



Development of marketing basics materials at SMKN 1 Bandung: Navigating technological disruption

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ABSTRACT

This article explores the development of marketing fundamentals materials at Sekolah Menengah Kejuruan Negeri (SMKN) 1 Bandung in response to digital technology disruption. This disruption has fundamentally changed the business landscape and requires education at SMKN 1 Bandung to adapt so that students can face this challenge competently. The research method used is the descriptive Research Method. The article also discusses the various challenges faced by SMKN 1 Bandung in integrating digital marketing concepts into their curriculum and how interviews can be an effective tool in identifying suitable solutions. In this context, the article discusses strategies such as faculty training, curriculum updates, and utilization of digital technology in learning. The results of this study offer a profound understanding of the impact of digital technology disruption on marketing education at SMKN 1 Bandung. The key findings revealed through interview-based approaches provide valuable insights that other schools can apply. This research not only assists SMKN 1 Bandung in addressing the challenges of technological disruption but also provides a framework that other educational institutions can adopt.

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ABSTRAK

Artikel ini mengeksplorasi pengembangan materi dasar-dasar pemasaran di Sekolah Menengah Kejuruan Negeri (SMKN) 1 Bandung sebagai respons terhadap disrupsi teknologi digital. Disrupsi ini telah mengubah lanskap bisnis secara fundamental dan mengharuskan pendidikan di SMKN 1 Bandung untuk beradaptasi agar siswa dapat menghadapi tantangan ini dengan kompeten. Metode penelitian yang digunakan adalah Metode Penelitian Deskriptif. Artikel ini juga membahas berbagai tantangan yang dihadapi oleh SMKN 1 Bandung dalam mengintegrasikan konsep pemasaran digital ke dalam kurikulum mereka dan bagaimana wawancara dapat menjadi alat yang efektif dalam mengidentifikasi solusi yang sesuai. Dalam konteks ini, artikel ini membahas strategi seperti pelatihan staf pengajar, pembaruan kurikulum, dan pemanfaatan teknologi digital dalam pembelajaran. Hasil penelitian ini menawarkan pemahaman mendalam tentang dampak disrupsi teknologi digital pada pendidikan pemasaran di SMKN 1 Bandung. Temuan kunci diungkapkan melalui pendekatan wawancara, memberikan wawasan berharga yang dapat diterapkan oleh sekolah-sekolah lain. Penelitian ini tidak hanya membantu SMKN 1 Bandung mengatasi tantangan disrupsi teknologi, tetapi juga menyediakan kerangka kerja yang dapat diadopsi oleh institusi pendidikan lainnya.

Kata Kunci: Bahan ajar marketing; disrupsi; marketing; teknologi

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INTRODUCTION

In the contemporary era, characterized by accelerated transformation, the digital technology revolution has precipitated substantial changes across diverse domains of human activity, notably the business and marketing sectors. Digital technology disruption has had a profound impact on all industrial sectors, profoundly altering the manner in which companies operate, communicate with customers, and market their products or services. In the contemporary era, the integration of technology into various aspects of society has become pervasive. Consequently, there is an imperative to comprehend and address the challenges, procedures, and unique opportunities presented by advanced businesses, which differ from conventional businesses operating within physical markets (Radiansyah, 2022). These changes present new challenges and unlimited opportunities, including within the context of educational institutions, to adapt quickly and respond effectively to these changes.

Presently, educators are confronted with the imperative to facilitate learning that incorporates interaction through digital learning media. Concurrent with its development, learning materials have undergone substantial transformations to maintain congruence with the epochal shifts occurring in the era of the Fourth Industrial Revolution (Gafari *et al.*, 2019). Teachers must possess high qualifications to address the continuously advancing technological developments. Learning in the 21st century requires various skills, including technological skills, media and information literacy, learning and innovation skills, as well as life and professional skills (Saerang *et al.*, 2023).

In the context of education, particularly marketing education, it is imperative that teachers and students possess a profound comprehension of the foundational principles of marketing, encompassing both traditional tenets and the utilization of digital technologies. A comprehensive grasp of conventional marketing principles remains pertinent; however, it must be supplemented by a profound comprehension of digital marketing. Contemporary digital marketing endeavors present substantial prospects in the entrepreneurial realm, particularly in light of our transition into the 4.0 industrial era and our progression towards a 5.0 society. Consequently, target markets are progressively migrating to digital platforms (Siagian *et al.*, 2020). The development of teaching materials by teachers constitutes an innovative step in enhancing instructional materials with the aim of helping students understand the subject matter. Teachers play a pivotal role in the educational process. To that end, they are expected to continuously enhance their pedagogical and instructional skills. This enhancement may include the refinement of teaching methods and the creation of new instructional materials (Suprihatin & Manik, 2020).

The development of marketing fundamentals that are pertinent to contemporary developments is imperative for preparing the next generation for success in the ever-evolving business world. Achieving quality learning necessitates the utilization of learning resources that can support the learning process in an effective, efficient, and appealing manner (Nuryasana & Desiningrum, 2020). Comprehensive and contemporary learning materials are instrumental in equipping students with the necessary knowledge and skills to comprehend the intricate dynamics of the global market, which is increasingly interconnected through technological advancements.

In the contemporary digital age, the significance of marketing education has expanded

beyond the comprehension of conventional marketing principles to encompass a profound understanding of digital marketing. The objective of technology-based education is to cultivate technopreneurs who possess the knowledge, skills, and expertise required for technology-based entrepreneurship. Educators at the university level are confronted with the challenge of adapting entrepreneurship curricula to current needs. This challenge is particularly salient in the context of cultivating a new generation of technopreneurs in society (Saptaria & Setyawan, 2021). Digital marketing has evolved from a mere option to an imperative that underpins the capacity of graduates to contribute to future economic advancement. Consequently, educational institutions must prioritize curriculum innovation by incorporating learning materials that are pertinent to contemporary developments in the business realm.

Moreover, the scope of digital marketing extends beyond the business realm, encompassing the educational sector as well. This development is particularly significant in the context of preparing graduates to contribute to future economic growth. Curriculum innovation is imperative for educational institutions to respond to societal demands and needs. The curriculum functions as a guide for the learning process, with the objective of producing students who meet the demands of the current era and the expectations of society (Julaeha *et al.*, 2021). It is imperative that educators possess the capacity to incorporate the principles of digital technology marketing into their instructional materials. The curriculum developed by educational planners must facilitate the teaching of fundamental marketing concepts. Consequently, educators bear a substantial responsibility to develop learning materials that are pertinent to contemporary developments in the business world.

