

# IMPROVING MICRO, SMALL, AND MEDIUM ENTERPRISE OWNERS' MARKETING SKILL THROUGH ACTIVE LEARNING BASED DIGITAL MARKETING TRAINING

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## Abstract

This study aims to detail the implementation of active learning-based digital marketing training to enhance the marketing capabilities of micro, small, and medium-sized enterprises (MSMEs). This research employs a qualitative, descriptive methodology. The gathering of data commenced with interviews and observations of 12 informants, including 10 MSME owners, 1 trainer, and a training organizer. Utilizing semi-structured interviews, participatory observation, and documentation studies, information was gathered. Triangulation was then applied to the data for analysis. This study reveals that 1) planning includes determining training learning needs, preparing schedules, determining trainers, determining the location and time of training, determining participant recruitment requirements, determining the form and materials of training materials, and digital marketing. Initial activities include pre-testing and orientation of digital marketing training based on active learning. Core activities include explanations of digital marketing materials for MSMEs and practices for developing MSMEs' digital marketing strategies. Final activities include evaluating the success of the implementation. 3) The results of the training include a significant increase in marketing knowledge and abilities, as seen in the post-test score. This study indicates that micro, small, and medium-sized enterprises (MSMEs) should receive active learning-based digital marketing training on a regular basis in order to increase their competitiveness and economic influence.

**Keywords:** Marketing, Digital Active Learning

## Abstrak

Tujuan dari penelitian ini adalah untuk menggambarkan implementasi pelatihan pemasaran digital berbasis pembelajaran aktif untuk meningkatkan keterampilan pemasaran UMKM. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Pendataan dimulai dengan wawancara dan observasi pada 12 narasumber yaitu 10 orang pemilik UMKM, 1 orang trainer dan 1 orang penyelenggara training. Pengumpulan data dilakukan dengan menggunakan teknik wawancara semi terstruktur, observasi partisipatif, dan studi dokumentasi. Data tersebut kemudian dianalisis dengan menggunakan triangulasi. Temuan penelitian ini menunjukkan bahwa: 1) Perencanaan mencakup penentuan kebutuhan belajar pelatihan, penyusunan jadwal, penentuan trainer, menentukan tempat dan waktu pelatihan, menentukan syarat rekrutmen peserta, menentukan bentuk dan bahan materi pelatihan digital marketing. 2) Pelaksanaan meliputi: kegiatan awal berupa pemberian pretes dan orientasi pelatihan digital marketing berbasis pembelajaran aktif; kegiatan inti yang meliputi penjelasan materi digital marketing bagi UMKM serta praktik penyusunan strategi pemasaran digital UMKM. 3) Hasil pelatihan meliputi peningkatan signifikan dalam hal pengetahuan dan keterampilan pemasaran yang tampak dalam skor postes. Penelitian ini merekomendasikan agar pelatihan digital marketing berbasis pembelajaran aktif dilakukan secara berkesinambungan dalam rangka meningkatkan daya saing dan pemberdayaan ekonomi UMKM.

**Kata kunci:** Pemasaran, Pembelajaran Aktif Digital

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## INTRODUCTION

The COVID-19 pandemic has had significant effects, particularly in terms of economic development, one of which is felt by small, micro, and medium-sized businesses (MSMEs). After the COVID-19 pandemic, micro, small, and medium-sized enterprises (MSMEs) play a key role in supporting the development of the national economy. In the pre-endemic era, the contribution of MSMEs to Indonesia's gross domestic product climbed to about 60 percent. As the number of MSME actors reaches 62 million, or close to 98 percent of national effort actors, the proportion of activity power absorbed by MSMEs rises to between 96.99 and 97.22 percent, or close to 98 percent of national effort actors (Laoli, 2020). The government is sufficiently receptive for MSMEs to continue surviving and even advance in order to help the Indonesian economy. One of the government's assistance mechanisms is the provision of IDR 123.46 trillion for MSMEs under the National Economic Recovery (PEN) program, of which approximately 22.57 percent, or IDR 27.8 trillion, has been utilized as of July 30, 2020 (Alinsari, 2021). In accordance with the Sustainable Development Goals, it is anticipated that SMEs would be at the vanguard of accomplishing the economic pillars of the global development agenda by 2030. (SGDs). In addition, these expectations are fulfilled in the form of job creation, creation of decent working conditions, business innovation, adaptation and mitigation of negative economic, social, and environmental impacts of business operations in order to achieve inclusive and sustainable economic growth (Alinsari, 2021; Nurhayati et al., 2020).

