case studies. The success indicators of this solution can be seen from several aspects. First, the availability of interactive, case-based training modules is essential to help students systematically understand the flow of digital marketing strategies. These modules should cover key aspects such as how to create engaging content, the use of social media as a marketing tool, and data-driven digital advertising strategies. Second, the improvement of students' skills in developing effective digital marketing strategies can be measured by their ability to design and execute marketing campaigns independently. Students who have participated in the training are expected to be able to manage their own business social media accounts, apply appropriate marketing techniques, and analyze campaign performance based on available data.

Another indicator of the program's success is the increase in the number of students who can independently run digital-based businesses. This can be measured by the number of student business projects that begin to utilize digital platforms for marketing their products and services. With direct mentoring from experienced digital marketing professionals, students will gain deeper insights into industry trends and best practices that can be applied. The involvement of industry mentors will also ensure that the transfer of knowledge and skills is more practical, enabling students to not only master theory but also face real-world challenges in the digital business environment. In summary, the proposed solutions for this activity include: (1) Intensive digital marketing training for students and teachers. (2) Mentoring by experienced professionals in digital marketing. (3) Digital marketing training using an e-commerce platform.

To determine the participants' level of understanding, a pre-test was first administered to 67 individuals, and after the activity concluded, they were also given a post-test. The questionnaire distributed to participants was intended to assess the achievement of the Community Service Program (PKM) in several aspects, namely the level of understanding of the material, the speaker's proficiency in delivering the content, and participants' satisfaction with the implementation of the PKM, as shown in the charts below.

Tabel 1. Student pre-test

No	Statement	Understand	Moderately Understand	Do Not Understand
1	How well do you understand the concept of digital marketing and its benefits in building an online business?	9	53	5
2	How well do you understand the types of digital marketing, such as social media marketing, SEO, email marketing, and affiliate marketing?	2	41	24
3	How well do you understand the steps to start a digital marketing strategy for your own business?	5	36	26
4	How well do you understand creating digital content such as promotional text, infographics, and audio for marketing purposes?	7	49	11
5	How well do you understand the career opportunities as an affliator, content creator, or digital marketer without having your own product?	9	35	23

Basic Understanding of Digital Marketing. Understand: 9 students (13.2%), Somewhat Understand: 53 students (77.9%), Don't Understand: 5 students (7.4%). Most students already have basic knowledge, although most are still at the "somewhat understand" level and require in-depth study of the concepts and benefits of digital marketing. Types of Digital Marketing Understand: 2 students (2.9%), Somewhat Understand: 41 students (60.3%), Don't Understand: 24 students (35.3%). This is the lowest level of understanding among all aspects. Nearly 36% don't understand types of digital marketing such as SEO, email marketing, and affiliate marketing. This material needs to be a priority for learning. Steps to Starting a Digital Marketing Strategy Understand: 5 students (7.4%), Somewhat Understand: 36 students (52.9%), Don't Understand: 26 students (38.2%). Many students don't understand the implementation steps. This skill is practical and needs to be provided with simulations or case studies. Digital Content Creation Understand: 7 students (10.3%) Somewhat Understand: 49 students (72.1%) Don't Understand: 10 students (14.7%) Most already have a basic understanding of content creation, but still need technical training to ensure content meets digital marketing standards. Career Opportunities in Digital Marketing Understand: 9 students (13.2%) Somewhat Understand: 35 students (51.5%) Don't Understand: 23 students (33.8%) More than a third are unaware of career opportunities in this field. Inspirational sessions or sharing sessions from practitioners are needed to help them understand the career prospects.

