

The Effect of Digital Marketing Training on Improving Entrepreneurship Skills of PT Independent Study Participants. Arkatama Multi Solusindo Batch 2

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ABSTRACT

The purpose of this study is to provide an overview of digital marketing training and entrepreneurship skills enhancement, as well as to determine the impact of digital marketing training on improving the entrepreneurship skills of participants in the Independent Study Program at PT. Arkatama Multi Solusindo Batch 2. The research method used is quantitative with a descriptive and verificative approach. The population of this study consists of 284 participants of PT. Arkatama Multi Solusindo Batch 2, the sample was taken using a non-probability purposive sampling technique totaling 71 participants. Data analysis and testing were conducted using SPSS version 27. The analysis methods include instrument tests, classical assumption tests, and simple linear regression tests. From all the tests performed, the result obtained is that H1 is accepted, meaning that there is a positive influence of digital marketing training on the improvement of entrepreneurship skills. If training is provided, the participants' entrepreneurship skills can improve. Conversely, if training is not provided, the participants' entrepreneurship skills will not improve. This shows that training plays an important role in enhancing entrepreneurship skills.

Keywords: *Digital Marketing, Entrepreneurship Skills, Independent Study, Training*

1. Introduction

Indonesia has a large population, ranking among the four most populous countries in the world. In addition, this country is endowed with abundant natural resources, making it rich in both natural and human resources (Cindy, 2020). The young population of Indonesia significantly supports the nation and plays a crucial role. According to data from the Ministry of Cooperatives and SMEs (2020), there are 64.50 million youths in Indonesia aged between 16-30 years, while the entrepreneurship ratio among youths is only 3.47% of the total youth population in Indonesia (Novrizaldi, 2021). Multinational companies (11.4%), government or civil servants (17.1%), social or charitable organizations (9.5%), local companies (8.8%), and small and medium enterprises (7.1%) are the most preferred jobs among the Indonesian youth today. Only 5.2% of them choose to work in startups or even engage in entrepreneurship (Jayani, 2019). This indicates that entrepreneurial skills among youths are lacking, as the percentage is still small. Therefore, this has not yet met the needed youth entrepreneurship ratio target.

The ability to utilize creativity and thought processes through learning and training to create and produce something that provides added value for oneself and others is known as entrepreneurial skills (Maharani & Saputra, 2021). According to Dharmawati (2016), entrepreneurial skills are a set of abilities and knowledge required to start, run, and develop a business, which is also crucial for entrepreneurs. Factors influencing entrepreneurial skills include education and training, business knowledge, creativity and innovation, motivation, courage and perseverance, management skills, marketing skills, and the environment.

In the current digital era, digital marketing skills are a crucial aspect of the business world. The advancement of technology and the internet has changed the way businesses operate, making digital marketing a highly needed competency for young entrepreneurs to develop their businesses. However, many youths are still not proficient in digital marketing. Low education, lack of training, knowledge, and internet skills, and technological development

result in suboptimal use of digital marketing as a marketing medium (Nurfitriya et al., 2022). In this context, digital marketing training becomes crucial to help youths understand and utilize various digital-based marketing tools and strategies to enhance their entrepreneurial skills. According to Chaffey & Smith (2017), digital marketing means using technology in the marketing process to meet customer needs and increase their knowledge.

The lack of entrepreneurial skills is also experienced by participants in the Independent Study Program at PT. Arkatama Multi Solusindo Batch 2. Due to the lack of courage and perseverance among participants and the absence of environmental support, there is a need for environmental motivation to build an entrepreneurial spirit, thereby improving the participants' entrepreneurial skills. Education is one of the factors influencing entrepreneurial skills. Besides providing a theoretical foundation for entrepreneurship concepts, entrepreneurial education can affect how people behave, act, and think like entrepreneurs (Ciputra, 2009). According to Wijaya (2008), a person's action shown through the decision to engage in entrepreneurship is entrepreneurial behavior. This means that if a person exhibits entrepreneurial behavior because they have been equipped, it underlies their decision to engage in entrepreneurship. With this capital investment, a person can prepare to start a new business by gaining the necessary experience and knowledge to develop and expand their business.

There are three types of education in Indonesia: formal, informal, and non-formal education. In this research, non-formal education is used, which aims to gain more specific knowledge and skills like training. Enhancing entrepreneurial skills can be done through training to equip participants with entrepreneurial skills (Lynch, 2011). According to Rivai (2016), short-term education processes with limited goals where participants can acquire knowledge and technical skills define training. Training is a process to enhance skills, experience, knowledge, and attitudes to achieve goals (Andayani & Hirawati, 2021). Similar to the independent campus program initiated by the Ministry of Education and Culture. Through this program, students across Indonesia can learn and develop their skills outside the classroom and prepare to enter the workforce in various industrial fields (Upi, 2022).