Examples of MSME settings that can stimulate the Indonesian economy include MSMEs with the biggest worker absorption capacity. In Indonesia, 97 percent of the labor force is employed in the SMB sector. The majority of people depend on their income as MSME sector entrepreneurs and employees (Fajar, 2020; Intadiyah et al., 2021; Nurhayati, 2021; Nurhayati et al., 2021; Rukanda et al., 2020). Prior to the COVID-19 pandemic, MSMEs had contributed 60.34 percent of the national GDP in 2019, 14.17 percent of the export value, and 58.18 percent of the investment value (Andilala, 2020). The pandemic of COVID-19 has had an effect on MSMEs. The drop in income of MSME actors as a result of the COVID-19 pandemic as a result of the decline in consumer purchasing power from the traditional marketing sector is a challenge for MSME players in business production. The possibility for MSME participants to survive the epidemic is to enhance online sales (Andayani et al., 2021).

Some of the hurdles encountered by MSME participants are related to the product marketing process; therefore, the empowerment approach that MSME participants require most is the empowerment of online product marketing through digital market platforms. Utilizing the internet market platform is unquestionably a difficulty for every MSME participant in this pandemic. Therefore, the efforts that may be undertaken so that MSME actors utilize the digital market platform in their businesses consist of enhancing MSME actors' digital market platform utilization skills. To strengthen the skills of MSEs so they can take advantage of the digital market platform, it is possible to provide them with training on the digital market platform or on digital marketing.

In terms of promoting their products, external MSMEs have issues with competition and infrastructure. Moreover, the current state of the COVID-19 pandemic restricts the mobilization of the community and commodities, which has an effect on the limited operational activities of MSMEs and the number of customers who buy directly. The digitalization of the commercial transaction mechanism via social media is an alternate option that may be adopted in response to these issues. Businesses can promote their products in more appealing packaging and reach a larger community network through social media, thereby resolving marketing issues and potential market losses.

However, the current state of affairs indicates that there are still numerous micro, small, and medium-sized businesses that have not been able to maximize their use of social media for business purposes (Cesaroni & Consoli, 2015). In the current digital era, it is crucial to do research on training methods that facilitate active learning and enable MSME players especially in Cimahi City where this study conducted understand and develop their marketing skills.

Digital marketing is an endeavor to advertise or promote a product using the Internet in order to swiftly reach consumers and potential consumers. Product marketing is currently prevalent on Facebook, YouTube, Instagram, and other social media platforms. The advantages of digital marketing include the ability to reach a larger market and reduce marketing expenses, as well as the creation of endless marketing space and time. In addition, digital marketing is conducted in real time, allowing business owners to pay direct attention to the interests and feedback of their target market and make quicker decisions regarding advertising content adjustment tactics for improved outcomes. Buce Darmawan, Senior Consultant at Proxis IT, cited a number of benefits of utilizing digital technology for SMEs in Indonesia, including: a revenue boost of up to 80% 1.5 times more likely to increase job possibilities, and 17 times more likely to be inventive; small and medium-sized enterprises that use more digital technology are becoming more globally competitive (Hendriadi et al., 2019).

