

## Implementation of Digital Marketing Literacy in Entrepreneurship Learning to Improve Online Business Readiness

Jazuli Jazuli<sup>1</sup>, Ana Dwi Setyo Lestari<sup>2</sup>, Sudarmiatin Sudarmiatin<sup>3</sup>, Rizky Firmansyah<sup>4</sup>  
<sup>1,2,3,4</sup> Universitas Negeri Malang

Address: Jl. Semarang No. 5, Sumbersari , Kec . Lowokwaru , Malang City, East Java 65145

Corresponding author: [jazuli.2304158@students.um.ac.id](mailto:jazuli.2304158@students.um.ac.id)<sup>1</sup>, [ana.dwi.2304158@students.um.ac.id](mailto:ana.dwi.2304158@students.um.ac.id)<sup>2</sup>

**Abstract.** In today's digital age, online business has become a global phenomenon that plays an integral role in the world economy. However, at the local level, especially in Bojonegoro, there is a problem of low involvement of vocational students in online business. This is a serious concern considering that SMK should be an educational institution that is able to produce graduates who are ready to enter the world of work, including in the realm of online business. The importance of increasing digital marketing literacy in entrepreneurship learning at SMK is very important so that students can develop the skills needed to understand, manage, and optimize online businesses. Learning strategies that are integrated with digital marketing literacy are expected to provide students with a better understanding of online business concepts, digital marketing, and effective strategies in the global and local scope. This research novelty will contribute by filling these knowledge gaps and providing new insights into the development of an entrepreneurial curriculum oriented towards digital marketing literacy at the vocational level. The inability of SMK students to understand and apply digital marketing literacy can be a serious obstacle in creating a generation that is strong and ready to do business online. Therefore, this research has an urgency to improve the quality of entrepreneurship education in vocational schools.

This study used a descriptive qualitative approach. The subject of the study involves Students. Data was collected through observation, interviews, and documentation. Data analysis involves the reduction, display, and inference of data, with triangulation used to ensure validity. The results of research, observations, and interviews show that learning digital marketing literacy in entrepreneurship at SMKN Ngraho Bojonegoro and SMKN Temayang Bojonegoro has contributed positively to students' understanding of online business. Involvement Students in the project- a practical and integrated learning approach have help them develop the skills and knowledge needed to succeed in a digital business environment. Although there are some areas that require additional attention, overall, this learning program can be considered successful in improving the digital marketing literacy of vocational students in both schools.

**Keywords:** Digital Marketing Literacy; Entrepreneurship Learning; Online Business.

## INTRODUCTION

In this dynamic digital era, online business is becoming an inevitable global phenomenon, playing a central role in changing the world economic landscape. The rapid development of information and communication technology has opened new doors for business innovation, especially through online platforms. This phenomenon not only creates new opportunities in global trade, but also contributes significantly to creating new jobs in various sectors. Abima et al., (2021); Nedungadi et al., (2018); and Polizzi, (2020) stated that the economic paradigm shift that occurs in the digital era reflects a deep transformation from conventional business models to ecosystems based on digital connectivity.

The ease of access to global markets presented by online businesses provides an important impetus for economic growth in many countries. In addition, innovations in payment and logistics technology have provided a solid foundation for the growth of cross-

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\* Jazuli Jazuli, [jazuli.2304158@students.um.ac.id](mailto:jazuli.2304158@students.um.ac.id)

border trade, removing geographical barriers that previously restricted business people (Liu et al., 2021; Muafi et al., 2021; Yanto et al., 2022). The existence of online business not only allows economic growth, but also becomes a catalyst for the employment revolution. This phenomenon creates a need for new expertise in various disciplines, including digital marketing literacy, to optimize the potential of the global market. Therefore, a deep understanding of digital marketing technologies and strategies is becoming increasingly important to ensure the competitiveness of individuals and companies on the global business stage. Increasing digital marketing literacy is not only a necessity to keep up with trends, but also as a foundation for creating a sustainable business ecosystem (Efendi, 2023; Kawira et al., 2019; Olson et al., 2021). Awareness of the importance of digital literacy is key to facing challenges and seizing opportunities in this digital era, providing a solid foundation for inclusive and sustainable global economic development.

