

# DIGITAL MARKETING TRAINING IN GROWING ENTREPRENEURIAL INTEREST IN PACKAGE C STUDENTS AT PKBM ANAK PANAH

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## ABSTRACT

This research aims to equip students at PKBM Anak Panah Surabaya to have skills and entrepreneurship. By generating interest in business from an early age, it is hoped that it can prepare students to be independent. Learn to develop a business by using digital media as a marketing medium so that students are able to sell food and drinks. This research uses qualitative research methods by collecting data from participant observation, in-depth interviews and documentation. The results of this research are that the digital marketing training that has been carried out at PKBM Anak Panah plays an important role in shaping students' attitudes and interest in entrepreneurship. First, by having good knowledge and understanding of entrepreneurship, students can broaden their horizons and knowledge related to the world of business and entrepreneurship. Apart from fostering interest in entrepreneurship, entrepreneurship subjects for students at PKBM Anak Panah also have benefits in improving student learning achievement. It is hoped that the results of this research will provide a better understanding of online business optimization and interest in food and beverage businesses at PKBM Anak Panah.

**Keywords:** Training, Digital Marketing, Entrepreneurial Interests

## INTRODUCTION

The existence of the internet today has given rise to a new paradigm in society. The internet is one of the modern technological discoveries that really helps human life. The internet can reach almost all strategic sectors such as education, communication and information dissemination. Even the economic and business sectors are currently inseparable from the use of the internet. For business people, the internet can be used to help increase marketing reach. Apart from that, the internet can also eliminate geographical boundaries so that consumer targets increase. Developing a business via the internet is very important because this will make the business one step ahead of competitors and can also double profits (Grace, 2010).

The definition of interest according to the Big Indonesian Dictionary (KBBI) is a high inclination towards something; excitement; desire. A person's interest in an object usually begins with a person's inclination towards a particular object. The definition of entrepreneurial interest itself is a psychological symptom of focusing attention and doing something about the entrepreneur with feelings of joy because it brings benefits to oneself (Santoso, 1993). Correspondingly, Mustofa (2014) stated that interest in entrepreneurship is a focus on entrepreneurship because of a feeling of liking and accompanied by a desire to

learn, know and prove further about entrepreneurship. Someone who is interested in entrepreneurship will have a tendency to be interested in creating a business and then organizing, managing, bearing risks and developing the business they create (Subandono, 2017).

Training is an activity carried out to train or develop skills and knowledge related to certain competencies for oneself or others (Setiawati, 2019). Education and training for people interested in selling food and drinks continues to be carried out at PKBM Anak Panah. Through skills lessons and empowerment. Students learn how to train their business interests in selling food and drinks online. One of the trainings carried out is digital marketing training. Digital marketing itself is not just a business, but also how to change the industry and renew old ways of working in the past with new innovative ways for the present, so that a digital marketer must have an innovative mindset to develop all the potential that can be achieved. compete with future innovations and be accepted in society (Yulianingsih et al., 2023). This education and training are carried out by Package C or high school equivalent students. This learning is carried out by students from grade 10 to grade 12. Starting from looking for food and drink products to sell to how they market products sold online in online market places. This is the background for researchers to research Digital Marketing Training in Fostering Entrepreneurial Interest in Package C Students at PKBM Anak Panah.

## **METHOD**

This research methodology uses qualitative research methodology. Qualitative research is research that emphasizes quality or the most important thing about a good or service (Sugiyono, 2013). There are many types of qualitative research, one of which is case study research. Case study research is research that is specifically used to understand, examine and interpret an event or case or even a phenomenon that occurs in society in depth (Sugiyono, 2013a). Looking at the problems in optimizing students' business interests in the most appropriate online food and beverage business. The methods used by researchers in collecting data are participant observation, in-depth interviews and documentation

The research was conducted on students in grades 10 – 12 at PKBM Anak Panah located on Jalan Kenjeran No 440, Gading Village, Tambaksari District, Surabaya City, East Java Province. This group is the slowlearner class group. There are 20 students consisting of 15 male students and 5 female students, 2 teachers consisting of 1 male teacher as a computer teacher and 1 female teacher as an entrepreneurship teacher. Research will be conducted on the subjects of skills and empowerment.