As a sort of community education program, training is provided. Training is a non-formal education strategy designed to impart information and skills to the unemployed people of productive age (Anugrahwanto & Nurhayati, 2020; Engking et al., 2012; Intadiyah et al., 2021; Nurhayati & Rosita, 2020; Nurmawati et al., 2021). These activities are arranged through out-of-school education programs that refer to education and training programs centered on life skills, so that unemployed individuals are competent in certain skill areas. Training-based non-formal education programs can be organized by the government or by non-governmental groups. Effective training model is based on the active participation of participants in all elements of the activity and on curriculum, approaches, and techniques that are suited to the students' learning needs and the difficulties that arise (Kamil, 2010). Learners are encouraged to express their own thoughts and ideas, seek solutions to issues, and investigate the world based on their personal experiences.

### **The Active Learning Theory**

Cattaneo (2017) indicates that active learning can be summed up as learning that maximizes students' experiences and dialogue. Following the presentation of the theory of active learning, five conclusions are made regarding active learning. The fourteen items include the following: First, learning should be centered on the pupil. Therefore, learning materials should reflect students' needs, interests, and real-world orientation. If the content is just significant to the teacher, the student will not be interested in the process and will not learn what he needs to. Second, learning must be based on objectives that students fully comprehend. Teachers should

explain learning objectives prior to the commencement of the learning process. Without a defined objective, it is doubtful that pupils will be engaged and learn what they need to. Thirdly, active learning is only possible if the student is presented with an issue that has to be solved so that he or she can engage in the discovery process. However, it is important to examine the problem's severity. If the problem is too simple or straightforward, pupils tend to lose motivation. In contrast, if the problem is excessively complex (perhaps due to the teacher's inability to package it), the pupil becomes disengaged or disinterested. For students to make discoveries, unambiguous indicators are necessary. The signals are created by the teacher and student jointly or by the teacher, but the student must agree with, convey, and comprehend them. Fifth, active learning is learning that allows students to make connections between their prior experience or ready knowledge and the new experiences offered by teachers in the form of these challenges.

## **METHODS**

This study employed a qualitative approach in order to examine the issue and elicit a more nuanced understanding. This was a descriptive study that seeks to gain an understanding of the Al-Qur'an tahfidzh program's role in developing the superior character of students in the homeschooling community. The research site was located in the SAQURA homeschool in Permata Cimahi West Bandung Regency Resident. Data were collected via questionnaires and in-person interviews with one principal, two teachers, three students, and three students' parents. The data was analyzed using triangulation to make sure the data were valid and reliable.

**Table 1.** Informants Data

<b>No</b>	<b>Informants'</b>	<b>Business</b>
1	MNA	Food and beverage
2	RN	Food and beverage
3	ZFA	Food and beverage
4	LMJ	Creative Product
5	MFR	Internet Technology
6	NSP	Food and beverage
7	NMF	Food and beverage
8	DA	Food and beverage
9	DR	Food and beverage
10.	<b>RSN</b>	Creative Product

## **RESULTS AND DISCUSSION**

### **Results**

The following is a summary of how the program was conceived and implemented. At initial point, digital marketing training participants will receive an introduction to digital marketing. The resource experts will assess the initial abilities of the training participants by introducing digital marketing content that may be used by the participants in the future to advertise products utilizing digital platforms. In addition, participants will administer a digital marketing materials-related pre-test in order to assess their beginning skills. At the next step, all digital marketing training participants will examine ideas, solve problems, and implement digital marketing techniques. The resource persons will investigate if participants can actively participate in training activities. The trainees will utilize digital platforms to integrate knowledge, concepts, and abilities. At the third phase, the digital marketing training participants will promote products on a digital platform by completing the following steps:

1. Conduct market research

2. Conduct product analysis
3. Conduct a market traffic study

At the conclusion of the training, participants received questions in the form of posts and filled out a questionnaire to complete a questionnaire to complete a questionnaire to complete a validation sheet for the participant's reaction to the digital marketing training. This training experiment for participants demonstrated an improvement in motivation and comprehension of starting a business and marketing products throughout the surgical problems highlighted by the speakers. However, the results indicate that some of the participants have yet to demonstrate their marketing expertise. Based on the results of the posttest and the level of participation in the question-and-answer session and problem surgery, an evaluation of the material presented during the training and the resource individuals who were most interested in and grasped the material was conducted. The instances of problems mentioned must be contrasted to the participants' own life experiences. The outcomes of the restricted trial's pre- and post-test scores The following table depicts the digital marketing training model that uses an active learning method to enhance marketing skills.