Digital marketing constitutes an information technology solution that involves promoting products and services through the internet. In order to effectively address the challenges posed by the digital technology revolution, marketing education must adopt a proactive and innovative approach. It is imperative that educators and students possess a comprehensive grasp of the fundamental principles of traditional marketing, in addition to a profound comprehension of digital marketing. The application of digital marketing is expanding concomitantly with the increasing number of internet users and smartphone users each year. Digital marketing has been identified as a suitable option for Micro, Small, and Medium Enterprises (MSMEs) seeking to expand their marketing reach on both a national and international level (Abdurrahman *et al.*, 2020).

In the realm of education, the utilization of effective and engaging learning resources is of paramount importance in facilitating the educational process. These resources, when employed judiciously, can serve as pivotal instruments in supporting and enhancing the learning outcomes of students. The integration of technology-based teaching materials has been demonstrated to facilitate enhanced learning abilities and creativity among students. Digital teaching materials have the capacity to enhance students' motivation in their learning process. The utilization of these materials confers the benefit of enabling students to access them at any time and in any location, according to their needs (Rosyiddin *et al.*, 2023). Marketing education must leverage technology intelligently, integrating interactive and relevant digital learning resources. This pedagogical shift is poised to enhance the quality of learning, ensuring that students not only develop a comprehensive understanding of digital marketing concepts but also acquire the practical skills necessary to apply them in real-world business contexts. Indeed, the integration of technology is inextricably linked to instructional

materials and the curriculum. As research conducted by (Iqbal *et al.*, 2022) indicates, technological knowledge plays a crucial role as an intermediary between curriculum design and entrepreneurial skills. In a direct relationship, curriculum design (curriculum objectives, content and materials, teaching strategies, and feedback and assessment) has a positive influence on technological knowledge (Yustikarini & Sukirman, 2024). Additionally, technological knowledge positively influences entrepreneurial skills and acts as a mediator between curriculum design and entrepreneurial skills.

The objective of this study is to explore and identify the impact of digital technology disruption on fundamental marketing materials. The primary objective of this study is to examine how educators develop teaching materials that can integrate digital technology marketing concepts. This issue is of particular importance because, at the core of education, namely the curriculum, educators share responsibility with curriculum planners for designing the curriculum. Educators are expected to have the ability to make various decisions related to curriculum development. While the objectives of a curriculum may be meticulously designed, its efficacy is contingent upon the implementation of these objectives by educators within educational institutions (Dhani, 2020).

LITERATURE REVIEW

Teaching Materials

Teaching materials play a very significant role in the implementation of education. In this context, teaching materials are a valuable tool for teachers in managing the learning process, while also providing support and convenience to students in their learning process. Teaching materials can be tailored to the needs and characteristics of the material to be taught, and various experts have provided similar definitions. Muhaimin, for example, states that teaching materials include all types of materials used to assist teachers or instructors in conducting learning. The National Center for Vocational Education Research Ltd/National Center for Competency-Based Training also emphasizes that teaching materials include various types of materials used to support teachers and instructors in classroom teaching and learning activities, both in written and non-written forms. Additionally, according to Panne, teaching materials are systematically organized lesson materials used by teachers and students in the learning process (Magdalena *et al.*, 2020).

Teaching materials are defined as a curated collection of learning materials that have been methodically organized, with the objective of articulating concepts that are designed to facilitate the acquisition of specific competencies by students. In the absence of utilization of teaching materials in the teaching process, these materials serve merely as a reference source for learning. The development of teaching materials, particularly those grounded in entrepreneurship, must be strategically implemented within the learning process to ensure optimal efficacy. A systematic review of the development of entrepreneurship-based teaching materials reveals a necessity for the implementation of specific programs from the earliest stages of education. This is due to the fact that it is during these formative years that the propensity for the cultivation of entrepreneurial skills and intentions is first established (Suticha & Abidin, 2022).

It is imperative to underscore that the utilization of teaching materials should not be confined to learning references but must constitute an integral component of the teaching process. The development of teaching materials, particularly those focused on entrepreneurship, necessitates effective strategies to ensure optimal contribution to the cultivation of specific competencies. In accordance with this perspective, a methodical examination of the evolution of entrepreneurship-based instructional materials reveals the necessity of implementing specialized programs from the earliest stages of education, at which point the development of entrepreneurial skills and inclinations commences (Suticha & Abidin, 2022).

By fully integrating instructional materials into the teaching process, we can ensure that an effective entrepreneurial learning approach is implemented, laying a strong foundation for the development of entrepreneurial skills and interests from an early age.

Marketing

The Marketing subject provides students with knowledge and skills that emphasize mastery of the main topics, namely the exploration of all aspects of marketing activities in the business world. Marketing is one of the core subjects in the vocational program (C2) outlined in the Kurikulum 2013. This subject places greater emphasis on cognitive aspects, involving thinking activities, memorization, and conceptual understanding in its learning process (Agustin *et al.*, 2021).

Marketing is an activity that involves various aspects and operates across various functions. In today's era of globalization, modern markets have become increasingly important in business development. Companies are faced with the demands of competing and surviving, as well as continuously striving to expand their market share and distribution networks. These efforts include improving performance, using effective marketing strategies, and improving customer service (Taan, 2021).

In the domain of marketing, this discipline occupies a prominent position, engaging in direct interaction with the company's dynamic environment at a rapid pace. Consequently, meticulous planning is paramount. It is imperative for organizations to enhance their ability to capitalize on existing opportunities and prepare for potential threats (Li *et al.*, 2021). To effectively manage sales and marketing functions, a systematic approach is imperative. This approach involves the identification of various available options, the selection of one or more of these options, and the calculation of the costs necessary to execute marketing activities in pursuit of established objectives. This process can be conceptualized as the marketing planning process. Marketing planning is defined as the structured utilization of marketing resources to achieve specific marketing objectives (Eriksson *et al.*, 2020).

Marketing, when incorporated into the curriculum, offers students a comprehensive understanding of its theoretical concepts and prepares them to navigate the multifaceted challenges of the dynamic global market. A focus on cognitive aspects strengthens conceptual understanding and establishes a solid foundation for strategic thinking in the domain of marketing. In this context, it is imperative to acknowledge that marketing has evolved beyond the confines of specific techniques or tactics. It has also become imperative to integrate various business functions with marketing activities. In the context of escalating market pressures, enterprises are compelled not only to adapt but also to be vigilant in

swiftly identifying opportunities and potential hazards. The ability to engage in structured planning is a fundamental component of achieving success in the execution of effective marketing functions. This planning process entails the judicious selection of options from a range of available alternatives, taking into account not only the anticipated benefits but also the associated costs. This approach enables companies to operate efficiently and effectively in achieving their established marketing objectives.

