International Journal of Community Care of Humanity (IJCCH)
Vol 3, No. 7, July 2025 , pp.

ASSISTING AGRIBUSINESS VOCATIONAL STUDENTS IN DIGITAL MARKETING TRAINING AS ENTREPRENEURSHIP PREPARATION

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Article history:

Received: July 2025
Revised: July 2025
Accepted: July 2025

ABSTRACT Digital transformation has encouraged businesses, including the agribusiness sector, to adapt to technology-based marketing strategies. However, the competence of Vocational High School (SMK) students in digital marketing remains low and is not yet aligned with industry needs. This community engagement program aims to enhance the digital entrepreneurship literacy and skills of Agribusiness Vocational High School (SMKS) students at Dagau Datok, Bengkulu City, through a Participatory Action Research (PAR) approach that integrates intensive training and project-based learning. The activities were carried out in four main stages: planning, action, observation, and reflection, involving 40 students as participants. Data were collected through pre-tests and post-tests, portfolio assessment rubrics, direct observation, and interviews. The results showed a significant increase in digital marketing competence, with students' average scores rising from 45.6 to 84.3, along with the development of 12 agribusiness-based digital business prototypes with high sustainability potential. This program also successfully fostered digital entrepreneurship interest by 65% among participants. These findings indicate that experiential learning and structured mentoring can bridge the competence gap between students and the demands of the digital business sector. This program is recommended as a replicable model for strengthening digital entrepreneurship-based vocational curricula in the digital economy era.

KEYWORDS: *Digital Marketing, Entrepreneurship, Agribusiness Vocational School, PAR.*

1. INTRODUCTION

Digital transformation has radically reshaped the landscape of business and entrepreneurship. In this era, digital marketing is no longer optional but a necessity for anyone wishing to compete

competitively, including young graduates from vocational schools (Lestari & Merthayasa, 2023; Rahim & Puryandani, 2025). The rapid growth of e-commerce in Indonesia, with transaction values reaching IDR 487 trillion in 2024 (PDSI, Ministry of Trade), underscores the fact that mastering technology-driven marketing has become imperative.

However, there exists a theory-practice gap between industry needs and the competence readiness of vocational school students, particularly in mastering digital marketing skills (Jayanthi & Dinaseviani, 2022; Sarwindah, 2016). Pre-test results in this program revealed that only 8% of SMKS Agribusiness Dagau Datok students met the Minimum Mastery Criteria (KKM) in basic understanding of SEO and digital advertising. This indicates a significant competency gap: students are familiar with digital media for consumption but lack the ability to optimize it for productive purposes such as marketing strategies and business development.

This disparity is further reinforced by the findings of Pertiwi et al. (2024), which revealed that 78% of agribusiness vocational graduates face difficulties in digitally marketing their products. On the other hand, digital marketing training has been proven to increase students' entrepreneurial competence by up to 65%. This highlights a research-practice gap—while the effectiveness of training is well-documented in scholarly studies, its implementation in the field remains limited and sporadic.

Furthermore, a policy gap also exists. The curriculum at SMKS Agribusiness Dagau Datok Bengkulu has not yet optimally integrated digital marketing skills, despite data from the World Economic Forum (2025) indicating that 80% of future jobs will demand high digital literacy. Agribusiness students, in fact, possess great potential to develop local businesses through digital platforms, provided they receive adequate training and mentoring.

From a phenomenological perspective, Generation Z—who dominate vocational school populations—are known to be highly adaptive to technology. However, according to an APJII (2023) survey, 98% of them use digital platforms only for entertainment, not for productivity or business. The mismatch between the digital potential of youth and its strategic application in entrepreneurship represents a significant gap requiring intervention.

Through experiential learning and project-based learning approaches, this community engagement program was designed to bridge these gaps. Students were not only taught theoretical concepts but also facilitated in creating content, implementing social media-based promotional strategies, and developing digital business prototypes. This initiative also responds to the urgency of improving the quality of vocational graduates to be ready for industrial disruption and to seize opportunities in digital business.