While online business has become a major driving force in the global economy, at the local level, particularly in Bojonegoro, challenges emerge that require serious attention. The main problem lies in the involvement of SMK Vocational High School students in the realm of online business which is still low. This raises concerns because SMK, as a secondary education institution that emphasizes practical skills, is expected to produce graduates who are ready to go directly into the world of work, including online businesses that are growing rapidly (Petit et al., 2019).

The low participation of vocational students in online business in Bojonegoro is not just an isolated local problem, but can be considered as a contributing factor to the high unemployment rate among vocational graduates in the region. The absence of preparation and understanding of students regarding the dynamics of online business can create a gap between the needs of an increasingly digital job market and the readiness of vocational graduates. In addition, the lack of integration of digital marketing literacy in the entrepreneurship curriculum at SMK is one of the main obstacles (Heinbach & Thomas, 2021; Kurds et al., 2022; Petit et al., 2019). In the face of the industrial revolution 4.0, skills such as online platform management, digital marketing, and data analysis are key to creating sustainable business opportunities. Lack of mastery of these aspects makes students less prepared to face the demands of an increasingly complex world of work.

Ideally, the importance in improving digital marketing literacy in the entrepreneurship curriculum at Vocational High Schools (SMK) is not only limited to efforts to bridge the gap between the world of education and the demands of an increasingly digital job market (Ira Promasanti Rachmadewi et al., 2021; Patil et al., 2021; Pratami et al., 2023). More than that,

it is an essential foothold that signifies the urgent need to prepare students not only as users of digital technology, but also as managers and innovators of online businesses that are able to compete at the global level. Increasing digital marketing literacy in entrepreneurship learning at SMK is an imperative, along with a deep transformation in the way business is conducted in this digital era. These skills become an essential foundation that supports students to understand the complexity and dynamics of online business. As an ecosystem that continues to grow, online business needs a deep understanding of digital marketing, market trend analysis, and adaptability to technological change (da Silveira et al., 2021; Setyawati et al., 2023).

Improving digital marketing literacy creates a foundation for the development of creativity and innovation among vocational students. By understanding the dynamics of the online market, students can design and implement marketing strategies that are not only efficient but also captivate consumers. This leads to the formation of individuals who are not only technically competent, but also creative in crafting solutions to complex business challenges. In addition to individual benefits, the integration of digital marketing literacy at the vocational entrepreneurship level also has a significant social and economic impact (Appio et al., 2021; Detlor & Julien, 2020). Students trained in these aspects have the potential to become agents of change in building local economies through active involvement in online business. Therefore, the expansion of the entrepreneurship curriculum to include digital marketing literacy is not only in response to market demands, but rather as a strategic investment in shaping a generation that is ready to face and shape the future of a growing digital business (Bhatti et al., 2022; Ukko et al., 2019).

Holistic foundation integrated learning strategies to improve the Online Business of Vocational Students (Agarwal et al., 2020; Bazkiaei et al., 2020; Farrukh et al., 2019). The development of digital marketing literacy in the SMK entrepreneurship curriculum is not only an implementation issue, but also demands the adoption of a thoroughly integrated learning strategy. By understanding the complexities of online business, carefully designed learning strategies are key to shaping vocational students into adaptive thinkers and business people.

Integrated learning strategies also incorporate elements of hands-on practice, such as simulated business projects or involvement in real digital marketing campaigns (Aparicio et al., 2019; Oo et al., 2018; Sriyakul & Jermisittiparsert, 2019). This allows students to apply the concepts learned to real situations, forming practical skills that are not only theoretical, but can also be applied directly in the world of work. In addition, a cross-subject approach is an important cornerstone in integrated learning strategies. Engaging the eyes subjects such as

economics, information technology, and languages in the context of entrepreneurship allow students to view online business as a complex ecosystem, understand its impact holistically, and integrate a wide range of expertise to achieve business goals (Chairunisa Muchtar et al., 2018; Luckyardi et al., 2022; Ratten & Jones, 2021).