### ***Method of collecting data***

The data collection method used in this research is as follows:

#### **Participant observation**

What is meant by participant observation is the process of observing by taking a direct role in engaging with informants on the scene. During the observation, there was intensive social interaction between the researcher and the subjects in the research arena. In fact, this is a special characteristic of qualitative research. In this observation, the researcher immerses himself in the living environment of a group of people or situations to be studied

and understood. In other words, the researcher enters the scene by immersing himself in the society that will be studied, living and living in the arena. Methodologically, the researcher's behavior in the observation process is: (a) Carry out activities in the arena, but are not personally tied to it; (b) Emphasizes his duties by observing the scene; (c) Carry out systematic observations of what the community is doing (d) Researchers who have been trained in making observations and analyzing data are like people who already know and understand their duties; (e) Participant observation is carried out continuously and directly (direct observation and persistence observation). When carrying out observations, an observation guide is needed in the form of an observation sheet. Observation guides or guides are tentative in nature and can be developed in the field as the observation progresses to suit the dynamics of the informant's behavior and according to the phenomenon being studied.

### **Deep interview**

In naturalistic qualitative research, researchers usually conduct various in-depth interviews with various parties. Interviews can be conducted formally or planned, and can also be conducted informally without using notes or certain forms. In the interview, the important thing is to create a friendly and relaxed atmosphere (Spradley, 1997).

In-depth naturalistic interviews are almost the same as intimate conversations, so researchers can utilize this approach to collect as complete data as possible, in addition to participant observation. According to Spradley (1997) The researcher needs to pay attention to this so that he can carry out interviews in such a way that the researcher slowly enters and experiences a new atmosphere in helping the informant to be able to convey responses. Meanwhile, an interview that is carried out in a hurry will change a familiar atmosphere into a tense atmosphere, as does a structured interview which seems stiff because the questions are structured and tend not to develop as the interview progresses.

Meanwhile, in unstructured interviews, researchers can ask questions more freely and freely, not being bound and confined by rigid questions prepared previously by the researcher (Ulfa, 2021). This allows the interview to be flexible and not boring. However, researchers must have the ability to remember and store questions related to the variables/symptoms of the research being studied which will be interviewed with informants. Researchers also need to remember when the questions were asked, to whom the informant was, the order of the questions and how they were asked. informant. The limitations of researchers in doing this sometimes make interviews stop and may not even focus on the variables/symptoms being studied. Therefore, to overcome this problem, it can be helped by writing/noting the essential things that will be asked of the informant through an unstructured interview guide that is very flexible and tentative in nature and can be developed during interviews in the field. In this in-depth interview, it is best to use an interview guide that is tentative and not permanent as a guide in interviews with informants. Interview guidelines can develop the content of the interviewee with probing questions so that they can dig into the data to its roots and finally find data that is authentic and in-depth, complete and meaningful.

Interview steps according to Lincoln & Guba, (1985) There are seven steps, namely: (1) Determine who the interview will be conducted with; (2) Prepare the main issues that will be the topic of discussion; (3) Initiate or open the flow of the interview; (4) Conduct an interview; (5) Inform the informant of the endeavor or summary of the results of the

interview and end it; (6) Write down the results of the interview in field notes; (7) Identify follow-up to the interview results that have been obtained.

### **Documentation**

This documentation is to explore data related to written and written documents in the form of audio or video recordings that are related to the data required according to the phenomenon or variable being studied.

### **Focus group discussion**

This method can also be used to collect qualitative research data by collecting data collectively from several informants (preferably a maximum of 10 informants). This is done if the number of informants is relatively large and the problems or data taken are relatively similar and the informants have equivalent academic qualifications and competency characteristics. However, in-depth interview methods and participant observation must be used in collecting qualitative data.

### ***Data analysis technique***

The data analysis method is a policy analysis model according to Creswell (2008) which explains that data analysis is an ongoing process that requires continuous reflection on the data, asking analytical questions, and writing brief notes throughout the research. Data analysis for qualitative data is carried out by describing it with words or sentences according to the results of the data obtained. Through qualitative research, data can be obtained in various ways and with varied data collection techniques such as observation, interviews, and documentation.

Data is extracted continuously so that data is collected according to research needs. Qualitative research gives researchers the advantage of determining their own data analysis methods that are appropriate for the research to be developed.