Disruption

In the business world, disruption is frequently regarded as a negative phenomenon. For example, disruption is often associated with any change that can disrupt a certain order. According to the Kamus Besar Bahasa Indonesia (KBBI), disruption is something that is uprooted. According to the aforementioned definition, disruption can be interpreted as a phenomenon in which a significant change or transformation occurs, thereby causing a comprehensive system change (Shankar *et al.*, 2021). In essence, the term "disruptive nature" signifies the imperative for business professionals to perpetually innovate in response to emerging developments. This approach ensures that business operations function not only as a reaction to present demands but also as a proactive strategy for anticipating future requirements (Prasetyo & Trisyanti, 2018). In summary, the advent of disruption engenders circumstances that yield opportunities or challenges. These opportunities and challenges are then capitalized upon through the implementation of technological factors. The contemporary epoch is typified by automation, efficiency, and innovation (Munjiat & Rifa'i, 2023).

The notion of disruption has once again become a subject of significant discourse, largely due to the contributions of Peter H. Diamandis in his book titled "Bold: How to Go Big, Create Wealth and Impact the World." Diamandis emphasizes that the world today operates within a global scope that is continuously evolving exponentially. However, challenges arise when we realize that human thinking tends to be linear, which is not aligned with the ongoing exponential development. Therefore, it is imperative that we develop a more comprehensive and thorough understanding of the changes that are occurring and will occur (Sefudin & Darwin, 2020).

Diamandis then developed a concept known as "The Six Ds," which are the stages in the disruption process. These stages include Digitalization, Deception, Disruption, Demonetization, Dematerialization, and finally, Democratization. All these stages are important components in understanding how disruption occurs and affects various sectors. You can see this concept in more detail in the disruption curve in **Figure 1**.

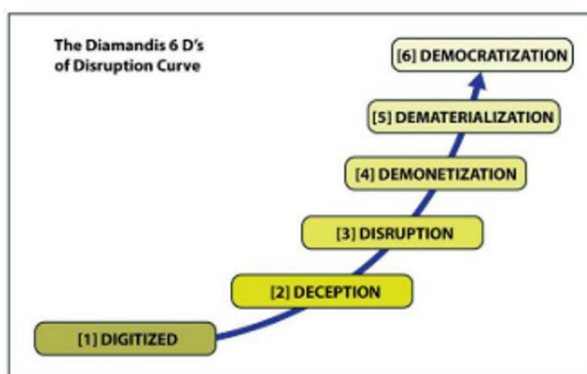


Figure 1. The Six Ds

Source: Bold: *How to Go Big, Create Wealth and Impact the World*

Technology

The current era is a new era of digitalization that has caused people's lifestyles to change to become internet and technology-based. The evolution of technology in life began with simple aspects of daily life and has now reached a level of satisfaction for individuals and society. Over time, technological development has undergone various stages, including the agricultural technology era, the industrial technology era, the information technology era, and the communication and information technology era (Danuri, 2019). The field of education has also experienced significant advancements. The traditional education system, which was previously limited to face-to-face meetings at schools, can now be addressed through technology. Through the internet and platforms such as Google Classroom and Zoom, the teaching and learning process can be carried out from home, enabling more flexible and efficient access to education (Mulyani & Haliza, 2021).

Similarly, in the business aspect, entrepreneurs must also apply technology in their business activities. With technology, it will be easier for suppliers to receive orders from companies. Furthermore, technology accelerates the distribution process from producers to consumers. For business partners, it is more efficient to obtain company information, communicate, and conduct transactions. The utilization of information technology has become one of the strategies for business actors to maintain and increase their income. In the era of the 4.0 industrial revolution, the use of information technology has become the main key in marketing, shifting the focus from the size of industrial machinery to the crucial role of information technology in the progress of companies. The PSBB situation implemented by the government has limited conventional marketing approaches, making information technology even more important in this context (Lillasari & Arifin, 2020).

In the contemporary business environment, characterized by its rapid pace and intense competition, technology has emerged as a pivotal instrument for enhancing and optimizing business operations. Technological advancements have facilitated the automation of internal processes, enhanced operational efficiency, and augmented profitability for businesses of all sizes. In the contemporary digital era, the utilization of information technology is not merely a beneficial instrument; it has also evolved into a strategic imperative for the enhancement of daily operations and the assurance of business continuity (Lillasari & Arifin, 2020).

METHODS

The research method employed is a descriptive method. The objective of this study is to ascertain the needs and perspectives of marketing teachers and students at SMKN 1 Bandung regarding the development of fundamental marketing materials in the face of digital technology disruption. In this research method, the researcher selected marketing teachers and students as research respondents based on their experience and educational background. The researcher administered a questionnaire to students enrolled in the marketing program to gather pertinent information. The data obtained through the questionnaire was then reinforced with information obtained from teachers. To explore views and experiences in depth, the researcher designed a structured interview guide with questions related to teachers' understanding of digital technology developments, changes in the marketing industry, and their views on existing basic marketing materials.

The population of this study consists of educators and students within the basic marketing curriculum environment at SMKN 1 Bandung. The total population of this study was 105 people. For the teacher sample, one person was selected for an interview, and from the distributed questionnaires, the number of fully completed and processable questionnaire data was 94 (89%), so the data used was the sample from the fully completed questionnaires. The research instruments employed for data collection included several interview questions and a questionnaire consisting of 10 questions each to obtain information and conduct in-depth research on the development of basic marketing materials in the digital era. The researcher disseminated the questionnaire employed as the primary data source for this study by sharing it online through the school's student affairs department to be distributed to respondents. The techniques employed in the processing of the obtained data include data entry, descriptive analysis of the data, data reduction and classification processes, data presentation, and drawing conclusions. Furthermore, the researcher employed a variety of data collection techniques, including interviews with educators and questionnaires for students.

RESULTS AND DISCUSSION

Result

In an era of perpetual transformation, it is imperative for academic institutions to formulate and implement curricula that exhibit a high degree of responsiveness to technological advancements. The teaching materials employed must be pertinent and applicable to real-life contexts. At SMKN 1 Bandung, educators, particularly in the context of basic marketing subjects, play an important role in ensuring that the teaching materials provided to students are relevant to the current technology-driven environment. A fundamental question that must be addressed is the extent to which the materials presented accommodate the dynamics of marketing in the digital age.

Following the implementation of interview and questionnaire methods with respondents, several findings were obtained regarding the development of fundamental marketing materials at SMKN 1 Bandung as a solution to digital technology disruption.

