

Enhancing Entrepreneurial Interest among Islamic Boarding School Vocational Students through a Digital Entrepreneurship-Based Digital Marketing Learning Model

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ABSTRACT

Current approaches to digital marketing education in Islamic boarding school-based vocational schools demonstrate significant limitations in fostering entrepreneurial interest among students. This research aims to develop and evaluate a digital marketing learning model tailored to enhance digital entrepreneurship and increase students' entrepreneurial interest in these institutions. Employing a Research and Development (R&D) methodology, the study sampled three vocational schools using the Slovin formula and custom random sampling in 11th-grade Marketing classes. Data were collected through observations, interviews, questionnaires, tests, and documentation. Descriptive statistical analysis, including percentage, categorization, and narrative descriptive techniques, was utilized for data analysis. The findings indicate that current digital marketing education is suboptimal in stimulating entrepreneurial interest. Furthermore, the study reveals deficiencies in learning planning and a lack of effective learning models focused on digital entrepreneurship.

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1. INTRODUCTION

Improving the quality and competitiveness of Indonesia's human resources has been proclaimed through the Instruction of the President of the Republic of Indonesia Number 9 of 2016 concerning the Revitalization of Vocational High Schools to take the necessary steps according to their duties, functions and authority in revitalizing Vocational Schools (Inpres RI, 2016). Through the Vocational High School (SMK) revitalization law, the aim is to produce students who have skills, discipline, reliability, productivity and professionalism in their fields. Apart from that, the independent curriculum number 56/M/2022 has also been implemented regarding guidelines for implementing the independent curriculum in digital business skills concentration subjects for class 11 with a total of 648 JP and class 12 with a total of 396 JP (Kemendikbudristek, 2022). This shows the importance of digital business learning in vocational schools. Based on the work program of the Central Java Region IX Education Service, at the beginning of 2023 there will be 10 quality improvement work programs, one of which is in the field of Entrepreneurship in the form of producing Young Entrepreneurs (Dinas Pendidikan

Wilayah IX, 2023). This increases the importance of learning digital marketing to produce young entrepreneurs.

Various previous studies have been conducted regarding the importance of learning digital entrepreneurship to increase interest in entrepreneurship. Good digital learning has the ability to create its own jobs (Joko, 2021), providing broad information and insight to increase business value (Rozaan, 2022) and provide the best service in business (Palamarchuk Oksana, 2021). Increased interest in digital entrepreneurship is a major factor in economic growth and the digital technology revolution (Fernandes et al., 2022). Skill development through digital marketing learning is also in line with technological advances and developments. Therefore, through effective learning, you can improve your skills to create your own business (Joko, 2021), foster entrepreneurial interest (Andini, 2022), increasing the spirit of young and educated entrepreneurs (Noviyanti et al., 2017). Apart from that, digital entrepreneurship can spur empirical, innovation and strategic progress in increasing potential (George et al., 2021). By using modern tools you can provide the best service (Palamarchuk Oksana, 2021), it has the potential to create digital markets, product innovation and new business models (Karimi & Walter, 2021), so it is useful for equipping students, practitioners and researchers in facing digitalization changes (Karimi & Walter, 2021). Dengan pentingnya pembelajaran digital tersebut ternyata belum banyak penelitian berbasis digital entrepreneurship yang dilakukan (Noviyanti et al., 2017). The use of digital entrepreneurship learning media is effective for the millennial generation (Erdisna, 2022). Therefore, a digital marketing learning model needs to be implemented so that interest in entrepreneurship needs to be developed to create a successful young generation.

The importance of learning digital marketing can increase the spirit of hard work in realizing your desires and competitive abilities (Erlangga et al., 2021), so it demands integrated communication competencies and working as a team to be collaborative, creative and analytical (Ortiz & Armengot, 2019). Apart from that, digital marketing learning can help encourage serious students with the intention of becoming entrepreneurs so that they can reduce poverty, gender equality, have decent work and grow the economy, industry, innovation and infrastructure, including balancing production and consumption. In this way, digital marketing learning can develop one's potential and have an entrepreneurial spirit that is useful for the future and helps in helping socio-economic mobility for economic growth and development (Ortiz & Armengot, 2019)

