

Enhancing The Competence of SMK Nurul Islam Students in Digital Marketing For Social Media-Based Entrepreneurship

Efta Dhartikasari Priyana¹; Mega Rahayu Hardiyanti²

Universitas Muhammadiyah Gresik

101 Sumatera Street, GKB, Gresik

*¹eftadhartikasari@umg.ac.id; ²mega_rahayu@umg.ac.id

Received: October 9, 2025

Accepted: November 30, 2025

Published: December 10, 2025

Abstract

This community service activity was held at SMK Nurul Islam to improve students' abilities in digital marketing to support social media-based entrepreneurship. The activity was motivated by students' limited understanding of digital marketing strategies and limited use of social media as a promotional tool. Implementation methods included theoretical briefings, practical training in using platforms such as Instagram, TikTok, and WhatsApp Business, and mentoring in creating promotional content. The approach emphasized collaborative learning and direct implementation in the students' entrepreneurial contexts. The results showed improved student competence in understanding digital marketing concepts, creating attractive content, and managing business accounts effectively. Students became more confident in developing small businesses using social media as a marketing medium. This activity is expected to foster a creative and innovative digital entrepreneurial spirit among vocational high school students.

Keywords: Digital Marketing; Entrepreneurship; Social Media; Student Training; SMK Nurul Islam; Community Empowerment; Digital Literacy

1.Introduction

The development of digital technology has fundamentally changed how people interact, communicate, and do business. According to [1], the Industry 4.0 era requires human resources who are not only able to use technology but also adapt to changes in digital consumer behavior. In the context of vocational education, vocational high school (SMK) students occupy a strategic position as prospective workforce and young entrepreneurs expected to be ready for the digital business world [2]. However, initial observations at SMK Nurul Islam indicate that students do not yet fully understand concepts of digital marketing, content strategies, and the professional use of social media for business promotion.

This condition aligns with findings in [3] showing that the digital skills gap remains a major obstacle for vocational students adapting to the modern workforce. Meanwhile, study [4] confirms that practice-based digital marketing training can increase students' entrepreneurial competence by up to 60%. Research [5] also demonstrates that digital content creation training can stimulate entrepreneurial interest among vocational high school students.

Based on those facts, this community service program was carried out to provide a solution in the form of practical and relevant digital marketing training tailored to partner needs. The aims were to increase students' understanding of digital marketing strategies, technical skills in social media management, and creativity in creating promotional content. This program also supports the implementation of the Merdeka Belajar-Kampus Merdeka policy that emphasizes project-based and collaborative learning [6].



Figure 1. Presentation of a souvenir from UMG to SMK Nurul Islam

2. Implementation Method

The community service program adopted a participatory and practical approach. Activities were conducted in four stages: preparation, training and workshop, mentoring, and evaluation & follow-up.

- **Preparation stage:** Coordination with the school was carried out to determine the schedule, location, and participants. The team prepared the training modules and an initial assessment instrument (pre-test) to determine students' level of digital literacy.
- **Training and workshop stage:** Conducted in person across four main sessions: (1) introduction to digital marketing and digital entrepreneurship trends, (2) creation and management of business accounts on Instagram, TikTok, and WhatsApp Business, (3) strategies for producing visual promotional content and copywriting, and (4) simulation of students' digital product campaigns. The approach emphasized hands-on practice, where students directly practiced uploading content, writing captions, and analyzing audiences.
- **Mentoring stage:** Took place over two weeks after training. The lecturers' team accompanied students in managing their business accounts and provided feedback on the content produced.
- **Evaluation stage:** Included comparison of pre-test and post-test results, observation, and interviews with participants and supervising teachers.
- **Follow-up stage:** Included formation of a School Digital Marketing Team responsible for managing the school's social media accounts and acting as mentors for other students. This sustainable approach is expected to create a digital entrepreneurship ecosystem within the school [7][8].

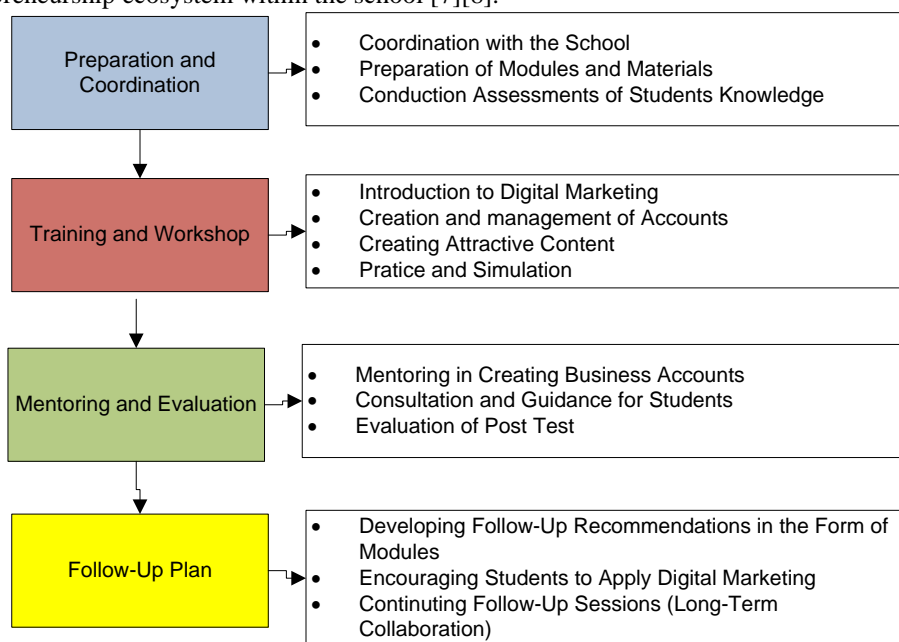


Figure 2. Implementation Flowchart



Figure 3. Grade XI Office Administration students

3. Result and Discussion

The activity was attended by 25 students from Grade XI of SMK Nurul Islam. Initial assessment results showed that only 28% of students understood the basics of digital marketing. After the training, understanding increased to 88%, ability to create promotional content increased to 84%, and entrepreneurial confidence reached 90%.