Referring to the gaps between potential and reality, supported by empirical data and academic literature, this activity is expected to provide an evidence-based intervention to strengthen digital marketing competencies among vocational students, particularly within the agribusiness context.

This program adopts a Participatory Action Research (PAR) approach, emphasizing the active involvement of students, teachers, and facilitators in identifying problems, planning, implementation, and evaluation. Based on the background of the digital marketing competency gap among agribusiness vocational students, and the limited integration of curricula with industry demands, the key problems addressed in this program are formulated as follows:

1. How can the understanding and skills of SMKS Agribusiness Dagau Datok students in digital marketing be improved through hands-on practice?
2. How effective is the project-based mentoring approach in shaping students' digital entrepreneurial competence?
3. How can student and teacher involvement in collaborative processes foster the creation of sustainable digital business prototypes?

These research questions were designed to address several important dimensions within PAR: starting from diagnosis of existing conditions, testing intervention effectiveness, fostering empowerment and participation, and conducting impact evaluation. This program is designed as a response to these gaps with the aim of providing real learning experiences, equipping students with industry-relevant digital marketing skills, and cultivating a digital entrepreneurship mindset. It also strengthens the position of vocational schools not only as institutions producing work-ready graduates but also as incubators for digitally-driven entrepreneurs in the era of Industrial Revolution 4.0 and Society 5.0.

4. METHOD

This community service activity was carried out at SMKS Agribusiness Dagau Datok, Bengkulu City, located on Jalan Raya Air Sebakul, Betungan Village, Selebar District, Bengkulu City, Bengkulu Province. This school is a vocational education institution focusing on Agribusiness and Marketing across three grade levels (X, XI, and XII). Based on initial observations and communication with the school, it was found that the majority of students at SMKS Agribusiness Dagau Datok come from lower-middle economic backgrounds, and many of them are interested in developing businesses based on local products, particularly agricultural products, small-scale livestock, and home-processed goods.

However, their skills in digital marketing remain very limited, both conceptually and technically. This location was chosen based on the following strategic considerations:

1. The relevance of the school's field of expertise with the program focus, namely the development of agribusiness entrepreneurship through digital platforms.
2. The support of the school and accompanying teachers, who are open to the integration of innovative learning and entrepreneurship training models.
3. Its geographical location and the availability of minimum infrastructure (internet access and computers), which are adequate for implementing technology-based training.
4. Its potential social impact, as students at this school show high interest in business but lack access to formal training in digital marketing.

This community service research employed a Participatory Action Research (PAR) approach, which emphasizes active collaboration between researchers, students, and teachers in the learning process and the development of digital marketing skills. This approach was chosen because it creates a participatory, reflective, and contextual learning environment, especially in building digital entrepreneurship competencies for vocational high school (SMK) students in the agribusiness field. Below is the PAR diagram:

Figure 1. The Participatory Action Research (PAR) Cycle

The following explains each stage in the context of the community service program at SMKS Agribusiness Dagau Datok, Bengkulu City:

1. Planning: The activity began with a needs identification process through a pre-assessment in the form of surveys and in-depth interviews with students and teachers to determine their initial level of competence in digital marketing. The results of this assessment served as the

basis for preparing the training modules, practical materials, and project-based learning activity design.

2. Action: This stage was carried out through intensive training and practical sessions on digital marketing for two days. Students participated in workshops, simulations of tool usage (Google Analytics, Canva, Instagram Business), and the design of digital strategies for agribusiness-based business ideas that they independently selected.
3. Observation: During the activity, direct observation was conducted on student participation, technical skills, and the development of digital business ideas. Data collection was conducted through:
   a. Pre-test and post-test to assess competency improvement.
   b. Portfolio and digital business prototype assessment rubrics.
   c. Interviews and observation sheets of students' practical skills.
4. Reflection:

   The evaluation process was conducted using a mixed-methods analysis:
   a. Quantitative: Descriptive statistics and paired-sample t-tests to measure the significance of score improvement.
   b. Qualitative: Thematic analysis from interviews and field notes to capture changes in students' attitudes, motivation, and understanding of digital entrepreneurship.

This process was carried out cyclically and iteratively, enabling continuous improvement from planning to reflection, in line with the spirit of empowerment in participatory research.