This integrated learning strategy not only prepares students for changes in online business, but also supports the development of soft skills such as collaboration, communication, and problem-solving (Nguyen & Nguyen, 2023; Sang & Lin, 2019; Zainal et al., 2018). Thus, students not only become experts in digital marketing literacy, but also become future business leaders who can adapt and overcome complex challenges in global and local scopes.

Based on the description above, there is a research gap in detecting the spillover of challenges in the implementation of Digital Marketing Literacy in Vocational Entrepreneurship Learning. Although the field of research on digital literacy and entrepreneurship has been a broad focus for researchers, there seems to be a significant void that requires deeper understanding. A literature search and gap analysis in the research show that so far, the lack of research that specifically explores the implementation of digital marketing literacy in entrepreneurial learning, especially in vocational high schools, produces a vacuum of information that deserves serious attention.

The importance of this research lies in the specific local context, namely at SMKN Ngraho Bojonegoro and SMKN Temayang Bojonegoro. Despite the diversity of research on digital literacy and entrepreneurship at the global level, adaptation to unique local contexts and regional business dynamics remains underexplored. Therefore, research that focuses on the implementation of digital marketing literacy in the vocational entrepreneurship curriculum in these two regions can provide sharper insight into specific challenges and opportunities at the local level.

Previous studies have tended to cover digital literacy in general without focusing on specific aspects related to digital marketing in the entrepreneurial realm. In this case, the research gap includes a limited understanding of how digital marketing literacy can be carried out effectively integrated in vocational entrepreneurship learning. Thus, there needs to be more in-depth research that explores strategies, barriers, and benefits of implementing digital marketing literacy in entrepreneurship curricula in both areas.

In addition, this research will contribute to filling knowledge gaps through a holistic approach, covering all aspects of entrepreneurship that can be enhanced by digital marketing literacy. By focusing research on SMK, which in fact is at the forefront of producing the next

generation of businesses, it will provide a better understanding of how digital marketing literacy can be well integrated in the curriculum to form graduates who are ready to do business online and compete in this digital era.

Based on this, this research is not only academic, but creates an important stage to improve the quality of entrepreneurship education in vocational schools. This urgency is evident in the context of intense Global Competition, In this era of globalization, business is no longer limited by geographical boundaries. The generation that is ready to compete in the global market must have a deep understanding of effective digital marketing strategies. The inability of vocational students to master digital marketing literacy can reduce their competitiveness at the global level.

Through a deep understanding of this urgency, this research not only answers the call for the development of better entrepreneurship education at the vocational level, but also illustrates a proactive step in creating an educational environment that is responsive and adaptive to the changes of this digital era. So, in the hands of future generations, business leaders can be found who are tough, innovative, and able to answer online business challenges with a progressive attitude.

Thus, increasing digital marketing literacy in SMK is not only a response to technological developments, but also as a strategic investment in forming a generation that is ready to face and shape the future of digital business that continues to grow. The widespread positive implications of this move provide confidence that entrepreneurship education relevant to online business trends is a smart move to bring a profound positive impact on a personal, professional, and social level.

## **THEORETICAL**

The theoretical overview outlined in this study comes from a number of relevant previous studies, as the basis for the theoretical framework, determination, and analysis of the study as follows

### **Digital Marketing Literacy**

In the context of entrepreneurship learning in Vocational High Schools, digital marketing literacy is a key foundation for student development. This literacy includes an in-depth understanding of digital marketing concepts, the ability to manage online platforms, consumer data analysis, and creativity in designing online marketing strategies (Othman et al., 2021; Purnamawati & Yuniarta, 2021; Syaifullah et al., 2021). Digital marketing literacy encourages creativity in designing online marketing strategies (Geissinger et al., 2020;

Kurniawati et al., 2021; Namugenyi et al., 2019; PATMA et al., 2020). Students are expected to generate innovative ideas for marketing campaigns, design compelling visual content, and develop differentiating marketing strategies. Achievement in this case not only measures technical ability, but also the extent to which students can be creative in facing online marketing challenges. By integrating digital marketing literacy in entrepreneurial learning, SMK students are geared to become individuals who not only have a deep understanding of online business, but also possess the practical skills and creativity necessary to succeed in the ever-changing business world. This literacy not only meets the needs of the digital job market, but also creates a strong foundation for students' future career development and entrepreneurship.