Increasing students' interest in entrepreneurship in vocational schools can be done through the application of appropriate learning methods (Oksana, 2021). Apart from that, technology-based learning can also increase interest in entrepreneurship (Andini, 2022). However, the entrepreneurial values that have been instilled in students are still low in increasing interest in entrepreneurship. This is in accordance with Dewi Afriyanti's research that the cultivation of entrepreneurial values is still low so it is necessary to provide an understanding of entrepreneurship so that it is necessary to instill entrepreneurial values such as self-confidence, creativity, courage to take risks, results-oriented, leadership and hard work in learning at school (Afriyanti et al., 2022). Jadi pengembangan model pembelajaran digital marketing diharapkan mampu menjawab tantangan perubahan teknologi untuk menghadapi dunia nyata melalui peningkatan minat berwirausaha peserta didik.

Based on data from We Are Social, the global population was projected to exceed 8.01 billion at the beginning of 2023, with 57% living in urban areas. By the same time, the number of internet users worldwide was estimated to be 5.16 billion, or 64.4% of the total global population (We Are Social, 2023). In Indonesia, detik.com reported that internet users numbered 212.9 million out of a population of 276.4 million at the start of 2023, reflecting a 5.2% increase, or approximately 10 million new users, since early 2022 (Haryanto, 2023). Despite this rapid growth in internet usage, particularly in Indonesia, digital entrepreneurial activities have not kept pace. According to research by Alkhalaileh (2021), digital entrepreneurship is still in its nascent stages and requires further understanding and research to fully develop students' potential as digital entrepreneurs. Technological advancements lead to shifts in thinking and activities characterized by uncertainty, underscoring the need for enhanced foresight and predictive capabilities (Yahya, 2018).

Currently, various digital marketing platforms are available to develop digital entrepreneurship. This is in accordance with the opinion of Agus Piranhamas who put forward 11 (eleven) digital marketing categories for developing digital business, including; 1) books, magazines, brochures or catalogs, 2) presentations or documents, 3) photos or albums, 4) locations or maps, 5) blogs or websites, 6) forums, groups or communities, 7) films or videos, 8) classified ads, 9) events, 10) social media and 11) SEO optimization (Piranhamas, 2022). Of the many categories of digital marketing, it is still not widely used as a medium for digital entrepreneurship, especially blogs or websites and social media categories such as Facebook, Instagram, YouTube and TikTok. Therefore, educators need to understand how to design the development of learning programs that are more appropriate to technological developments (Volungeviciene, 2018). Thus, as an educator, you need to design the learning process that students need to learn and how students learn best.

Proper use of digital marketing can increase digital market dominance. This is in accordance with the opinion expressed by Widyatmoko (2019) that the application of digital entrepreneurship marketing can function as a way to dominate the main page of search engines. The application of digital entrepreneurship can be started from keyword research, creating content, uploading content. Keyword research can include products, target markets and competitors. However, in reality the concept of digital entrepreneurship is still not understood and implemented properly and correctly. Nugraha (2022) also stated the importance of conducting keyword research regarding user names, creating titles according to keywords, creating appropriate product descriptions, creating tags and targeting consumers appropriately. Therefore, instilling attitudes, behavior and interest in becoming an entrepreneur can be started from school age so that when Students who have graduated from school have the courage to start and become entrepreneurs (Ortiz & Armengot, 2019)

Based on the findings from the three Islamic boarding school-based vocational schools, namely SMK 2 Al Hikmah 1 Sirampog Brebes, SMK Plus Nururrohmah Kuwarasan Kebumen and SMK Ma'arif NU 1 Bener, the digital marketing learning process has not been implemented by implementing a learning model that is in accordance with actual business practices. in the business world. Therefore, a digital marketing learning model is needed that is appropriate and easy to put into practice in the learning process at vocational schools, as is done in the real business world. The aim of this researcher is to determine the implementation of digital marketing learning that has been carried out so far, to develop a digital marketing learning model based on digital entrepreneurship and to determine the effectiveness of a digital marketing learning model based on digital entrepreneurship to increase the entrepreneurial interest of Islamic boarding school-based vocational school students.

This research aims to examine the current implementation of digital marketing-based learning, develop a digital entrepreneurship-based digital marketing learning model and evaluate its effectiveness in increasing interest in entrepreneurship among students at Islamic boarding school-based vocational schools.