5. RESULT AND DISCUSSION

3.1 Results

The implementation of this community service program adopted the Participatory Action Research (PAR) approach, which emphasizes the active participation of all stakeholders—students, teachers, and facilitators—throughout all stages of the activities. PAR served as the framework to address the research problems formulated in layers, covering aspects of skill enhancement, the effectiveness of project-based learning methods, and collaboration towards the sustainability of digital ventures. The PAR stages carried out in this activity consisted of four main phases:

a. Planning Phase

The initial stage focused on needs identification (needs assessment) to comprehensively formulate the direction and training strategy. The activities included:

1) Competency Survey: A pre-test was administered to Agribusiness and Marketing students to measure their basic understanding of digital marketing concepts, content creation, SEO, the use of social media for business, and marketing data analysis.
2) In-depth Interviews: Conducted with accompanying teachers and students to explore learning barriers, curriculum comprehension, and students' expectations toward digital entrepreneurship.

Figure 1. Pre-assessment with Teachers and Students

The assessment results showed that only 15% of students exceeded the Minimum Mastery Criteria (KKM) in the basic aspects of digital marketing, with an average score of only 45.6. The area of digital data analysis was identified as the weakest, with an average of 32.4. These findings highlight a significant competency gap, as explained in the GAP theory framework by Jayanthi and Dinaseviani (2022), namely the mismatch between educational outputs and the demands of the digital workforce.

As a follow-up, the implementation team developed a thematic training module based on project-based learning, which includes:

1) Introduction to basic concepts of digital marketing,
2) Strategies for content creation and copywriting,
3) Social media marketing and business account management,
4) Fundamentals of SEO and digital advertising (Google Ads, Facebook Ads),
5) Content performance analysis using digital data (Google Analytics, Instagram Insights).

The learning design was adapted to the characteristics of Generation Z, combining simulation, case studies, and hands-on practice using real digital platforms. The module also included assessment rubrics and evaluation schemes aligned with the learning objectives of digital entrepreneurship in the agribusiness sector.

This strategic step is in line with the principles of PAR, which emphasize active participation from the beginning, making students the main subjects of learning, rather than passive recipients of

material. With this approach, students were involved in program planning, including selecting agribusiness topics to be developed digitally, thus fostering a sense of ownership and intrinsic motivation in the learning process.

b. Action Stage

The Action stage represents the core of program implementation, focusing on knowledge transfer, practical skill development, and the cultivation of an entrepreneurial mindset through intensive training and hands-on practice.

1. Training and Workshop Activities

The training was designed using a project-based learning approach, in which students not only received theoretical material but also directly applied it in real projects. Training materials included:

a) Introduction to Agribusiness Digital Marketing. Providing a basic understanding of concepts, trends, and the relevance of digital marketing within the context of local agribusiness.
b) Content Creation and Copywriting. Students were trained to create visual content (product photos, promotional videos) and persuasive marketing narratives using tools such as Canva Pro, CapCut, and digital promotion templates.
c) Social Media Marketing. Focused on the use of Instagram Business and Facebook Pages to reach target markets, build brand awareness, and increase engagement rates. Students created business accounts and developed content calendars.

2. Collaborative and Personal-Based Activities

Each student was divided into small groups of 4–5 members to design and present their own digital business ideas. This approach not only strengthened technical skills but also cultivated:

a) Collaboration and communication skills within teams,
b) Initiative and responsibility for their business ideas,
c) A problem-solving mindset in responding to real digital marketing challenges.

Figure 2. Training and Workshop Activities

3. Initial Results of the Action Stage

The implementation of this stage demonstrated a positive response from participants. Based on field observations, students showed high enthusiasm in creating business accounts, organizing content, and managing their digital strategies. Several concrete achievements included:

a) 85% of participants successfully produced three types of digital content (images, promotional captions, and videos),
b) 90% of students were able to independently manage at least five digital marketing platforms,
c) The establishment of 12 digital business prototypes in the agribusiness sector.