### **Entrepreneurship Education**

Entrepreneurship education is the university's effort in preparing student graduates with entrepreneurial spirit (Chairunisa Muchtar et al., 2018; Putro et al., 2022). The subjects that provide knowledge to start a business are in the opinion of economics and logistics students as follows: entrepreneurship, various marketing subjects, business communication, administration, economic accounting, accounting finance and logistics (Venesaar et al., 2006). Exposure to entrepreneurship can increase self-confidence and entrepreneurial motivation (Novriansyah et al., 2021). Toding & Venesaar, (2018) stated the purpose of entrepreneurship education is not only to be the engine driving economy growth through job creation and new ventures, but also to develop individuals who understand the entrepreneurial process and have entrepreneurial skills and ways of thinking

### **Online Business**

Online business in vocational students involves a realm of expertise that covers a number of complex and strategic aspects. In a broader dimension, online business does not just include digital transactions, but is an ecosystem that requires a deep understanding of business concepts, technology applications, and the latest marketing strategies (Ali et al., 2021; Lestari et al., 2020; Ningrum & Hayuningtias, 2022). Online business in vocational students emphasizes the ability to identify business opportunities that are appropriate to the digital context (Fitrianto et al., 2020; PATMA et al., 2020; Rita et al., 2019). This includes analysis of online market trends, an in-depth understanding of the needs of digital consumers, and the ability to design products or services that can meet those needs. Students are expected not only to be users of digital technology, but also creators of innovations that can fill market gaps with creative solutions. By detailing these complex aspects, the definition of online business operations in vocational students forms a solid foundation for producing aspiring

digital entrepreneurs who are not only technically skilled, but also have a deep strategic understanding of the dynamics of online business in the ever-evolving digital era.

## **RESEARCH METHODS**

This research uses a qualitative approach with a phenomenological study design to gain an in-depth understanding of understanding digitalization in entrepreneurship learning to increase online business readiness among vocational school students. Research location in Bojonegoro City, specifically SMKN Ngraho Bojonegoro and SMKN Temayang Bojonegoro, taking into account the entrepreneurial learning curriculum and students' entrepreneurial practices at school. The data sources include primary data in the form of interviews and observations of key informants, namely students, entrepreneurship teachers and additional informants: curriculum staff. Eight informants were selected using purposive sampling technique. Secondary data was obtained from entrepreneurship books, previous research articles, and research subject business documents.

The procedure for validating research data uses triangulation through participant observation, in-depth interviews and documentation. Data analysis was carried out using the Miles and Huberman model which includes data collection, reduction, presentation and drawing conclusions. Checking the validity of the data uses credibility, transferability, dependability and confirmability tests. Research stages include pre-field work, data collection, data analysis, evaluation, and report preparation.

## **RESULTS AND DISCUSSION**

### **Result**

#### **SMK Negeri Temayang Bojonegoro**

SMK Negeri Temayang Bojonegoro, a vocational education institution that stands majestically on Jl. Raya Temayang Km.26, Bojonegoro Regency, has proven its existence since 2005. With school statistics number (NSS) 32.1.05.05.21.013 and NPSN 205504483, this school has a state status issued by the Regent of Bojonegoro with Establishment Decree No. 188/392/KEP/412.42/2005 on July 16, 2005. With fairly complete and technology-based facilities, SMK Negeri Temayang offers four concentrations of expertise, namely Industrial Electronics Engineering, Light Vehicle Engineering, Computer & Network Engineering, and Accounting, all of which have high accreditation (Accreditation A).

The vision of SMK Negeri Temayang Bojonegoro is "The realization of superior vocational schools in achievements based on faith, piety, noble character, and producing graduates who are able to compete in the world of work." Through noble missions, such as creating students with noble character, mutual cooperation, and independence, the school is committed to becoming a vocational education and training center that is adaptive to technological developments. Not only that, SMK Negeri Temayang Bojonegoro also encourages entrepreneurial spirit and provides entrepreneurial experience for school residents.