Researchers collected data using a questionnaire distributed to students consisting of 10 questions.

1. The basic marketing material in this school covers current issues in digital technology and disruption.

These questions were asked to measure students' understanding of the relevance of the material taught to developments in digital technology and disruption. This finding underscores the potential for students' responses to serve as a barometer for assessing their perceptions regarding the quality of the marketing curriculum at their respective educational institutions. Furthermore, it provides insight into the extent to which the curriculum incorporates pivotal aspects of contemporary marketing, particularly those related to digital technology and disruption. By measuring this understanding, educational institutions can evaluate and improve their curriculum as needed to ensure that students receive an education that is relevant and aligned with current needs.

From these statements, the following results were obtained:

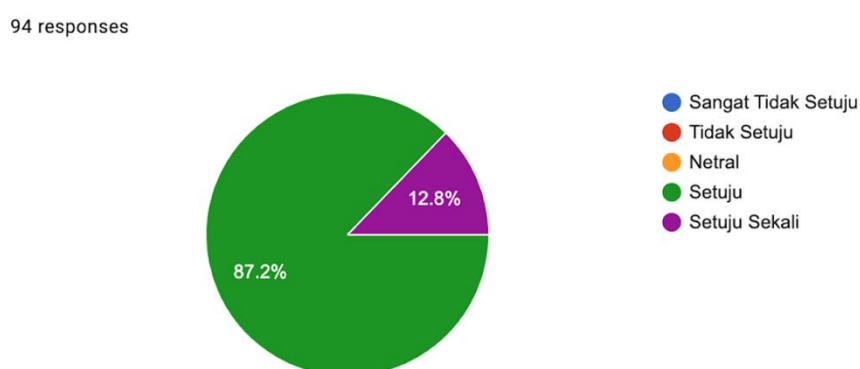


Figure 2. Questionnaire Results Diagram
Source: Research 2023

As illustrated in Figure 2, an overwhelming majority of 87.2% of students expressed their concurrence with this assertion, signifying their belief that the fundamental marketing materials imparted in educational institutions adequately address contemporary issues in digital technology and disruption. This suggests that the material taught is relevant to contemporary issues and the industry's demands. The 21st century is characterized by the advancement of the 4th Industrial Revolution era, which places knowledge at the forefront. However, the mere possession of knowledge alone is insufficient to achieve the objectives of the 4th Industrial Revolution era. Achieving an equilibrium between knowledge and skills is imperative for cultivating exceptional human resources that can effectively navigate the advancements of this era. Consequently, it is imperative to acquire knowledge that is pertinent to the prevailing developments of the contemporary era (Mardhiyah et al., 2021).

2. I feel that digital marketing is an essential skill set for the future.

This question was asked to determine the extent to which students recognize the importance of digital marketing as a relevant skill for their future. The responses provided by students can offer schools and educators valuable insight into the significance of incorporating digital marketing education into their existing curriculum. Furthermore, it can assist students in comprehending the preparation they require for future

opportunities, particularly if they harbor an interest in marketing and digital-related professions.

From these statements, the following results were obtained:

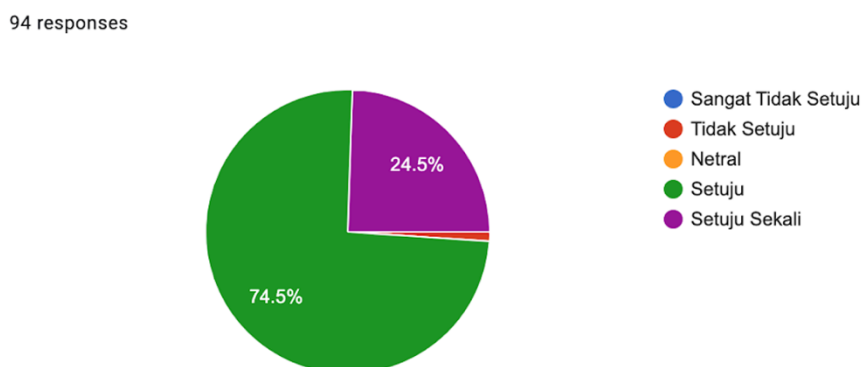


Figure 3. Questionnaire Results Diagram
Source: Research 2023

So, based on **Figure 3** which displays the results of the survey, 74.5% of the students surveyed indicated that they recognized the significance of digital marketing skills for future employment opportunities. This indicates a recognition of the pivotal role of digital marketing in the context of a progressively digitalized global workforce and business landscape.

In the business world, entrepreneurs must incorporate technology into their business operations. The integration of technology facilitates the streamlined management of orders by companies, thereby enhancing operational efficiency. Furthermore, technological advancements have expedited the distribution process, reducing the time between manufacturers and end consumers. The advent of technology has had a profound impact on the realm of business partnerships, particularly in terms of facilitating enhanced access to critical company information, facilitating seamless communication among partners, and streamlining business transactions.

This phenomenon underscores the crucial role of digital marketing in keeping pace with the increasingly digitized world of work and business. In this context, the integration of technology into marketing is not only a necessity but also a fundamental element for maintaining competitiveness and efficient connectivity in an era marked by increasing digital connectivity.

3. The current curriculum includes material on digital marketing strategies, such as social media, online advertising, and web analytics.

This question is asked to assess the extent to which the current curriculum has incorporated digital marketing topics. The responses of students can assist educational institutions and educators in evaluating whether the material being taught sufficiently addresses significant aspects of digital marketing. Should a substantial proportion of students express agreement or strong agreement, this could be interpreted as a positive indication that the existing curriculum is pertinent. However, if many students disagree, this could signal the need for improvements or enhancements to the taught material.

From these statements, the following results were obtained:

94 responses

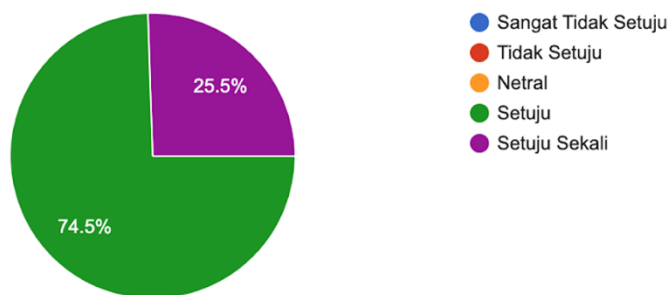


Figure 4. Questionnaire Results Diagram
Source: Research 2023

From **Figure 4** above, it can be seen that 74.5% of students agreed, which means they believe that the current curriculum already covers material on digital marketing strategies, such as social media, online advertising, and web analytics. This shows that they feel their education is sufficiently in-depth in terms of digital marketing and relevant to industry needs. Competence Theory in the context of education and professional development. This theory posits that education or training that is in-depth and relevant to industry needs can produce the competencies required for success in the workplace. Education that emphasizes digital marketing, specifically, with relevant and up-to-date material in line with industry demands, is likely to create individuals with a deeper understanding of the field. The efficacy of educational programs in aligning their curriculum with industry needs is a critical factor in determining the level of understanding individuals acquire regarding digital marketing. When the educational content is found to be aligned with industry requirements, it can foster a sense of relevance and confidence among individuals, enhancing their perception of digital marketing as a pertinent field of study (Mardhiyah et al., 2021).