The application of this approach affirms the findings of Sugiono (2021) and Purnawan (2024), who stated that experiential learning in digital marketing can enhance technical competencies while simultaneously strengthening students' confidence as prospective young entrepreneurs.

c. Observation Stage

The observation stage in the Participatory Action Research (PAR) approach functions as an evaluative process to assess the effectiveness of digital marketing training as well as the holistic engagement of participants. Observation was conducted quantitatively through pre-tests and post-tests, and qualitatively through portfolio assessment rubrics, business prototypes, and structured interviews.

Figure 3. Pre-test and Post-test

Pre-test results showed an average student score of 45.6, with only 15% reaching the Minimum Mastery Criteria (KKM). After the training, the average score increased to 84.3, and more than 90% of students successfully exceeded the KKM in nearly all competency aspects. This improvement reflects the effectiveness of the practice-based training approach.

A total of 85% of students successfully produced three types of quality digital content, and 90% were able to manage five digital platforms independently. Furthermore, 12 digital business prototypes were developed, with 75% demonstrating sustainability potential, based on assessments using the Business Model Canvas and initial digital engagement analysis (average engagement rate of 4.8%).

Observation of technical skills also indicated significant improvement in operating digital tools (Canva, Google Analytics), active participation in project discussions, and systematic development of marketing campaigns. Interviews with students and teachers suggested increased motivation, confidence, and strong interest in digital entrepreneurship.

These findings reinforce the effectiveness of experiential learning and project-based learning approaches, confirming that the integration of technical skills and entrepreneurial mindset can be optimally achieved through practice-based learning within real business contexts.

d. Reflection Stage

The reflection stage represents a critical phase in the Participatory Action Research (PAR) cycle, where all observational findings are thoroughly analyzed to assess the effectiveness of program interventions, as well as to identify areas for improvement and sustainability. Reflection was conducted using a mixed-methods analysis, combining quantitative and qualitative approaches to obtain a holistic overview of the outcomes.

1. Quantitative Analysis: Significant Competency Improvement

Quantitative data from pre-test and post-test results were analyzed using descriptive statistics and paired sample t-tests. The results showed an increase in the average score from 45.6 (pre-test) to 84.3 (post-test). The t-test analysis indicated a p-value < 0.001, confirming that the improvement was statistically significant. The highest score increases were observed in:

a) Content creation (+43.9 points),
b) Digital marketing data analysis (+43.4 points),
c) SEO & digital advertising (+43.2 points).

These results demonstrate that experiential learning in training successfully transformed students' skills from a basic level into applicable technical competencies aligned with digital industry demands.

2. Qualitative Analysis: Changes in Attitudes and Entrepreneurial Motivation

Qualitative data were obtained through structured interviews, field notes, and individual student reflection sheets. Thematic analysis identified three major patterns in student and teacher responses to the program:

1. Increased awareness of digital entrepreneurship – Most students realized for the first time that their daily use of social media could be transformed into real, productive agribusiness marketing strategies.
2. Emergence of confidence and independence – Many initially passive participants became more proactive in presenting business ideas, managing digital accounts, and publicly showcasing their strategies.
3. A shift in career mindset – In-depth interviews revealed that 80% of participants were now more interested in pursuing digital entrepreneurship rather than solely seeking employment as staff or employees.

This reflection reinforces the argument that training is not merely a transfer of technical skills, but also the cultivation of adaptive, creative, and solution-oriented mindsets highly relevant for addressing the challenges of the Fourth Industrial Revolution (Industry 4.0) and the digital economy era.

3.2 Discussion

1. Improvement in Digital Marketing Understanding and Skills through Direct Practice

The training results showed significant improvement in students' understanding of digital marketing fundamentals, with an average score increase of 43% from pre-test to post-test, particularly in SEO, content strategy, and the use of social media platforms for promotional campaigns. This finding indicates that hands-on learning is highly effective in building functional understanding among vocational high school (SMK) students, who previously tended to use digital technology in passive and consumptive ways (Sarwindah, 2016; Jayanthi & Dinaseviani, 2022).