The brilliant leadership of Abdul Fatah, S.Pd, M.M.Pd, and its continuation held by Dedy Widodo, S.T, M.M., has brought this school to achieve many brilliant achievements, both in academic and non-academic fields. Excellent majors, such as Industrial Electronics Engineering and Computer and Network Engineering, has won champions in various Student Competency Competitions (LKS) at the Bojonegoro Regency level. With a burning spirit, SMK Negeri Temayang Bojonegoro continues to realize the dreams of its students to become a generation that is global-minded, creative, and ready to compete in the industrial world.

#### **SMK Negeri Ngraho Bojonegoro**

SMK Negeri Ngraho Bojonegoro, an educational institution that produces the best graduates in their fields, has recorded significant progress in the world of education with a primary focus on developing vocational skills and technology. Located on highway number 613 of Dependents Village, Ngraho District, Bojonegoro Regency, this school is a center of excellence learning, carrying the principles of creative, innovative and character.

The vision of SMKN Ngraho is "To make SMK superior in achievement, produce graduates who are creative, independent, and environmentally friendly". In carrying out our mission, first, we improve educational facilities and infrastructure in accordance with the needs and technological developments, improve the learning process according to national education standards, increase competition for educators and education staff, develop school culture to empower school residents with noble character, creative, discipline, social sensitivity, the spirit of nationalism and patriotism, form students who are skilled virtuous, entrepreneurial spirit and able to compete in the global era, creating a safe, healthy, neat and clean, application-based management learning/school environment. Adequate educational facilities and infrastructure are also provided, creating a holistic and comprehensive learning environment. The teachers of SMKN Ngraho are improved in professionalism through training, internships in industry, and learning assignments, with the aim of providing the best teaching to students. Close collaboration with the Business World / Industrial World is carried



out through MOU, ensuring that the education we provide is in accordance with industry needs.

SMKN Ngraho is also committed to improving students' academic and non-academic abilities and skills, so that they are not only ready to compete in the job market, but also can continue their education to a higher level or even create their own jobs through an entrepreneurial spirit.

## Discussion

Based on observations and results of interviews with informants. Through the participatory observation method, researchers were actively involved in the daily lives of students at SMKN Ngraho Bojonegoro and SMKN Temayang Bojonegoro who were involved in entrepreneurship learning. Observations were carried out by immersing themselves in entrepreneurial learning activities at SMKN Ngraho Bojonegoro and SMKN Temayang Bojonegoro, as well as paying direct attention to the dynamics that occur in entrepreneurial practice, the interview results show that SMKN Ngraho Bojonegoro is aware of the progress of an increasingly sophisticated era, so that adaptive learning, integrated with digitalization is very important to be improved, As the results of the following interview:

First of all, the application of an active learning approach in the classroom is a must. This learning model engages students directly in the learning process, allowing them to be actively involved in business case analysis, case studies, and simulation of online business situations. Thus, students can develop a deeper understanding of the challenges and opportunities that may be faced in the digital business world. **(W/I/001/AR.01)**

The use of technology as a learning tool is becoming a key element in our school strategy. Digital learning platforms, online business simulations, and other online resources give students access to dynamic, technology-based learning experiences. Thus, our students can experience firsthand the dynamics of online business, understand digital marketing algorithms, and optimize the use of social media in their business strategies. **(W/I/001/FM.04)**

The observations show that the understanding of digital marketing concepts at SMKN Ngraho Bojonegoro is quite good. Structured learning and clearly delivered material allow students to identify basic concepts such as SEO, SEM, and social media. While at SMKN Temayang Bojonegoro, most students also have a good understanding of digital marketing concepts. However, there are some students who need more guidance in understanding the relationship between various digital marketing strategies.

In accordance with the statement above, Nguyen & Nguyen, (2023); Sang & Lin, (2019); Zainal et al., (2018) explained that this integrated learning strategy not only prepares students to face changes in online business, but also supports the development of soft skills such as collaboration, communication, and problem solving. Thus, students not only become experts in digital marketing literacy, but also become future business leaders who can adapt and overcome complex challenges in the global and local scope.