4. I feel confident in using digital tools for marketing, such as social media and online advertising.

The responses of students can offer educators valuable insights into the extent of their preparation and readiness to confront the challenges associated with digital marketing. Adequate training and supplementary education in the domain of digital marketing may be indicated when students exhibit a deficiency in confidence. Conversely, if a significant number of students exhibit a high degree of confidence, this could be regarded as a positive indication that their education is adequately preparing them for professional roles in the domain of digital marketing.

From these statements, the following results were obtained:

94 responses

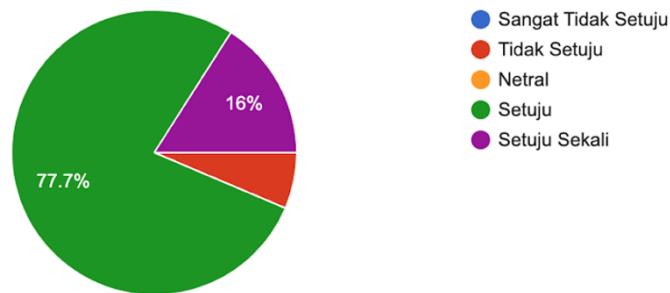


Figure 5. Questionnaire Results Diagram
Source: Research 2023

As illustrated in **Figure 5**, a substantial majority of 77.7% of students expressed their agreement, indicating a high degree of confidence in their ability to utilize digital tools for marketing purposes. They may possess a robust foundation of knowledge or already have experience in managing social media or online advertising. According to the instructional materials provided to the students, the skills possessed by the majority of students are aligned with current needs, as the use of technology has become pervasive. Therefore, it is imperative for students at SMKN 1 Bandung, as aspiring advanced-level business professionals, to comprehensively grasp the intricacies, methodologies, and prospects inherent to digital business, which markedly deviate from traditional business models in physical markets (Radiansyah, 2022).

5. I have understood how to address digital technology disruption in the marketing industry.

This question is asked to assess students' understanding of how to address digital technology changes in the marketing industry. The responses of students can offer schools and educators valuable insights regarding the extent to which the material taught has been effective in helping students understand and deal with the digital technology disruption in the marketing industry. If a significant number of students express a lack of understanding, it may be indicative of a need for enhancement in the educational system or the necessity for further education regarding digital marketing issues associated with technological disruption.

From these statements, the following results were obtained:

94 responses

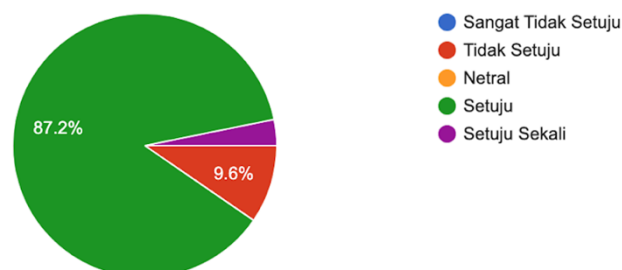


Figure 6. Questionnaire Results Diagram
Source: Research 2023

So, with 87.2% of students agreeing, it means that the vast majority of students feel that they have understood how to deal with digital technology disruption in the marketing industry. This finding suggests that the majority of students have demonstrated an understanding of how to navigate digital technology changes within the marketing context and feel prepared to address potential challenges that may emerge from these changes. Therefore, the majority of students already possess a solid foundation of understanding in the realm of marketing in the digital age. This provides them with a significant opportunity to delve into the domain of entrepreneurship. This assertion is further substantiated by the contemporary context, marked by our entry into the 4.0 industrial era and our progression towards a 5.0 society. In this paradigm, target markets are undergoing a transformation towards digital platforms, as previously highlighted (Siagian *et al.*, 2020).

6. The current curriculum provides opportunities for digital marketing practice in real-world projects.

This question is posed to evaluate whether students gain practical experience in digital marketing through the current curriculum.

From these statements, the following results were obtained:

94 responses

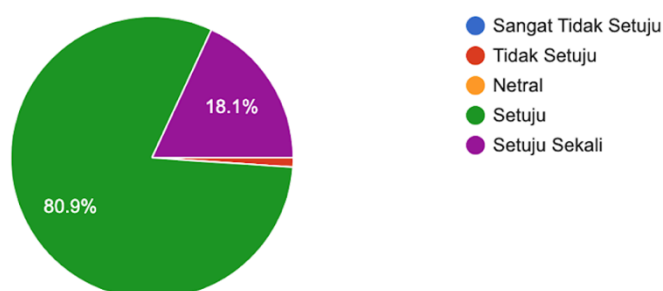


Figure 7. Questionnaire Results Diagram
Source: Research 2023

The chart above indicates that 80.9% of students expressed agreement, suggesting that the majority of students perceive the current curriculum as providing opportunities to gain practical experience in digital marketing through real-world projects. This outcome suggests that educational institutions and programs have effectively integrated practical elements into their digital marketing education curricula. This integration is a pivotal step in equipping students with the necessary skills to thrive in the digital marketing sector and to develop competencies that are directly applicable to their future careers. This assertion is pertinent to the observation that learning materials undergo substantial transformation in tandem with the advancements of the Fourth Industrial Revolution (Gafari *et al.*, 2019).

7. Our teachers have adequate knowledge of digital marketing and current technology.

This question was asked to gauge students' interest in learning more about digital marketing strategies. This question is more related to students' perceptions of their teachers' knowledge of digital marketing and the latest technology, rather than their

interest in learning more. Students' perceptions can provide schools with insight into the extent to which their teachers are considered competent in the subject and whether there is a need for improvement in learning.