Digital marketing training can help participants in the Independent Study Program at PT. Arkatama Multi Solusindo Batch 2 to gain a deeper understanding of digital marketing concepts and techniques, which in turn is expected to improve their entrepreneurial skills.

Based on the aforementioned background, the objectives of this research are: (1) To provide an overview of digital marketing training and the enhancement of entrepreneurial skills, and (2) To determine the impact of digital marketing training on improving the entrepreneurial skills of participants in the Independent Study Program at PT. Arkatama Multi Solusindo Batch 2. Through this research, the author will examine the effect of digital marketing training on enhancing the entrepreneurial skills of participants in the Independent Study Program at PT. Arkatama Multi Solusindo Batch 2 who have undergone the training program. By understanding the impact of digital marketing training on improving entrepreneurial skills, PT. Arkatama Multi Solusindo Batch 2 can make more informed and strategic decisions in developing human resources and enhancing the skills of independent study participants. This research is expected to provide valuable insights and contribute to the development of business and entrepreneurship in the current digital era.

2. Literature Review

Training

According to Rivai (2016), training is defined as a short-term education process with limited objectives where participants can acquire knowledge and technical skills. Training is a process aimed at enhancing skills, experience, knowledge, and attitudes to achieve goals (Andayani & Hirawati, 2021). The knowledge and skills gained through highly significant

activities that can rapidly change products and systems are interpreted as training (Novie et al., 2023). One effort to strengthen entrepreneurial skills is through education or training (Lynch, 2011). In general, training as an effort to foster entrepreneurial skills has been examined by several researchers and found to be effective (Nimitha & Renjini, 2020; Dehghanpour, 2013).

Consequently, numerous efforts have been made to develop or even enhance entrepreneurial skills in Indonesia through training (Ismail et al., 2020; Lestari et al., 2023; Mukrodi et al., 2021). Factors influencing training include cost-effectiveness, the relevance of the program material, learning principles, accuracy and appropriateness, the capabilities and preferences of trainees, and the capabilities and preferences of instructors. According to Rivai (2016), six dimensions play a role in training, identified by the author as training indicators:

1. Material
2. Methods
3. Instructors
4. Facilities
5. Participants
6. Evaluation

Entrepreneurial Skills

Training and fundamental capabilities possessed by individuals can help improve skills and accelerate outcomes (Iverson, 2011). According to Dharmawati (2016), entrepreneurial skills are a set of skills and knowledge required to start, operate, and develop a business. The ability to use creativity and thought through learning and training processes to create and produce something that adds value to oneself and others is known as entrepreneurial skills (Maharani & Saputra, 2021).

Entrepreneurial skills are the success of an entrepreneur that lies in the proper application of competencies, applying knowledge appropriately, and demonstrating individual qualities in entrepreneurial activities (Suryana, 2013). Entrepreneurial skills are crucial because the concept of skills encompasses the learning and teaching process (Fitriati & Hermiati, 2010). Meanwhile, an entrepreneur must possess the following skills: conceptual skills to arrange strategies, creative skills to create added value, leadership and management skills, communication and interaction skills, and technical business skills (Rusdiana, 2014; Fitriati & Hermiati, 2010; Frinces, 2011).

Entrepreneurial skills are influenced by factors such as education and training, knowledge, entrepreneurial knowledge, creativity and innovation, motivation, courage and perseverance, management abilities, marketing abilities, and the environment. There are five dimensions of entrepreneurial skills according to Dharmawati (2016), which the author uses as indicators:

1. Conceptual skills
2. Creative skills
3. Leadership skills
4. Communication skills
5. Technical skills

Hypothesis

The hypotheses for this research are:

H1: Digital marketing training has a positive and significant effect on the improvement of entrepreneurial skills.

H0: Digital marketing training does not have a positive and significant effect on the improvement of entrepreneurial skills.

3. Research Methodology

This research employs a quantitative approach with a descriptive-verbatim design. According to Sugiyono (2019), descriptive analysis is a statistical method used to analyze data by describing or depicting the data as it is, without intending to make general conclusions or generalizations. On the other hand, veritative approach essentially tests theories with hypotheses to determine whether the theory can be accepted or rejected. To test the hypothesis, statistical calculations are used to examine variable X against the studied variable Y. This is done using a simple linear regression model. The formula for the analysis is as follows:

$$Y=a+bX+e$$

Where:

Y = *Entrepreneurial Skills*

a = *constant, the value of Y when X = 0*

b = *regression coefficient*

X = *Training*

e = *residual error*

This study collects data through a survey using questionnaire data collection techniques. The research object is all participants of the Independent Study Program at PT. Arkatama Multi Solusindo Batch 2. The population in this study consists of 284 participants of the independent study program at PT. Arkatama Multi Solusindo Batch 2. In this research, purposive sampling technique is used, employing non-probability sampling. According to Arikunto (2019), all research subjects should be taken if the research subjects are fewer than 100, but if they are large or more than 100 people, 20-25% of the population can be taken. The 71 samples studied in this research represent 25% of the population. This 25% is chosen for practicality, efficiency, representativeness, resource limitations, simplicity, and to avoid bias (Arikunto, 2019).