From the observations, it is clearly illustrated that students at SMKN Ngraho Bojonegoro exhibit extraordinary technical skills in operating online platforms. They are not only fundamentally skilled, but also integrate digital marketing concepts into practical projects with a high level of engagement. These students not only understand the use of online platform tools and features, but also demonstrate proficiency in applying their knowledge in real business scenarios. Student participation in online business account management projects reflects a deep level of understanding and technical skills. They are able to face the challenges that may arise in managing an online business, demonstrating practical skills that go beyond just conceptual understanding. In other words, students not only become users of online platforms, but also active actors in optimizing existing features to support the success of online businesses.

Although the majority of students at SMKN Temayang Bojonegoro also show adequate technical skills, there are some students who need additional guidance in mastering the advanced features of certain online platforms. This may be due to differences in experience levels or exposure to certain technologies among students. In this context, it can be identified that the individual needs of students can be a key variable influencing the level of technical skills.

This additional guidance can be geared towards increasing students' understanding of advanced features and encouraging them to dig deeper into the full potential of online platforms. In this way, every student will benefit maximally from learning, ensuring that they not only have Adequate technical skills but can also face more complex challenges that may arise in the dynamic world of online business. Thus, while SMKN Temayang Bojonegoro generally has a strong foundation in technical skills, the differentiation approach and personalized mentoring can ensure that each student masters advanced features optimally, creating a group of students who have uniform and evenly diverse technical skills.

The importance of digital marketing literacy as a key element in the entrepreneurship curriculum at SMK leads to a deeper urgency. The ability of students to understand and apply digital marketing concepts and online business strategies is not just a technical matter, but is

the foundation to carve out a generation that is strong and ready to compete in the global business realm that continues to transform. Based on this, this research is not only academic, but creates an important stage to improve the quality of entrepreneurship education in vocational schools. This urgency is evident in the context of Intense Global Competition, In this era of globalization, business is no longer limited by geographical boundaries. The generation that is ready to compete in the global market must have a deep understanding of effective digital marketing strategies. The inability of vocational students to master digital marketing literacy can reduce their competitiveness at the global level.

First of all, our students are given an understanding of digital marketing concepts. We expect students to have the ability to explain and understand basic concepts such as SEO, SEM, social media, and digital marketing campaigns. They not only pursue technical definitions, but are also able to put together clear summaries, identify key elements, and explain complex relationships between various digital marketing strategies. **(W/I/006/AM.04)**

Then, in this school digital marketing literacy includes the skills of managing online platforms. Students are expected to effectively manage a variety of tools and platforms, including social media, e-commerce, and web analytics tools. The demonstration of these skills is not just limited to technical ability, but rather covers analytical aspects such as creating and managing online advertising campaigns, analyzing website performance, and using social media management tools. **(W/I/006/ZN.06)**

In line with the results of the interview above, several researchers explained that online business in vocational students involves a realm of expertise that covers a number of complex and strategic aspects. In a broader dimension, online business is not just includes digital transactions alone, but is an ecosystem that requires a deep understanding of business concepts, technology applications, and the latest marketing strategies (Ali et al., 2021; Lestari et al., 2020; Ningrum & Hayuningtias, 2022). Online business in vocational students emphasizes the ability to identify business opportunities that are appropriate to the digital context (Fitrianto et al., 2020; PATMA et al., 2020; Rita et al., 2019). This includes analysis of online market trends, an in-depth understanding of the needs of digital consumers, and the ability to design products or services that can meet those needs. Students are expected not only to be users of digital technology, but also creators of innovations that can fill market gaps with creative solutions. The same thing was conveyed by the following key informants:

Digital marketing strategies are the main focus in running an online business. Students here are invited to design and implement marketing strategies relevant to the digital era, including the use of online advertising, social media, and SEO techniques. It involves a deep understanding of online consumer behavior, expertise in creating engaging content, as well as the ability to measure and improve the performance of marketing campaigns digitally. **(W/II/005/M.008)**