From these statements, the following results were obtained:

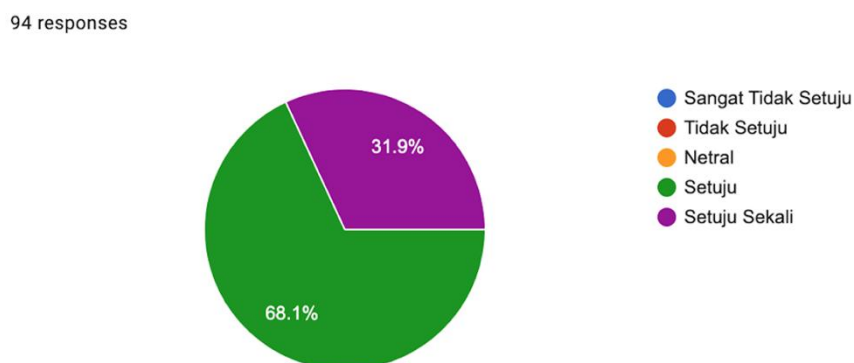


Figure 8. Questionnaire Results Diagram

Source: Research 2023

From the chart above, with 68.1% of students choosing "Agree" and 31.9% choosing "Strongly Agree," it shows that the vast majority of students feel that their teachers have adequate knowledge of digital marketing and the latest technology. Consequently, students generally hold the perception that their instructors possess the necessary competencies in this discipline, and are well-versed in digital marketing and contemporary technological advancements. This assertion aligns with the prevailing notion that educators are expected to perpetually enhance their competencies in the domains of education and pedagogy. A significant approach entails the implementation of learning innovation and the development of teaching materials. The endeavor to innovate in the realm of teaching materials, entailing their creation by educators, constitutes a pivotal endeavor to facilitate student comprehension of the subject matter (Suprihatin & Manik, 2020).

8. I am interested in learning more about digital marketing strategies in the future.

This question is asked to measure students' interest in learning more about digital marketing strategies. The responses of students to this question can offer insights into their interests in specific subjects. These insights can assist schools or educational programs in planning curricula or offering educational opportunities that align with students' interests.

From these statements, the following results were obtained:

94 responses

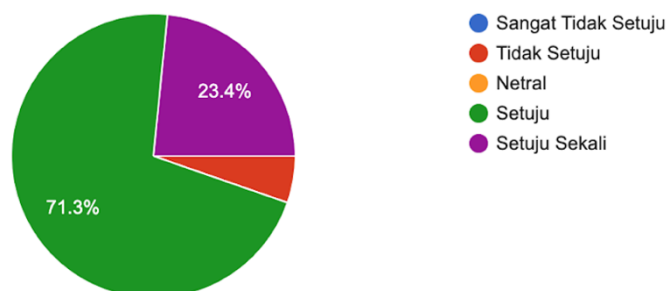


Figure 9. Questionnaire Results Diagram
Source: Research 2023

So, based on **Figure 9** with 71.3% of students choosing "Agree," it shows that the vast majority of students are interested in learning more about digital marketing strategies in the future. This suggests a favorable attitude among students towards the subject, indicating a potential interest in acquiring digital marketing skills and knowledge, whether for further education or career advancement in this domain. Accordingly, the bulk of students have already addressed the concerns that have arisen from the challenges we face in recognizing that human thinking does not align with the exponential developments currently underway (Sefudin & Darwin, 2020). This is because the majority of students already have a more comprehensive and thorough understanding of the changes that are occurring and will occur, along with a desire to learn more deeply about digital marketing in the future.

9. Basic marketing materials need to be improved to better reflect the development of digital technology.

This question was asked to obtain students' opinions on what needs to be improved in the marketing materials taught. The responses of students to this inquiry may offer insights into the extent to which they perceive the marketing materials taught in their schools to align with current needs and whether enhancements or updates are necessary to enhance their relevance to the progression of digital technology.

From these statements, the following results were obtained:

93 responses

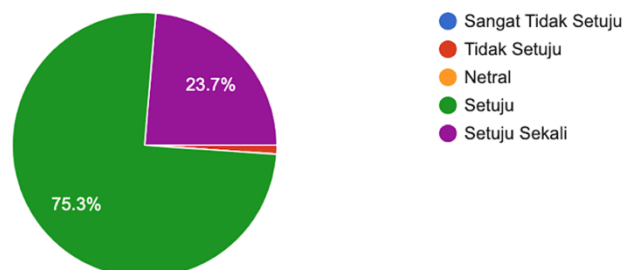


Figure 10. Questionnaire Results Diagram
Source: Research 2023

With 71.3% of students choosing the "Agree" option in **Figure 10**, it shows that the vast majority of students agree that basic marketing material needs to be improved to better reflect developments in digital technology. This finding suggests that students recognize the necessity for enhancing the relevance of their marketing materials to the evolving landscape of digital technology. The substantial degree of consensus among students suggests the presence of a collective understanding regarding the necessity for adjustments to the marketing curriculum, thereby aligning it with the evolving demands of digital technology. Furthermore, students have already demonstrated an understanding of the significance of innovative teaching materials and a curriculum that aligns with technological advancements, as previously mentioned by (Iqbal *et al.*, 2022) it has been established that technological knowledge serves as a crucial intermediary between curriculum design and entrepreneurial skills.

10. Do you have any other suggestions or recommendations for developing marketing fundamentals materials that are more relevant to current digital technology developments?

(Short answer). This question is posed to give students the opportunity to provide specific input or suggestions regarding improvements to marketing materials.

From this final question, several suggestions and recommendations can be considered:

- **More Practice:** Some students suggested more hands-on marketing practice rather than theory. This indicates they may want more practical experience in marketing
- **Practical Marketing Experience:** There was a suggestion to ensure all marketing students have experience promoting a company, product, or service. This can help students apply marketing concepts in real-world situations.
- **Focus on Digital Marketing:** Many students propose placing greater emphasis on digital marketing, including strategies such as social media, email marketing, and online advertising. This reflects the importance of digital marketing in today's digital technology context.
- **Consumer Personalization:** Integrate the concept of consumer personalization into marketing materials. This is an important element in digital marketing, where consumer data is used to provide a more relevant experience.
- **Digital Technology Developments:** Ensure that marketing materials reflect the latest developments in digital technology, such as artificial intelligence, chatbots, digital customer experience, and influencer marketing.
- **Online Learning Resources:** Recommend the use of online learning resources, such as courses on platforms like Udemy, to gain deeper insights into digital marketing.
- **Understanding Digital Technology:** Students also suggest gaining a better understanding of digital technology and its developments.
- **Marketing in the Digital Age:** Recommendations for addressing marketing challenges in the digital age with simpler and more effective strategies.

- Retail Stores: There are suggestions for discussing how to reopen retail stores amid changing times.