2. METHODS

The digital marketing learning development model based on digital entrepreneurship has implications for increasing interest in entrepreneurship. The findings of this research contribute to the development of the independent education curriculum that is currently being implemented, and is in accordance with entrepreneurial practices applied in the business world of industry (DUDI). Key aspects of the Gall, Gall & Borg Research and Development (R&D) approach model were adapted from Dick, Carey & Carey which consists of development, implementation and evaluation design analysis which contains 10 (ten) main steps of the learning development design model (Sunhaji, 2013).

The population of this research is all private Islamic boarding school-based vocational schools that have a Marketing Skills Program at Islamic boarding school-based vocational schools in Kebumen Regency, Brebes Regency and Purworejo Regency, totaling 10 Vocational Schools so that based on the Slovin formula, a sample (n) of 2.8571 is rounded up to 3 Vocational Schools. Data collection methods were carried out using observation, interviews, questionnaires, tests and documentation. The main

methods used are interviews to gather information from digital marketing teachers, questionnaires and tests to determine the effectiveness of students' learning models.

The subjects in this research consisted of 4 (four) subjects, including: Initial Product Trial which was tested on learning device experts, learning material experts and attitude scale experts, Limited Trial to determine the quality of the model on a limited basis, Extensive Trial to determine the quality of the model after revision and Model Effectiveness Test to determine the effectiveness of the final model.

The data analysis technique used in research on the development of a digital marketing learning model based on digital entrepreneurship was carried out using a questionnaire and analyzed using descriptive statistics using percentage and categorization techniques. Furthermore, data regarding responses to student activities and teacher activities in implementing digital entrepreneurship-based online business learning were analyzed using narrative descriptive analysis.

The final product for the development of a digital marketing learning model based on digital entrepreneurship to increase the entrepreneurial interest of Islamic boarding school-based vocational school students produced includes 4 products, namely: 1) Learning Flow and Objectives (ATP); 2) Teaching Module; 3) Teacher's Guidebook; and 4) Student Guidebook. The final product produced goes through stages carried out systematically starting from initial design of the development model, expert/expert validation, limited trials, expanded trials and effectiveness testing.

3. FINDINGS AND DISCUSSION

3.1. Implementation of Digital Marketing Learning

The findings showed that the implementation of digital marketing learning was less than optimal due to:

1. Teacher and Student Problems in Digital Marketing Learning. The digital marketing learning problems that have been experienced are due to the use of conventional learning models carried out by digital marketing teachers so that students are less enthusiastic, uninterested and tend to be boring. Apart from that, the digital marketing material presented has not been in direct contact with the reality of students in the field or their daily lives. The monotonous learning model used by digital marketing teachers has given rise to various responses from students, such as digital marketing learning which is mostly theoretical and little practical;
2. Problems in planning digital marketing learning. Digital marketing learning needs to be improved both in learning development, learning implementation scenarios, learning materials and the assessment system carried out. The learning model needs to be designed well in order to increase students' interest in entrepreneurship, one of which is by using a digital marketing learning model based on digital entrepreneurship which is based on entrepreneurship development practices which are based on the principles of digital marketing practice in the real world;
3. Problems in finding a prototype model format used to improve digital marketing learning.

3.2. Developing a Digital Marketing Learning Model based on Digital Entrepreneurship

The development of a digital marketing learning model based on digital entrepreneurship is carried out through the following 3 (three) test stages.

3.2.1 Initial Product development stage

At this stage, the process begins with creating an initial design for product development, taking into account several key considerations: (a) digital marketing learning should focus on increasing students' interest in entrepreneurship; (b) it should start with a digital marketing concept rooted in

digital entrepreneurship; (c) during the scenario stage, a digital marketing learning model based on digital entrepreneurship can be implemented; (d) students need to learn how to analyze digital data and create master content according to digital marketing principles; and (e) after considering these factors, the initial product of this research emerged as a guidebook for a digital marketing learning model based on digital entrepreneurship. This guidebook includes digital marketing ATP, teaching modules, and guidebooks for both teachers and students. Following the creation of the initial product, expert trials were conducted. The results of these expert reviews, which evaluated the learning tools such as ATP and the digital marketing teaching modules based on digital entrepreneurship, are presented in Table 1 below.