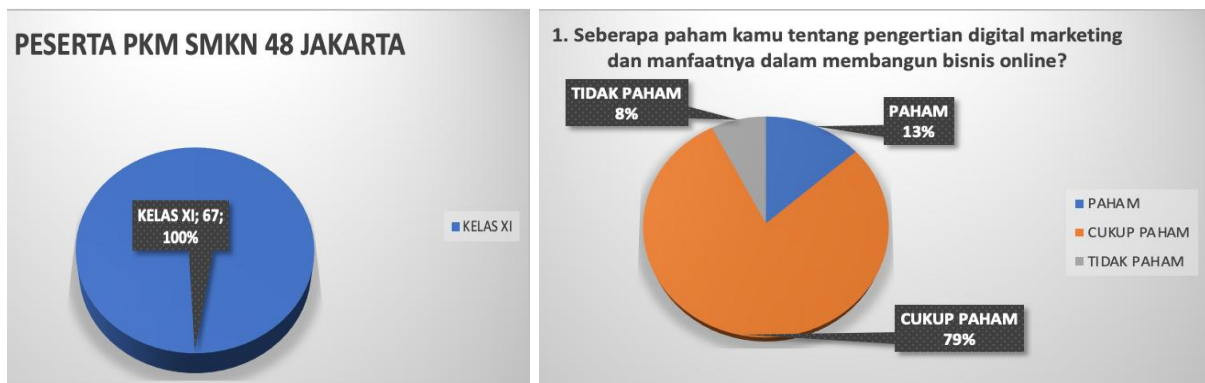


Figure 5. Student pre-test diagram

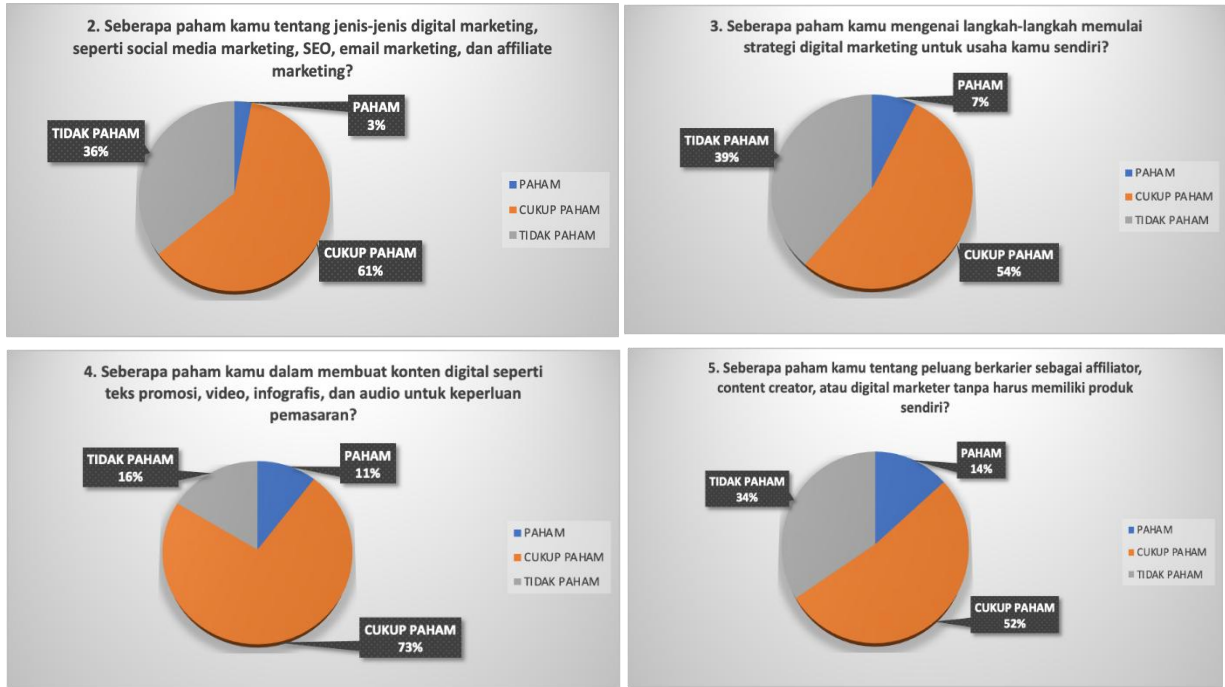


Figure 6. Student pre-test diagram

Recommendations: Prioritized Material: The types of digital marketing and strategy implementation steps should be the initial focus. Learning Method: Use a practical approach (workshops, simulations, group projects) so students learn by doing. Motivation & Career Insight: Include sharing sessions from practitioners or alumni to foster interest in the digital marketing profession. Creative Content Improvement: Practice creating multimedia content consistently to improve technical skills.