These suggestions can help schools or educational programs develop marketing materials that are more relevant to current developments in digital technology and address the needs of students in understanding the ever-evolving world of digital marketing.

In addition to using questionnaires, the researchers also conducted interviews with educators in this study. The researchers asked respondents 10 questions.

Table 1. Descriptive Questions for Respondents

| No | Question | Purpose of Question |
|----|--|--|
| 1 | How do you see significant changes in the world of marketing as a result of digital technology disruption? | This question was asked with the aim of understanding respondents' views on important changes in the world of marketing that have occurred due to digital technology. |
| 2 | Have there been any concrete steps taken at SMKN 1 Bandung to integrate digital technology issues into the basic marketing curriculum? | This question was asked with the aim of finding out the concrete actions that schools have taken to integrate digital technology issues into the curriculum. |
| 3 | How do you define the key skills and competencies that students must possess to address the challenges of digital technology disruption in the field of marketing? | This question was asked with the aim of identifying the key skills and competencies that respondents see as important for students in facing the disruptive changes brought about by digital technology. |
| 4 | Could you please explain how you adapt the core marketing curriculum to align with digital technology trends, such as social media, e-commerce, or data analysis? | This question is asked with the aim of understanding the approach used in adapting marketing materials to digital technology trends. |
| 5 | Are there any collaborations or partnerships with the industry or digital technology companies to support teaching and curriculum development in marketing? | This question is asked with the aim of finding out whether schools have established collaborations with industries or digital technology companies to support education. |
| 6 | How has the use of digital technology influenced teaching methods in the basic marketing classroom? | This question is asked with the aim of identifying how the use of digital technology has influenced teaching methods. |
| 7 | What suggestions or best practices can you share with other teachers who wish to update their marketing materials with a focus on digital technology? | This question is asked with the aim of gaining insights and best practices from respondents that can be shared with other teachers. |
| 8 | How do you evaluate the effectiveness of students' learning in adopting digital marketing concepts? | This question is asked with the aim of identifying the methods used to evaluate students' understanding of digital marketing concepts. |
| 9 | How does the school measure the success of implementing changes to the foundational marketing curriculum related to digital technology? | This question is asked with the aim of understanding how schools measure success in implementing changes in marketing materials related to digital technology. |
| 10 | What are the biggest challenges faced in developing and teaching marketing | This question is asked with the aim of identifying the main challenges faced by |

| No | Question | Purpose of Question |
|----|--|---|
| | materials in the era of digital technology disruption at SMKN 1 Bandung? | schools in dealing with changes in marketing education related to digital technology. |

Source: *Research 2023*

The results of the interview indicated the presence of five elements in fundamental marketing education. Of these five elements, three are combined into a project that will be distributed to students, particularly those related to digital aspects. This integration of business communication, job profile, and business process into a unified learning module is a distinctive feature of SMKN 1 Bandung's educational approach.

The utilization of teaching materials in the learning process underscores the heterogeneity of information sources. Teachers are encouraged to explore a variety of sources, rather than relying solely on a single textbook. This necessitates the compilation of diverse materials from textbooks and research journals, subsequently distilled into summaries for presentation to students. The implementation of a weekly project-based learning model is also one of the approaches applied. In such cases, teaching materials derived from research journals offer added value due to their specificity and currency. However, it is imperative to ensure that the teaching materials employed, whether from textbooks or journals, maintain a close alignment with the prevailing curriculum.

In this weekly project, each stage is characterized by a distinct focus. The program is structured as follows: in the first week, participants will engage in a series of activities, including self-introduction and an introduction to the school. In the second week, the focus will shift to the promotion of the business center through the utilization of social media. Assessment is conducted by tagging the relevant teacher in each promotion carried out by the students. In the third week, the implementation process continues with the sale of products from the business center via live streaming on digital platforms. The evaluation of this project is based on a rubric that has been customized to align with the existing curriculum. Consequently, this initiative offers students practical experience in a business environment while providing an assessment framework that is aligned with established curriculum objectives.

The profound and pervasive changes engendered by digital technology are now inevitable. Mobile phones, which were previously prohibited in the classroom, are now regarded as beneficial tools in the learning process, particularly in marketing at SMKN 1 Bandung. In the contemporary technological era, educators have evolved from mere instructors to facilitators. In the contemporary educational landscape, students have increasingly adopted digital technologies, such as smartphones, to facilitate the completion of assignments and projects mandated by educators.

The core skills and competencies that students must possess to address the challenges of digital technology disruption in the field of marketing at SMKN 1 Bandung are aligned with the needs of various industries that will eventually hire graduates from the school. This objective is pursued from the program's inception through the implementation of a unified curriculum. SMKN 1 Bandung collaborates with various industries, including Eiger, Yogya, Alfamart, and others. These industries are invited to participate in curriculum

synchronization. The competencies required by these industries, in turn, become the subject matter taught in the classroom through various learning models.

The evaluation process at SMKN 1 Bandung encompasses three distinct assessments: initial, formative, and summative. The initial assessment is used to create groups of students. The formative assessment is a tool employed to enhance learning. The summative assessment is employed to evaluate the overall learning process. In order to address the challenges posed by 21st-century education, it is imperative to implement an effective and meaningful learning assessment in the classroom. This assessment should prioritize authentic assessment, which is more formative in nature. Formative assessment places greater emphasis on achieving learning objectives than summative assessment, which focuses on the final outcomes of learning. The implementation of this pedagogical approach in the classroom has been demonstrated to yield numerous advantages for both students and educators. However, active involvement from teachers is necessary to address potential challenges so that assessment in the classroom can be implemented optimally (Puteri *et al.*, 2023).

The most significant challenge confronting educators at SMKN 1 Bandung pertains to the learning models and methods that must be employed by teachers when delivering teaching materials in the classroom. This necessity arises from the imperative to ascertain the suitability of specific models and methodologies for each teaching material to be delivered.

Discussion

Based on the results of research conducted at SMKN 1 Bandung, several key points were identified, namely:

1. Integration of Learning Elements

In the instruction of fundamental marketing principles, five key elements must be addressed. In an effort to make learning more contextual and relevant to the ever-changing world of marketing, three elements related to digital technology, namely business communication, job profiles, and business processes, were combined into one project. This pedagogical approach enables students to develop a more profound comprehension of how these elements interact in real-world contexts. Business communication is defined as the use of communication in the business world to achieve specific objectives. It encompasses a variety of forms, including both verbal and nonverbal communication (Candra *et al.*, 2022).