Table 1. Expert Validation Results of learning tools

No	Device Type	Rated aspect	Score
1.	ATP	a. Learning outcomes support the achievement of learning objectives	4
		b. Digital marketing learning outcomes are relevant to digital marketing learning outcomes based on digital entrepreneurship	4
		c. Learning outcomes with relevant material content offered.	4
		d. Consistency between learning outcomes, learning objectives and material content	4
		e. The aspect of integration between digital marketing learning outcomes based on digital entrepreneurship is reflected in the learning scenario	4
		f. Learning activities are in accordance with the content of the material offered	4
		g. The learning objectives to be achieved are in accordance with the form of the assessment instrument created	4
		h. Assessment instruments can measure the achievement of learning objectives	4
		i. The time allocation provided in ATP is in accordance with the level of breadth of material content	4
		j. The learning resources/references used meet the requirements as references in learning	4
2.	Teaching Module	a. Suitability of teaching modules with the ATP offered	4
		b. Learning outcomes are consistent with learning objectives	4
		c. Learning objectives according to the Matari content offered	4
		d. Consistency between learning outcomes and learning objectives and material content	4
		e. The learning objectives offered are operational and specific	4
		f. The learning objectives offered support learning achievement	4
		g. Learning objectives can be achieved through learning models	4
		h. Learning activities are in accordance with the content of the theme material offered	4
		i. Form assessment instruments with appropriate learning objectives to be achieved	4
		j. Assessment instruments can measure the achievement of learning objectives	3
		k. The time allocation provided in the teaching module is in accordance with the level of breadth of material content	4
l. Learning resources/references qualify as references in learning	3		
Score Earned			86
Maximum Score			88

The qualitative data collected based on comments and suggestions for improving teacher and student guidebooks provided by learning material experts is presented in the following table.

Table 2. Data overview of expert assessments and reviews of learning material tools

Component	Comments/Suggestions
Teaching Module	For enrichment, it is made more functional

After calculating the percentage of achievement of experts in digital marketing learning tools based on digital entrepreneurship, it was 97.7%. This calculation shows that the percentage of learning tool expert validation results is in the effective category so that the digital marketing learning model based on digital entrepreneurship can be used. Furthermore, the results of the Learning Material Expert Review of learning modules by learning experts in the form of teacher guidebooks and digital entrepreneurship-based digital marketing learning model guidebooks can be seen in table 3 below.

Table 3. Results of expert validation of learning materials

No	Device Type	Rated aspect	Score
1.	Online business material content in teacher and student guidebooks	a. The digital marketing material contained in the teacher and student guidebook has a clear source	3
		b. The online business material content contained in the teacher and student guidebook is very adequate and interrelated to be developed	4
		c. It is very important that the digital marketing material based on digital entrepreneurship contained in the teacher and student guidebook has a clear source	4
		d. The digital marketing material contained in the teacher and student guidebook is easy and suitable for vocational school students to study	4
		e. The content of the digital marketing material contained in the teacher and student guidebook is digital marketing material based on digital entrepreneurship which is very relevant to be given to vocational school students and is very up to date.	4
		f. The digital marketing material contained in the teacher and student guidebook is very interesting to develop with digital entrepreneurship	4
		g. The main material content of digital marketing based on digital entrepreneurship contained in teacher and student guidebooks can support increasing students' interest in entrepreneurship	3
Score Earned			26
Maximum Score			28

The qualitative data collected based on comments and suggestions for improving the ATP and teaching modules provided by learning material experts is presented in table 4 below.

Table 4. Data overview of assessment and expert review of learning materials

Component	Comments/Suggestions
The material content is adequate and mutually supportive	It would be better if the arrows in the image are more precise to the command in question
Material content has clear and relevant sources	The writing layout in the bibliography is in accordance with the dissertation guidebook
Interesting material content	The cover is more attractive in both color and writing
Material content can increase interest in entrepreneurship	Material content needs to be equipped with direct or real examples of content.

The results of this calculation show that the percentage of learning tool expert validation results is in the effective category so that the digital marketing learning model based on digital entrepreneurship can be used. Furthermore, an expert analysis of the attitude scale instrument in the entrepreneurship-based digital marketing learning model is presented in Table 5 below.