Classical Assumption Tests and Simple Linear Regression are used for analysis. Furthermore, T-test and Coefficient of Determination are utilized to measure the significance of the relationship between X and Y. Hypothesis testing involves the independent variable (Training) and the dependent variable (Entrepreneurial Skills). IBM SPSS version 27 software is used to process the data obtained from the research. Data analyzed are obtained from questionnaire distribution, which measures indicators for each studied variable. Data collection uses a 5-point ordinal scale questionnaire.

4. Results and Discussion

Results

Descriptive Statistics

To provide an overview or description including the mean and median values (Sugiyono, 2019), this study categorizes results into 2 categories based on the median value. If the mean value is higher than the median value, it can be categorized as good, and if the mean value is lower than the median value, it falls into the poor category.

Table 1 – Descriptive Statistic

Variable	Indicator	Average	Median	Category
Training (X)	Material	4,21	4,16	Good
	Method	4,12		Poor
	Instructor	4,18		Good
	Facilities	4,23		Good

Variable	Indicator	Average	Median	Category
Entrepreneurship Skills (Y)	Participants	4,23		Good
	Evaluation	4,22		Good
	Conceptual Skills	3,99		Poor
	Creative Skills	4,08		Poor
	Leadership Skills	4,06	4,16	Poor
	Communication Skills	4,16		Good
	Technical Skills	4,17		Good

Source: Processed Data, (2024).

In Table 1, each indicator of training—comprising material, instructor, facilities, participants, and evaluation—is categorized as good, while the method indicator is categorized as poor. Training material is positively rated by participants, indicating that the content delivered during training is considered relevant, comprehensive, and beneficial to participants. Teaching methods are rated less favorably by participants, suggesting that the delivery of material is ineffective or does not meet participants' expectations. Instructors are rated positively by participants, indicating that they possess strong abilities in delivering content, interacting with participants, and providing effective guidance. Facilities provided during training are rated very good, including Zoom and Sinauo as effective learning media. Participants are also rated positively in terms of their engagement and contributions during training, reflecting enthusiasm and active participation throughout the training process. Training evaluation is deemed effective, including knowledge tests, project assessments, and feedback provided to participants to measure training effectiveness and skill progress. Overall, participants rate the aspects of material, instructor, facilities, participants, and evaluation positively, while the teaching method requires improvement.

For the entrepreneurial skills variable, indicators such as conceptual skills, creative skills, and leadership skills received poor ratings, while communication skills and technical skills were rated positively. Conceptual skills were rated poorly by participants due to difficulties in analyzing and solving problems. Creative skills also received a poor rating because participants found it challenging to discover and create better methods in their business ventures. Leadership skills were deemed inadequate by participants, as they struggled to make effective and timely decisions. Conversely, communication skills were rated positively because participants were proficient in conveying clear and precise messages to colleagues or business clients. Technical skills also received positive ratings because participants demonstrated effective application of their entrepreneurial technical skills. Therefore, concerning entrepreneurial skills, communication skills and technical skills were highly rated by participants, whereas conceptual skills, creative skills, and leadership skills require further attention to achieve better ratings.

Simple Regression Test

Next, to determine the influence of training on improving entrepreneurial skills, classic assumption tests were conducted first. Classic assumption tests are used to ensure the validity and reliability of the regression model used concerning the data, ensuring unbiased estimates. These tests include normality test, multicollinearity test, and homoscedasticity test as part of classic assumption testing. Based on the results of these classic assumption tests, the model is free from normality, multicollinearity, and heteroskedasticity issues, as follows:

Regression Equation

This study employed simple linear regression analysis to examine the influence of the independent variable on the dependent variable. The results of this analysis are as follows:

Table 2 – Regression Equation

Model	Unstandardized B	Coefficients Std. Error	Standardize	T	Sig.
			d Coefficients Beta		
1. (Constant)	18.606	7.780		2.391	.020
TRAINING	.665	.061	.793	10.828	.000

Source: Data Processing with SPSS, (2024).

The results of the equation obtained from Table 2 are as follows:

$$Y=a+bx+e$$

$$Y= 18.606 + 0,665x + e$$

The regression results indicate a constant value (a) of 18.606 and a regression coefficient (b) of 0.665x. Since the regression coefficient is positive, the relationship between training variable and entrepreneurial skills can be interpreted as follows:

- The constant value of 18.606 means that if the training variable (X) is 0, the entrepreneurial skills (Y) will be 18.606.
- The training regression coefficient value is 0.665, meaning that if every 1% of the training level (X) is added, then entrepreneurial skills (Y) will increase by 0.665. This means that the regression coefficient is positive, so it can be said that the direction of the influence of X on Y is positive. The better the training, the more entrepreneurial skills will increase.