2. Diversification of Teaching Materials

Teachers at SMKN 1 Bandung use teaching materials from various sources, not limited to one textbook. Each teacher is responsible for finding additional teaching materials, which can come from various sources, including textbooks and research journals. In this way, students have access to a variety of learning resources that can enhance their understanding of marketing.

3. Project-Based Learning Model

The learning model implemented is a weekly project. Students are instructed to create projects that include various stages, from self-introduction to promoting the business

center (Kancana Mart) on social media, and finally conducting live streaming to sell products as an implementation of Business Communication elements. These projects furnish students with profound practical experience, thereby facilitating the application of theoretical concepts in authentic real-world settings. In the context of producing projects, teachers are tasked with the creation of assessment rubrics, which are meticulously tailored to the curriculum. The employment of rubrics in the assessment process is intended to provide a concrete illustration of students' abilities. The primary benefit of rubrics is their capacity to offer specific, quantifiable data concerning students' learning outcomes (Suwarno & Aeni, 2021). Changes in the curriculum have been shown to have a transformative impact on the educational landscape, as the curriculum supports students' ability to provide adequate responses and fosters competent learners who can contribute positively to society. The implementation of this curriculum is reflected in the form of learning experiences with principles that facilitate more effective and efficient communication with various constituents, including school principals, educators, and other support staff (Larasati et al., 2022).

4. Changes in the Role of Teachers

The inevitable disruption of digital technology has profound implications for the role of the teacher, who now assumes the role of facilitator rather than the conventional instructor. The utilization of mobile phones as learning aids is permitted for students, thereby signifying a shift in the role of educators from instructors to facilitators, who provide support to students in their engagement with digital technology.

5. Curriculum Synchronization with Industry

SMKN 1 Bandung has established partnerships with various industries to integrate industry needs into the curriculum. Industries such as Eiger, Yogya, Alfamart, and others are involved in the curriculum synchronization process so that the competencies required by the industry become part of classroom learning.

6. Progressive Evaluation

Student evaluation at SMKN 1 Bandung is conducted progressively through three stages: initial assessment, formative assessment, and summative assessment. This allows students to continuously improve their understanding throughout the learning process and provides an overall picture of student achievement.

7. Challenges of the Learning Model

A significant challenge confronting educators is the selection of suitable learning models and methods for a variety of teaching materials. It is incumbent upon educators to ascertain that the selected learning model is capable of effectively conveying a variety of instructional materials to students.

In addition, regarding the learning of Marketing Basics as perceived by students, the following points were noted:

1. Relevance of Marketing Material to Digital Technology

The majority of students (87.2%) agreed or strongly agreed that the basic marketing material taught in school covers current issues in digital technology and disruption,

indicating their awareness of the importance of keeping up with digital developments in marketing.

2. The Importance of Digital Marketing for the Future

The subject's interest in acquiring further knowledge regarding digital marketing strategies is indicative of their cognizance of the significance of digital marketing as a pivotal skill.

3. Curriculum on Digital Marketing

The present curriculum offers opportunities for digital marketing practice in real-world projects, suggesting that students have obtained practical experience in digital marketing.

4. Confidence in Using Digital Tools

Students have expressed a high degree of confidence in their ability to utilize digital tools for marketing purposes, including social media and online advertising. This confidence is indicative of a substantial aptitude for dealing with digital technology.

5. Understanding of Digital Technology Disruption

Students have understood how to deal with digital technology disruption in the marketing industry, demonstrating a good understanding of the challenges of disruption in marketing.

A thorough examination of the learning approach at SMKN 1 Bandung reveals a concerted effort to ensure that the educational experience remains pertinent to the evolving landscape of marketing and digital technology. The integration of diverse teaching materials, the incorporation of real-world context-based projects, and the role of teachers as facilitators all contribute to students' comprehension of marketing concepts in a rapidly evolving global context. By aligning the curriculum with industry needs, students are equipped with competencies that meet the demands of the workplace. The curriculum must adapt to local and global needs and developments so that students can develop a deep understanding of global and local issues, as well as the skills required to participate in an increasingly complex and interconnected society. The establishment of learning objectives that are congruent with the needs of students is an imperative component of curriculum design (Rini *et al.*, 2021). Changes in the curriculum have been shown to have a transformative impact on the world of education, supporting students in providing adequate answers, creating competent students in various subjects, and even enabling them to make positive contributions to society.

The implementation of the curriculum is achieved through the facilitation of learning experiences that are grounded in principles that facilitate more efficacious communication with a range of stakeholders, including school principals, educators, and support staff (Larasati *et al.*, 2022). Progressive evaluation helps monitor student progress, and the greatest challenge for teachers is selecting the most effective learning model for diverse instructional materials. Overall, this approach creates a learning environment that is responsive to the challenges of digital technology disruption in the marketing industry.

CONCLUSION

The findings of the research indicate that students at SMKN 1 Bandung possess a satisfactory level of awareness regarding the significance of digital marketing in the context of technological advancements. The majority of students concur that fundamental marketing materials address contemporary issues in digital technology and disruption, and they acknowledge the significance of digital marketing as a skillset for the future. Furthermore, they possess a high degree of confidence in the utilization of digital marketing tools, such as social media and online advertising, to promote their services. Moreover, the challenges posed by digital technology disruption necessitate that educational institutions modify fundamental marketing materials, augment digital marketing practices within authentic projects, and furnish students with opportunities to confront and comprehend digital technology disruption within the marketing industry. The implementation of pertinent learning methodologies and curricula has facilitated the preparation of students to effectively navigate the evolving digital landscape in the marketing sector, equipping them with a robust foundation of knowledge, proficient skills, and a high degree of confidence. Digital marketing practices in real-world projects, as delineated in the curriculum, furnish students with opportunities to confront and comprehend digital technology disruption in the marketing industry. This finding lends further support to the notion that effective learning methodologies and curricula are instrumental in preparing students to navigate technological advancements within the marketing domain.

It is recommended that future research explore the impact of using project-based learning methods in the context of digital marketing. This research could center on a comprehensive evaluation of the efficacy of digital marketing projects that have been incorporated into the curriculum of SMKN 1 Bandung. Furthermore, the investigation of the factors that influence students' level of engagement in these projects could also be an important aspect to explore. The potential impact of project-based learning methodologies on the cultivation of students' competencies and their aptitude to confront future challenges in the digital marketing domain warrants exploration through research initiatives. Consequently, the findings of subsequent research may offer significant insights that could inform the development of more effective learning strategies to address the evolving landscape of digital technology.

AUTHOR'S NOTE

The authors declare that there are no conflicts of interest related to the publication of this article. The authors confirm that the data and content of this article are original and free from plagiarism.

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