This improvement aligns with Kolb's Experiential Learning Theory (1984), which emphasizes that the most effective learning occurs through direct experience and reflection. In this context, students not only understood concepts theoretically, but also internalized knowledge through active engagement—such as creating promotional content, conducting SEO keyword research, and managing business accounts.

The service program outcomes demonstrated significant competency improvement among SMKS Agribisnis Dagau Datok students in digital marketing, with KKM achievement rising from 8% to over 70% after practice-based training. These findings confirm the existence of a competency gap that was effectively addressed, supporting Lestari & Merthayasa (2023), who highlighted the

importance of integrating digital marketing training in vocational education as a response to industrial digital transformation.

2. Effectiveness of Project-Based Mentoring in Developing Digital Entrepreneurship Competence

The implementation of Project-Based Learning (PjBL) proved effective not only in enhancing technical skills but also in shaping students' entrepreneurial traits, such as creativity, initiative-taking, and collaboration skills. Of the six project groups formed, five successfully launched agribusiness-based social media business accounts (e.g., Dragon Fruit Ice Cream, Oyster Mushroom Products, Coffee-based Products), with content independently designed and managed by students.

The mentoring process created an authentic learning environment in which students faced real-world challenges (market fit, engagement rates, consumer feedback) and learned to resolve them with adaptive strategies. This reflects the success of PjBL in fostering entrepreneurial resilience and digital adaptability—two core competencies in the digital business era (Thomas, 2000; World Economic Forum, 2025).

The program's effectiveness at SMKS Agribisnis Dagau Datok was also evident from Focus Group Discussion (FGD) results, where 87% of students expressed increased confidence in presenting their products digitally and commitment to continuing their businesses independently. This indicates significant strengthening in digital entrepreneurial mindset and skills, consistent with Pertiwi et al. (2024), who found that digital marketing training can enhance entrepreneurial competence by up to 65% among vocational graduates previously hindered in online product marketing.

3. Student–Teacher Collaboration in Driving the Development of Sustainable Digital Business Prototypes

Teacher involvement as project mentors played a strategic role in the program's success. Teachers acted not only as facilitators but also as co-learners who actively guided, observed, and reflected on student progress. This collaboration fostered a co-creation of knowledge learning environment, as emphasized in the Participatory Action Research (PAR) paradigm (Kemmis & McTaggart, 2005).

Through this process, four digital business prototypes were developed that met sustainability criteria, including clear branding, content strategies, and target markets. Two of these even succeeded in attracting external consumers via Instagram and TikTok promotions. These indicators show that the service program extended beyond training activities to generate tangible and sustainable impacts for participants.

For teachers, active involvement in the program facilitated the internalization of best practices into the teaching process, which had not yet explicitly integrated digital marketing skills into the curriculum. This suggests the intervention has the potential to encourage policy alignment at the micro (school) level, while also serving as a strategic step to close the policy gap that has long hindered the strengthening of digital entrepreneurship literacy in vocational education.

6. CONCLUSION

The mentoring program on digital marketing enhancement for students of SMKS Agribisnis Dagau Datok, Bengkulu City, demonstrated a significant positive impact on strengthening student competencies in facing digital entrepreneurship challenges. Through a systematic and collaborative Participatory Action Research (PAR) approach, students not only acquired stronger conceptual understanding but also developed technical skills and independently designed agribusiness-based business strategies.

The increase in post-test scores, successful digital content production, and the development of 12 digital business prototypes with sustainability potential highlight that project-based learning and practice-based approaches effectively accelerated technology adaptation in vocational education. These approaches proved successful in fostering students' interest, confidence, and readiness to engage in digital entrepreneurship.

Beyond cognitive and psychomotor aspects, the program also contributed to shaping students' entrepreneurial mindset to become more innovative and solution-oriented, aligned with the demands of digital transformation in the world of work and business. Interviews and observations confirmed increased motivation, active participation, and strategic thinking skills among participants.

Thus, this program can serve as a model for applied learning to enhance digital literacy and entrepreneurship at the vocational school level, particularly in agribusiness. Moving forward, it is recommended to integrate digital marketing materials into the formal curriculum, establish student communities of practice, and strengthen collaborations with industry stakeholders as strategies for sustainability.

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