Table 5. Learning material expert validation results

No	Aspect	Score
1.	The statement items include the elements of the variables being asked	4
2.	The statement items include the elements of the sub-variables in question	4
3.	All indicators are included in the statement for each item in the valence data	4

Based on the results of the attitude assessment, no improvements were suggested by the expert reviewer. The attitude scale is appropriate because the attitude statement items are appropriate, complete, and detailed, and they can be used.

3.2.2 Product Trial

The trial was carried out in 3 stages as follows:

a. Limited Trial.

A limited trial was carried out at SMK Plus Nururrohmah Kuwarasan Kebumen on July 29 2023 involving 20 class XI respondents and 1 digital marketing teacher. The results of the response to implementing a digital marketing learning model based on digital entrepreneurship in a limited trial can be seen in Figure 1 below.

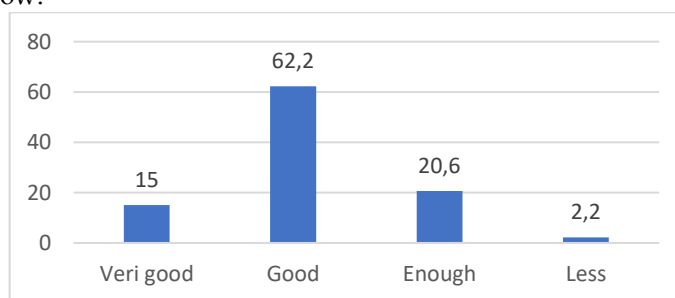


Figure 1. Limited Trial Response

Based on Figure 1, it can be seen that 15% of students gave very good responses, 62.2% gave good responses, 20.6 gave sufficient responses and none gave poor responses. From this average percentage, the highest average on scale 3 is 62.2%, which means it is in the good category so that the digital marketing learning model based on digital entrepreneurship can be used as a learning model.

b. Expanded Trial

The expanded trial was carried out at SMK 2 Al Hikmah 1 Sirampog Brebes on August 9 2023 involving 14 respondents from class 11 of the marketing skills program and 1 digital marketing teacher. The results of students' responses to the implementation of the digital marketing learning model based on digital entrepreneurship in the expanded trial are shown in Figure 2 below.

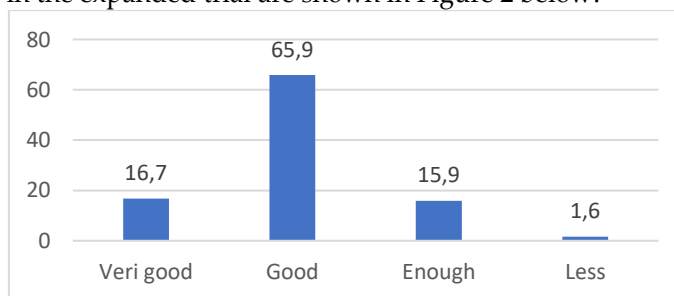


Figure 2. Expanded Trial Response

Based on the results of data calculations in Figure 2, it was obtained that response data for the implementation of the digital marketing learning model based on digital entrepreneurship by students obtained an average percentage for scale 4 of 16.7%, scale 3 of 65.9%, scale 2 of 15.9% , and scale 1 is 1.6%. From the average percentage, the highest average is on a scale of 3 of 65.9%, which means it is in the good category so that the digital marketing learning model based on digital entrepreneurship can be used as a digital marketing learning model..

c. Model Effectiveness Test

The model effectiveness test was carried out at Ma'arif NU 1 Bener Vocational School, Purworejo, Central Java on August 24 2023 involving two class 1 digital marketing teacher. The response to the model effectiveness trial can be seen from Figure 3 below.