Table 1. Comparison of Pre-test and Post-test Results

Competency Aspect	Before Training	After Training
Understanding of digital marketing concept	28%	88%
Ability to create promotional content	32%	84%
Social media account management	25%	80%
Confidence in entrepreneurship	40%	90%

This significant improvement reflects the effectiveness of experiential learning, where students acquire knowledge through direct experience (Kolb, cited in Astuti & Hidayat, 2021). These findings align with research [9] stating that practice-based training can increase digital marketing skills for MSMEs (micro, small, and medium enterprises) by up to 70%.

Beyond individual improvements, the program also had institutional impact. SMK Nurul Islam has begun developing a School Digital Marketing Team responsible for managing social media and serving as a platform for students' digital entrepreneurship development. This initiative reinforces findings in [10] that highlight the importance of integrating digital literacy into entrepreneurship education in vocational schools. From a community empowerment perspective, this activity plays an important role in increasing school-based economic capabilities. This training model can be applied in other schools as a strategy to strengthen young people's capacity to face digital economic challenges [11][12].



Figure 4. SMK Nurul Islam students practicing promotional content creation

4. Conclusion

This community service activity successfully achieved its main objective: improving the competence of SMK Nurul Islam students in digital marketing for social media-based entrepreneurship. Students were able to understand digital marketing concepts, create attractive promotional content, and independently manage business accounts. The program's impact is evident not only in students' skill improvement but also in the formation of a School Digital Marketing Team

as a form of program sustainability. These results support previous theory and research that hands-on training is effective in improving digital literacy and entrepreneurial spirit. It is hoped that similar activities can be developed through collaboration among schools, universities, and digital industry players to yield broader economic and social impacts [13][14].

5. Acknowledgments

The authors express gratitude to the Directorate of Research and Community Service (DPPM) at Universitas Muhammadiyah Gresik (UMG) for the grant support and facilitation provided in the implementation of this community service. Thanks are also extended to SMK Nurul Islam, the supervising teachers, and all students who actively participated in the activity.

6. References

- [1] Gunawan, I. (2022). *Strategi Promosi Digital dalam Era Ekonomi Kreatif*. Malang: UB Press.
- [2] Nurhadi, M. (2022). *Pengantar Kewirausahaan Digital di Sekolah Menengah*. Semarang: Unnes Press
- [3] Arifin, Z. (2020). *Kewirausahaan Berbasis Teknologi Digital*. Jakarta: Prenadamedia Group.
- [4] Rahmawati, S., & Yuliana, E. (2021). "Pelatihan Digital Marketing untuk Meningkatkan Jiwa Wirausaha Siswa SMK." *Jurnal Pengabdian Multidisiplin*, 4(3), 77–85.
- [5] Fatimah, N., & Ramadhani, I. (2021). "Pelatihan Pembuatan Konten Digital pada Siswa SMK." *Jurnal Abdimas Digital*, 5(1), 19–26
- [6] Kemendikbudristek. (2021). *Panduan Implementasi Kurikulum Merdeka Belajar*. Jakarta: Direktorat Pendidikan Vokasi.
- [7] Astuti, M., & Hidayat, T. (2021). "Penguatan Kompetensi Siswa SMK melalui Pelatihan Digital Marketing." *Jurnal Pengabdian Masyarakat Vokasi*, 3(2), 88–96.
- [8] Wibowo, F. (2022). *Digital Branding dan Strategi Konten Media Sosial*. Jakarta: Gramedia Pustaka Utama.
- [9] Aditya, R. (2021). *Pemasaran Digital untuk UMKM*. Yogyakarta: Andi Publisher.
- [10] Yusuf, H., & Lestari, D. (2023). "Integrasi Literasi Digital dalam Pembelajaran Kewirausahaan di Sekolah Menengah Kejuruan." *Jurnal Pendidikan dan Teknologi*, 8(1), 59–70.
- [11] Darmawan, A. (2020). "Pemanfaatan Instagram sebagai Media Promosi Produk UMKM." *Jurnal Bisnis Kreatif*, 4(2), 32–41.
- [12] Gunawan, I. (2022). *Strategi Promosi Digital dalam Era Ekonomi Kreatif*. Malang: UB Press
- [13] Rahmawati, S., & Yuliana, E. (2021). "Pelatihan Digital Marketing untuk Meningkatkan Jiwa Wirausaha Siswa SMK." *Jurnal Pengabdian Multidisiplin*, 4(3), 77–85.
- [14] Fatimah, N., & Ramadhani, I. (2021). "Pelatihan Pembuatan Konten Digital pada Siswa SMK." *Jurnal Abdimas Digital*, 5(1), 19–26.