## **DISCUSSIONS**

Interest in learning is an important factor in achieving good learning achievement (Symbolon, 2022). This is in line with the opinion that interest in entrepreneurship can be influenced by certain factors, including entrepreneurial learning and family environment. This research shows that students who have a high interest in entrepreneurship tend to achieve better learning achievements in entrepreneurship subjects. This shows that interest in entrepreneurship can be a strong motivating factor for students to study hard and excel in entrepreneurship subjects.

In this modern era, interest in entrepreneurship has become very important for students at PKBM Anak Panah Surabaya. The interest in entrepreneurship provides opportunities for students after they graduate from PKBM Anak Panah to not only look for work but also create employment opportunities. With a strong interest in entrepreneurship, Package C graduates can become successful entrepreneurs and contribute to reducing unemployment and improving community welfare (Aini & Oktafani, 2020). Because everyone can become an entrepreneur as long as they want and have the opportunity to learn entrepreneurship (Setyoningrum, Cahyani, & Gusmanti, 2022). However, cultivating an interest in entrepreneurship in students is not easy. Serious effort and attention are needed so

that Package C students are interested and have an awareness of entrepreneurship. One effort that can be made to create interest in entrepreneurship in Package C graduates is by integrating entrepreneurship subjects into the Package C curriculum. Why is it important to foster interest in entrepreneurship in Package C students? Integrating entrepreneurship subjects into the Package C curriculum has several strong reasons.

First, by having good knowledge and understanding of entrepreneurship, students can broaden their horizons and knowledge related to the world of business and entrepreneurship. That way, they will be better prepared and able to face challenges and opportunities in the world of work or business. Second, with entrepreneurship subjects in Package C, students can learn business skills and strategies that they can apply when starting their own business. Entrepreneurship subjects give students the opportunity to learn about business planning, financial management, marketing, as well as risk assessment.

Apart from fostering interest in entrepreneurship, entrepreneurship subjects for students at PKBM Anak Panah also have benefits in improving student learning achievement. Through entrepreneurship subjects, students can develop various skills and knowledge relevant to the business world. In this way, they can gain a better understanding of business concepts and improve analytical and the skills of problem solving. Apart from that, entrepreneurship subjects also help students develop creative thinking and innovation skills, communication and presentation skills, as well as skills in managing time and resources.

Integrating entrepreneurship subjects into the Package C curriculum helps instill a sense of creativity, innovation and problem-solving skills in students. This not only improves their academic performance but also equips them with valuable skills that are highly sought after in the business world. Furthermore, fostering an interest in entrepreneurship among students has a number of important benefits. First, it expands their career possibilities and empowers them to consider starting their own business rather than relying solely on finding a job.

Shifting the mindset from looking for jobs to creating jobs is critical for individuals and society as a whole. By cultivating an entrepreneurial mindset, students can broaden their horizons and knowledge related to the world of business and entrepreneurship. This is supported by research findings that entrepreneurship education has a role in students' entrepreneurial intentions and interests in pursuing entrepreneurship as a career. Research shows that entrepreneurship education at PKBM Anak Panah plays an important role in shaping students' attitudes and interest in entrepreneurship.

## **CONCLUSION**

Based on research conducted regarding digital marketing training in fostering entrepreneurial interest in Package C students at PKBM Anak Panah, several things can be concluded as follows: digital marketing training that has been carried out at PKBM Anak Panah plays an important role in shaping students' attitudes and interest in entrepreneurship. First, by having good knowledge and understanding of entrepreneurship, students can broaden their horizons and knowledge related to the world of business and entrepreneurship. Apart from fostering interest in entrepreneurship, entrepreneurship subjects for students at PKBM Anak Panah also have benefits in improving student learning

achievement. Students who have a high interest in business tend to achieve better learning achievements compared to students who have a low interest in business. Interest in business can be a motivating factor for students in learning entrepreneurship. Interest and desire to develop skills and knowledge in the business world can encourage students to be active and enthusiastic in studying entrepreneurship material. Student learning achievement is the result of the interaction between business interests and learning efforts made by students. Although business interest can provide initial motivation, consistent and effective learning efforts are still needed to achieve high learning achievement.

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