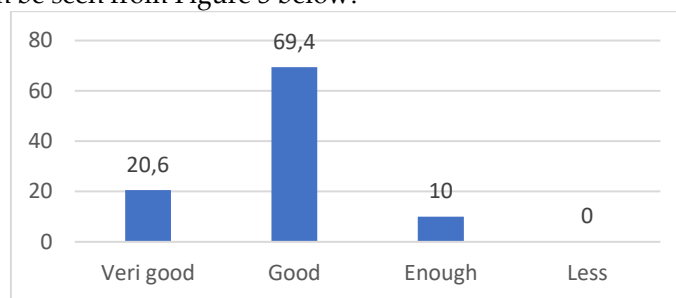


Figure 3. Model effectiveness test

Based on the results of data calculations in Figure 3, in the model effectiveness test, the average percentage for scale 4 was 20.6%, scale 3 was 69.4%, scale 2 was 10%, and scale 1 was 0%. From the average percentage, the highest average is on a scale of 3 of 69.4%, which means it is in the good category so that the digital marketing learning model based on digital entrepreneurship can be used as a learning model.

3.3. T-Test Test Results

The aim of implementing the T-Test is to find out whether there is a difference between students' entrepreneurial interests before and after taking lessons with a digital marketing learning model based on digital entrepreneurship. The difference in student interest is the level of student interest in entrepreneurship as an influence on the implementation of a digital marketing learning model based on digital entrepreneurship. The pre-test and post-test implementation of the digital marketing learning model based on digital entrepreneurship was carried out at SMK Ma'arif NU 1 Purworejo. The respondents used as the experimental class were class 11 Marketing A, totaling 20 respondents, while the control class was class 11 Marketing B, totaling 24 respondents in semester 1 of the 2023/2024 academic year which was held on August 24 2023.

Based on the results of research carried out at SMK Ma'arif NU 1 Bener Purworejo, data processing was then carried out using SPSS Version 25. The results of the T-Test can be seen in Table 6 below.

Table 6. T-Test

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
NGain_Percent	1	20	64,2503	11,25099	2,51580
	2	24	25,6664	10,57075	2,15775

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
NGain_Percent	Equal variances assumed	,430	,516	11,709	42	,000	38,58393	3,29522	31,93392	45,23395	
	Equal variances not assumed			11,641	39,554	,000	38,58393	3,31438	31,88297	45,28490	

Based on the results of these calculations, it can be interpreted that there is a significant difference between the experimental class score gain and the control class score gain. The average gain score for the experimental class was 64.2503, which was greater than the average gain score for the control class, which was 25.6664. Therefore, from the results of these calculations it is known that there was an increase in the experimental class of 64.2503, while in the control class there was an increase of 25.6664. This shows that classes with digital marketing model learning based on digital entrepreneurship are more successful than ordinary classes. Based on the N-Gain effectiveness interpretation category, the percentage value of 64.2503% falls into the 56-75% category and is interpreted as quite effective.

After conducting an exploratory study on the implementation of learning that has been carried out in 3 (three) vocational schools in Central Java Province, namely SMK Plus Nururrohmah Kuwarasan Kebumen, SMK 2 Al Hikmah 1 Sirampog Brebes and SMK Ma'arif NU 1 Purworejo, 3 (three) main problems were found. namely (a) problems of teacher and student needs related to improving learning; (b) the problem of efforts that can be made in planning digital marketing learning and (c) efforts to find a prototype model format that can be used to improve digital marketing learning.

The problems related to learning planning include (a) preparing ATP and teaching modules; (b) implementation of effective digital marketing learning procedures; and (c) the use of digital marketing learning media is not optimal. The problem with preparing the ATP was found to be that teachers still had difficulty compiling the ATP and teaching modules which could reveal increasing students' interest in entrepreneurship and teachers were still less enthusiastic in making the ATP and the teaching modules so that in making these devices it was just random, there were difficulties in determining the material which was sometimes different. with existing books so that as a teacher who is still relatively new or junior, he experiences difficulties and hardships caused by the ever-changing curriculum, which requires teachers to create ATP and teaching modules in accordance with the new curriculum. Meanwhile, the ATP and teaching modules have not been made properly due to the limited number of reference books available in the school library, where these books are not updated enough, they still come from the internet, sometimes they are less relevant and there are minimal references to learning models that are available in the CP and TP. The obstacles related to the implementation of learning include that it still does not involve many students' practical activities, students' interest cannot be built from the start, there are still students whose cellphones lack support for practice, many are still theoretical due to limited learning media in schools, constraints on facilities and foundation and school regulations and are hampered by insufficient computers for all students, and limited infrastructure or practical tools for students and teacher competency. The limitations of the learning media that have been used so far have not been maximized because computers have to be used alternately, cellphones still lack support, the internet network is slow due to limitations in using school

WiFi, the limited number of existing computers, and internet speed is an obstacle which is still slow, computers There are not enough available and many don't work. The use of learning media needs to be maximized and improved so that it can support the successful implementation of learning.