T-TEST

After obtaining a good simple regression model, a t-test was conducted to determine if the hypothesis is accepted. If the hypothesis is accepted, it must meet the condition where the significance value (p-value) is below 0.05, and the calculated t-value is greater than the critical t-value from the table. The findings of the t-test in this study indicate that the significance value is (0.000 < 0.05). The calculated t-value (10.828) > the critical t-value (0.2335), which means the alternative hypothesis (Ha) is accepted. This indicates that training has a positive and significant impact on improving entrepreneurial skills, consistent with the hypothesis initially proposed. This information was derived from data processed using SPSS version 27.

Coefficient of Determination (R²)

After conducting the t-test to answer the hypothesis regarding the extent of influence between variable X and variable Y, the coefficient of determination (R²) was used. In this study, the R² value obtained is 0.630.

Table 3 - Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.793 ^a	.630	.624	7.317

Source: Processed Data, (2024).

The research findings indicate that the coefficient of determination (R^2) of 0.630 corresponds to 63%. According to this figure, training has a positive and significant influence on improving entrepreneurial skills. The remaining 37% represents other variables not examined in this study, such as social support (Sudirman et al., 2020), entrepreneurship education (Brammantio et al., 2023), entrepreneurial motivation (Budy, 2017), and entrepreneurial learning (Ismiyanti et al., 2021).

Discussion

The results of this study demonstrate that digital marketing training has a positive and significant impact on the entrepreneurial skills of participants in the independent study of PT. Arkatama Multi Solusindo Batch 2. This confirms the hypothesis stating that training has a positive and significant effect on enhancing entrepreneurial skills among the participants of PT. Arkatama Multi Solusindo Batch 2.

Training proves to be influential in significantly enhancing entrepreneurial skills. Based on the comprehensive description of variables in this study, aspects of training indicators such as content, instructors, facilities, participants, and evaluation received high scores in their ability to influence entrepreneurial skill enhancement effectively. The quality of training is thus identified as a crucial factor in improving participants' entrepreneurial skills. This finding aligns with previous research on training (Ismail et al., 2020; Lestari et al., 2023; Mukrodi et al., 2021), which has consistently shown that training significantly impacts entrepreneurial skills.

In this study, each indicator investigated has shown to influence the enhancement of entrepreneurial skills. This is supported by Lynch (2011), who suggests that one of the efforts to strengthen entrepreneurial skills is through education and training. According to Rivali (2016), short-term education processes with specific objectives where participants acquire technical knowledge and skills define training. Training is a process aimed at improving skills, experience, knowledge, and attitudes to achieve goals (Andayani & Hirawati, 2021).

Dharmawati (2016) defines entrepreneurial skills as a set of competencies and knowledge required to start, operate, and develop a business. The ability to use creativity and critical thinking through learning and training processes to create and produce something of value for oneself and others defines entrepreneurial skills (Maharani & Saputra, 2021). Furthermore, training as an effort to cultivate entrepreneurial skills has been studied by several researchers and found to be effective (Nimitha & Renjini, 2020; Dehghanpour, 2013). Therefore, many efforts to foster or even enhance entrepreneurial skills in Indonesia utilize training methods (Ismail et al., 2020; Lestari et al., 2023; Mukrodi et al., 2021).

Therefore, the research results indicate that training plays a role in enhancing the entrepreneurial skills of participants. This suggests that the digital marketing training organized by PT. Arkatama Multi Solusindo is effective in improving the entrepreneurial skills of its participants.

5. Closing Remarks

Conclusion

Based on the results of this study, it can be concluded that the digital marketing training organized by PT. Arkatama Multi Solusindo has a positive and significant impact on enhancing the entrepreneurial skills of participants in the independent study of PT. Arkatama Multi Solusindo Batch 2.

Providing the training leads to an improvement in entrepreneurial skills. Conversely, without the training, entrepreneurial skills will not experience improvement. This indicates that training plays a crucial role in enhancing entrepreneurial skills. Without training, the development of these skills would not occur.

There are indicators in this study that have weak scores, particularly the training method indicator, which received a poor rating. It is advisable to improve the training methods so that participants can better understand the purpose and objectives conveyed.

Other variables not included in this study that may influence entrepreneurial skills include social support (Sudirman et al., 2020), entrepreneurship education (Brammantisio et al., 2023), entrepreneurial motivation (Budy, 2017), and entrepreneurial learning (Ismiyanti et al., 2021). These variables can be explored by future researchers.

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