Post Test Result

Table 2. Student post-test

No	Statement	Understand	Moderately Understand	Do Not Understand
1	How well do you understand the concept of digital marketing and its benefits in building an online business?	54	13	0
2	How well do you understand the types of digital marketing, such as social media marketing, SEO, email marketing, and affiliate marketing?	48	19	0
3	How well do you understand the steps to start a digital marketing strategy for your own business?	49	18	0
4	How well do you understand creating digital content such as promotional text, infographics, and audio for marketing purposes?	53	14	0
5	How well do you understand the career opportunities as an affilior, content creator, or digital marketer without having your own product?	48	19	0

Understanding the Meaning and Benefits of Digital Marketing. Understand: 54 students (80.6%), Somewhat Understand: 13 students (19.4%), Don't Understand: 0 students (0%). There was

a significant improvement compared to the pretest. No students answered, "don't understand," and the majority were at the "understand" level.

Types of Digital Marketing. Understand: 48 students (71.6%), Somewhat Understand: 19 students (28.4%), Don't Understand: 0 students (0%). Understanding of SEO, social media marketing, email marketing, and affiliate marketing increased sharply. In the pretest, 35.3% of students didn't understand, but now all of them have at least a "somewhat understand." Steps to Starting a Digital Marketing Strategy Understand: 49 students (73.1%), Somewhat Understand: 18 students (26.9%), Don't Understand: 0 students (0%). Practical understanding increased significantly. In the pretest, almost 40% didn't understand, but now all of the students have a "somewhat understanding" level. Digital Content Creation: Understand: 53 students (79.1%), Somewhat Understand: 14 students (20.9%), Don't Understand: 0 students (0%). Digital content creation skills are becoming more evenly distributed. In the pretest, 14.7% still didn't understand, but now all students have at least a moderate understanding. Career Opportunities in Digital Marketing: Understand: 48 students (71.6%), Somewhat Understand: 19 students (28.4%), Don't Understand: 0 students (0%). A significant increase in career awareness. Previously, one-third of students didn't understand this career opportunity, but now all do.