The use and existence of learning media is very important because it can increase students' motivation to be more creative in learning to become entrepreneurs (Erdisna, 2022). Apart from that, creative learning media can develop students' potential for digital entrepreneurship (Mohammad Y. Alkhalaileh, 2021). In terms of the use of facilities and applications, which so far has experienced problems in the form of the intensity of application use which is still lacking due to limitations in learning media (Lestari, 2022), the use of cellphones is not allowed so there are still many difficulties in using the application (Mu'alifah, 2022) and children's cellphones are not optimal because cellphones are inadequate (Handayani, 2022). As for the problems related to students' needs in learning, they have experienced that the facilities they have to support practice are only minimal (Lestari, 2022), the lack of interest of students due to the lack of adequate media (Mu'alifa, 2022) and students are less interested because learning is still mostly theoretical and little practical (Handayani, 2022). Meanwhile, in terms of learning planning, we still face obstacles in the form of limited creativity, facilities in making learning plans (Lestari, 2022), learning planning is hampered by facilities, ideas that sometimes have to be updated and are still made by copy paste but are updated first (Mu'alifah, 2022) and the lack of learning model references, lack of understanding of the process of making learning tools and time constraints (Handayani, 2022).

The obstacles to the development of creative learning to be able to increase interest in entrepreneurship so far are in the form of digital marketing learning, which is too much in theory, while practice is rare (Lestari, 2022), there is no update on entrepreneurship in promotion (Mu'alifah, 2022) and lack of insight and motivation for students to get involved directly in the world of digital business (Handayani, 2022). The development of these skills certainly needs to be improved because the importance of developing learning can be done through technological progress and development in order to be able to create our own jobs in the future (Joko, 2021). Apart from that, the development of creative learning can foster interest in entrepreneurship and have a productive entrepreneurial spirit in students (Andini, 2022) and be able to become young and educated technopreneurs (Puspitaningtyas et al., 2018).

The development of creative learning models that suit technological developments can equip students to respond to sustainable digital change (Bican & Brem, 2020). In addition, the development of innovative learning has great potential in creating digital markets and has an impact on development digital platform capabilities for product and business model innovation (Karimi & Walter, 2021). In addition, the development of digital entrepreneurial skills is able to encourage the transition of traditional business models to digital platform business models (Balli, 2020; Baranauskas & Raišienė, 2022), providing business skills and learning opportunities (Dong, 2019; Huđek et al., 2019; Niyawanont & Wanarat, 2021) and spur empirical progress in entrepreneurship (George et al., 2021).

Based on the results of research that has been carried out, this research is different compared to research that has been carried out in the form of a digital marketing learning model which is carried out through digital entrepreneurship steps according to UTDHTL rules (Username, Title, Description, Hashtag, Tag, Location) which have been sufficiently tested. Effective in increasing the entrepreneurial interest of Islamic boarding school-based vocational school students. However, this research has limitations, including (1) it requires large costs and a long time to implement a digital marketing learning development model based on digital entrepreneurship properly; (2) requires equipment that supports both computers and internet access; (3) requires teachers who understand the theory and practice well; (4) not yet able to reach all levels at the vocational school level; (5) requires other products as model comparisons for further development; (6) only discusses one digital marketing platform in the form of social media, even though there are many other digital marketing platforms; (7) not all vocational schools can implement a digital marketing model based on digital entrepreneurship optimally if all supporting factors for digital marketing learning are adequate.

4. CONCLUSION

This research concludes that the implementation of digital marketing learning has not been optimal due to inadequate planning and execution. The model development underwent initial, limited, and expanded trial stages, all of which were rated as good, while the effectiveness test was rated as sufficient. Despite this, the model was deemed suitable for inclusion in ATP, teaching modules, and teacher and student guidebooks. Once finalized and proven to be moderately effective in increasing students' interest in entrepreneurship at Islamic boarding school-based vocational schools, this model can be disseminated through teacher forums, MGMP, and other electronic media. However, further research is necessary to optimize the digital marketing learning model fully.

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