**Table 2.** The results of Pre Test and Post Test

No	MSMEs' owners	Pre Test Score	Post Test Score
1.	MNA	70	78
2.	RN	75	80
3.	ZFA	60	78
4.	LMJ	50	77
5.	MFR	68	78
6.	NSP	65	78
7.	NMF	70	88
8.	DA	66	78
9.	DR	68	85
10.	RSN	70	86
<b>Total Score</b>		<b>662</b>	<b>806</b>
<b>Mean</b>		<b>66,2</b>	<b>80,6</b>
<b>Highest Score</b>		<b>75</b>	<b>88</b>

Based on the data presented in the table 2 above, it can be concluded that the trainees' marketing skills have improved after following the digital marketing training. Prior to training, the highest score obtained was 75, and the mean score was 66.2. The value of posttest grew, with a maximum value of 88 and an average value of 80,6.

## Discussion

By understanding digital marketing, according to Krypton (2018), one obtains a number of benefits, including: 1) the runag of the marketing context grows broader because it is no longer constrained by geographical restrictions; 2) the ability to reach a larger audience; and 3) the ability to measure the effectiveness 2) Product sales are accessible at any time and are not time-limited; 3) Statistics are calculable, such as the number of site visitors and the number of consumers who make online transactions; 3) elicit more feedback since communication is direct and two-way, allowing business actors to cultivate connections and increase consumer trust. However, it is not simple to plan and assure that MSME players can develop digital capabilities and participate in digitalizing marketing. When small and medium-sized enterprises (SMBs) that are accustomed to traditional methods attempt to enter the digital ecosystem, they will typically face a number of challenges. In the new normal era, small and

medium-sized enterprise (SME) players who are able to adjust slowly and adopt economic digitization more slowly will be at risk of extinction (Nurhayati et al., 2020).

Digital marketing training based on active learning that includes an introduction to digital marketing, social media marketing, e-commerce, content marketing, and digital marketing management is a way for MSMEs to learn about digital marketing and gain insight into it. MSMEs receive digital marketing training that is centered on active learning. According to Hamzah B. Uno and Nurdin Muhamad (2012), one of the conditions for active learning is that students learn from their experiences in addition to learning how to address the difficulties they have acquired. The information presented, training facilities, and new insights as well as abilities in digital marketing were all evaluated as part of the digital marketing training for MSMEs that was completed.

According to Noe (2005) the effectiveness of training can be seen from the information offered, training facilities, and extra insights as well as skills related to digital marketing have all been evaluated as part of the digital marketing training for MSMEs that has been completed. Tests are used to evaluate training results before and after training. When compared to before the course, the findings of the learning level evaluation demonstrated an increase after attending the motivational training to excel. The goal of evaluation at the learning level is to identify whether learners have gained more information as a result of the training materials offered. This is critical since it is impossible to expect a change in behavior without a prior improvement in knowledge (Kirkpatrick, D. L., & Kirkpatrick, 2006).

The findings of the study revealed that there were disparities in MSME owners' marketing skills in the digital era before and after they attended the training. Measurement of training efficacy as a learning evaluation step is one of these limitations. As a result, the study was unable to assess the program's overall success based on changes in behavior and performance outcomes of the participants.

## **CONCLUSION**

Digital marketing training with an active learning approach to improve the marketing skills of MSME actors can be a medium or forum for MSME actors to increase knowledge and skills in the development of MSMEs, with these knowledge and skills serving as a provision for MSME actors to become strong, efficient, and capable of competing in the digitalization era. This study indicates that micro, small, and medium-sized enterprises (MSMEs) should receive active learning-based digital marketing training on a regular basis in order to increase their competitiveness and economic influence.

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