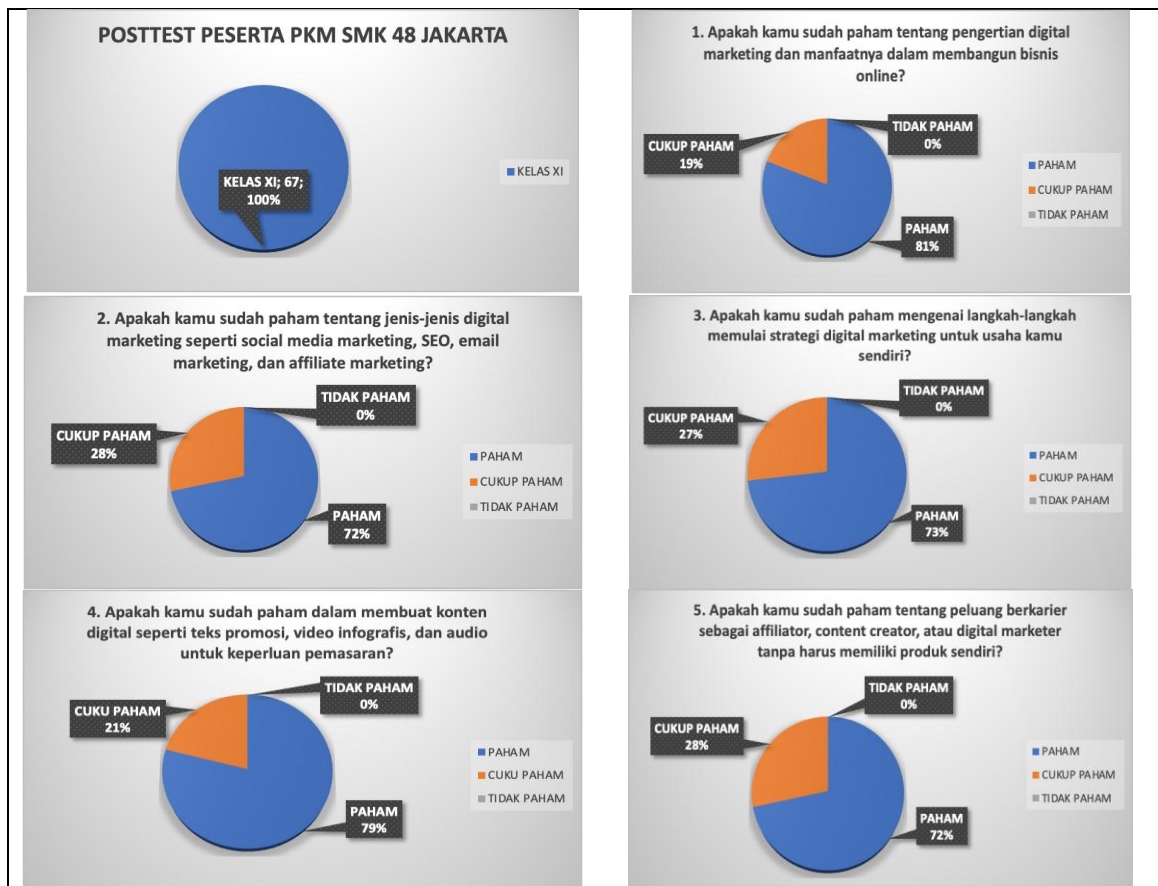


Figure 7. Student post-test diagram

General Conclusion: No students answered "don't understand" in any aspect — indicating an overall increase in understanding. The percentage of students who "understand" increased dramatically in every indicator, especially on the topic of types of digital marketing and how to initiate a strategy, which was previously a weak point. The learning activities proved effective, shifting understanding from a dominant "somewhat understand" and "don't understand" to a majority "understand."

CONCLUSION AND SUGGESTION

The pretest and posttest analysis results showed a significant increase in understanding among students at SMKN 48 Jakarta regarding digital marketing. During the pretest, most students were still in the "fairly understanding" category, with a significant number in the "not understanding" category,

particularly regarding the types of digital marketing (35.3%) and the steps to starting a digital marketing strategy (38.2%). The number of students in the "understanding" category was also relatively low initially, for example, only 13.2% for the "understanding and benefits of digital marketing" category and 2.9% for the "types of digital marketing." After the training, a very positive change occurred: all indicators no longer had students in the "not understanding" category, and most students (over 70% in each indicator) were in the "understanding" category. The greatest improvement occurred in the aspects of the types of digital marketing and the steps to starting a strategy, which were previously major weaknesses but are now on par with other aspects. The significant decrease in the "fairly understanding" category indicates a shift in understanding to a higher level. Overall, these results demonstrate that the digital marketing training provided was very effective in improving students' understanding, both conceptually and in their practical skills.

Based on the results obtained, digital marketing training is recommended to be continued with an ongoing mentoring program, which allows students to consistently practice the skills they have acquired and overcome challenges that may arise in their application in the real world, in accordance with the results of research (Afrianda, 2025) in an article Entitled The Effect Of Strategic Management Implementation, Stakeholder Pressure Mediated By Strategic Capabilities On Sustainable Organizational Performance (A Study Of Power Generation Companies In Indonesia). Digital marketing materials, especially the types of digital marketing and the steps to implement their strategies, also need to be integrated into the school curriculum or extracurricular activities to ensure continuous learning.

The implementation of project-based learning, such as creating and managing social media accounts or online stores, can serve as an effective way to develop practical skills while fostering teamwork. In addition, collaboration with industry through guest mentors from practitioners or business owners will provide insights into the latest trends, real case studies, and career opportunities in the field of digital marketing. Regular evaluations of students' understanding and skills should also be conducted to ensure that the knowledge gained is maintained and continues to develop in line with advancements in technology and digital marketing strategies

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