In the context of entrepreneurship learning in Vocational High Schools, digital marketing literacy is a key foundation for student development. This literacy includes an in-depth understanding of digital marketing concepts, the ability to manage online platforms, consumer data analysis, and creativity in designing online marketing strategies (Othman et al., 2021; Purnamawati & Yuniarta, 2021; Syaifullah et al., 2021). Digital marketing literacy encourages creativity in designing online marketing strategies (Geissinger et al., 2020; Kurniawati et al., 2021; Namugenyi et al., 2019; PATMA et al., 2020). Students are expected to generate innovative ideas for marketing campaigns, design compelling visual content, and develop differentiating marketing strategies. Achievement in this case not only measures technical ability, but also the extent to which students can be creative in facing online marketing challenges. By integrating digital marketing literacy in entrepreneurial learning, SMK students are geared to become individuals who not only have a deep understanding of online business, but also possess the practical skills and creativity necessary to succeed in the ever-changing business world. This literacy is not only to meet market needs Digital work, but also creates a strong foundation for students' future career development and entrepreneurship. The above statement is also in accordance with the results of observations, as follows:

**SMKN Ngraho Bojonegoro:**

Students at SMKN Ngraho Bojonegoro demonstrate exceptional expertise in designing digital marketing strategies, which is reflected through projects such as online advertising campaigns and social media management. Observations show that students are actively involved in devising strategies that not only take into account the promotional aspect, but also involve utilizing various digital tools and platforms to increase the visibility of their online business. Student participation in online advertising campaigns shows that they are able to apply digital marketing concepts in creative and measurable ways. Social media management is also carried out effectively, showing students' ability to interact with online audiences and design interesting content. Thus, students at SMKN Ngraho Bojonegoro not only understand digital marketing strategies theoretically, but also are able to translate them into concrete actions.

**SMKN Temayang Bojonegoro:**

Students at SMKN Temayang Bojonegoro also show good skills in designing digital marketing strategies, as seen from the results of projects involving online advertising campaigns and social media management. However, there are some students who need additional guidance in integrating different strategies into a holistic marketing campaign. From these observations, it can be seen that some students may need more encouragement to connect the pieces of strategy into a coherent marketing narrative.

Further guidance can be focused on crafting a well-rounded marketing strategy, which involves an in-depth understanding of the target market, risk management, and outcome measurement. Thus, students who may face difficulties in crafting strategies can be given more intensive guidance to improve their ability to design effective and thorough marketing campaigns.

Overall, both at SMKN Ngraho Bojonegoro and SMKN Temayang Bojonegoro, students showed great potential in designing digital marketing strategies. However, a learning approach that focuses on developing creativity and strategy integration capabilities holistically can provide further benefits, especially for students who may need additional guidance. Thus, It can be reinforced that the development of the ability to design digital marketing strategies requires a differentiation approach that takes into account the individual needs of students in order to achieve a uniform level of excellence among them.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

The results of research, observations, and interviews show that learning digital marketing literacy in entrepreneurship at SMKN Ngraho Bojonegoro and SMKN Temayang Bojonegoro has contributed positively to students' understanding of online business. Students' involvement in practical projects and an integrated approach to learning has helped them develop the skills and knowledge needed to succeed in a digital business environment. Although there are some areas that require additional attention, overall, this learning program can be considered successful in improving the digital marketing literacy of vocational students in both schools.

### **Suggestion**

Further research needs to be done to vertically integrate the curriculum between digital marketing literacy and entrepreneurship subjects. Focusing on active learning methods, such as case studies and online business simulations, can increase student engagement and a deep understanding of digital marketing literacy. Exploration of the effectiveness of individual and group guidance is also needed, especially related to the integration of digital marketing strategies and the management of more sophisticated online platforms. The development of independent interactive modules can be a solution to improve digital literacy outside of learning hours. Evaluation of long-term impacts, including involvement in online businesses and contributions to the local economy, needs to be deepened. Closer collaboration with the corporate world can be enhanced through industry visits and internship opportunities, enriching students' practical experience. This research is expected to make a significant contribution to the development of digital marketing literacy at SMKN Ngraho Bojonegoro and SMKN Temayang Bojonegoro and spur innovation in entrepreneurial learning.

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