Implementation of Digital Marketing Learning to Develop Capabilities in Making Video Content Marketing

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ABSTRACT

Purpose: The aim of this research is to prepare digital marketing teaching materials and test the effectiveness of digital marketing learning to develop the ability to create content marketing videos.

Methodology: The method used in the research is experimental and ex-post facto which is explanatory. The experimental method is used to test the effectiveness of digital marketing learning in experimental classes in management study programs. An ex-post facto method to test the effectiveness of digital marketing learning through assessing content marketing videos created by student working groups.

Findings: The results of most students' video content marketing assessments are classified as very good. The content marketing video produced by the student working group is in accordance with the learning objectives. The application of digital marketing learning can grow students' ability to create content marketing videos.

Implications: Applying digital marketing strategies and learning methods through project-based learning methods can improve students' abilities in creating content marketing videos.

Practical implications: The ability to create marketing content videos can be applied through project-based digital marketing learning.

Originality/value: The resulting product can be used as a reference for digital marketing learning to grow students' abilities in making content marketing videos, so that learning outcomes are obtained that are in line with the objectives of MBKM.

Paper type: Research paper

Keyword: *Digital Marketing, Video Content Marketing*

I. INTRODUCTION

Minister of Education and Culture Regulation Number 3 of 2020 concerning the MBKM (Merdeka Belajar-Kampus Merdeka) program in universities makes the learning process democratic and has an impact on the repositioning of universities. All universities are currently experiencing disruption due to a paradigm shift that lecturers are not the only source of knowledge, the position of lecturers is more as a source of abundant knowledge and mentorship. The World Economic Forum 2022 predicts that upskilling and reskilling in 2022 will be very important for 54% of all workers. Upskilling is basically an effort to increase a worker's skills, while reskilling is an effort to take on a new job that requires a new set of skills from a worker. Skill development can be obtained in an experiential process which is a new currency. The repositioning of higher education is implemented through multidisciplinary, interdisciplinary and transdisciplinary learning. This repositioning encourages changes to the curriculum, methods and learning models that give students the freedom to choose the knowledge and skills they want and be able to obtain them.

The development of ICT (Information and Communication Technology) encourages universities to expand their role in various aspects of life. This repositioning makes universities a producer of knowledge products that students will use. Mastery and use of social media, marketplaces and e-commerce are digital marketing tools for marketing digitally (Pradiani, 2017). Based on the repositioning and needs of the university, an appropriate effort

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to answer the problem is through the implementation of digital marketing learning to improve students' abilities with digital marketing skills that suit market needs, namely the ability to create content marketing videos about a product (goods and services) that has selling value.

Santoso (2019) revealed that the networking sites used in Indonesia are digital communication media, and Indonesia occupies the fourth device in the world. The use of digital communication media has now been transformed into digital marketing tools and digital selling. Utilization and use of networking sites as a marketing tool can increase brand awareness (Tarigan & Tritama, 2016); (Barri & Saerang, 2017); (Akbar, 2018) and increase sales (Puspitarini & Nuraeni, 2019). Social media is considered the most effective and efficient way to market products (goods and services) today. Increasing promotions through video content marketing can increase online sales (Susanto, et.al., 2020). The excess use of internet sites is as a medium for exchanging information, product promotions, product descriptions, catalogs, and so on (Yuliana, 2000).

Based on the explanation regarding the repositioning and role of universities in the current digital era as well as the characteristics of the FEB Unisma management study program, changes to digital marketing academics need to be made through the implementation of digital marketing learning to grow students' ability to create content marketing videos. Through digital marketing academics can open the supply and demand for current scientific product solutions. This research idea is relevant to a review (Fahmi, 2019) regarding the implementation of digital marketing learning adapted to the characteristics of each university. This research describes a system for implementing digital marketing in various scientific disciplines (Clouse, et.al., 2005). The learning method applied in this study is an innovative learning method and emphasizes contextual learning through complex activities (Cord, 2001). The focus of learning lies on the core principles and concepts of a scientific discipline, involving students in problem-solving investigations and meaningful task activities, giving students the opportunity to work autonomously in constructing their own knowledge, and reaching the peak of producing real products (Thomas, 2000).

The important thing in this study is the results of the development of digital marketing teaching materials as (1) learning references to improve the quality of digital marketing learning so as to obtain good learning outcomes, (2) implementation of learning applied in teaching and learning activities to grow the ability to create content marketing videos, (3) application to the management study program can be used to realize the distinctive advantages of the management study program, namely business digitalization so that it can achieve the expected competitive adventage.

Hermawan (2012) explains digital marketing as a form of activity to market products (goods or services) by utilizing digital media via internet networks. Internet media used by companies to promote products aimed at attracting and influencing consumers to make purchasing decisions is called digital media channels. The marketing channel that can be used is through content marketing (Chaffey, 2015). Content marketing is a marketing strategy by producing content that aims to provide information to targets (consumers) that is persuasive about the products being marketed. In the world of business, the internet is the main media and is very important for business people to offer the products (goods or services) they have. Based on this explanation, the digital era has introduced digital marketing (Muljono, 2018), so that marketing through digital media to introduce and offer brands for products owned by business actors and companies is called digital marketing.

Video content marketing is a strategy that uses video to market and promote the products or services of a business (Ratri, 2022). Video marketing is also used to increase engagement on digital channels, so it is very useful for introducing products and brand awareness to customers. Almost all business people currently use video content marketing as an effective and efficient digital marketing strategy. Through video content marketing, the prospect of market reach becomes wider, the opportunity to get sales and income will be greater. Video content marketing will also provide a detailed description of the services or products offered to the target market in a short duration.

II. METHODS

The method used in this research is experimental and ex-post facto which is explanatory. The experimental method is used to test the effectiveness of digital marketing learning in experimental classes in management study programs. An ex-post facto method to test the effectiveness of digital marketing learning through assessing content marketing videos created by student working groups. The procedure for developing digital marketing learning teaching materials in this research will use the DBR development model from Reeves (2006) which consists of four phases and is depicted in figure 1. The steps for developing the model are described as follows.
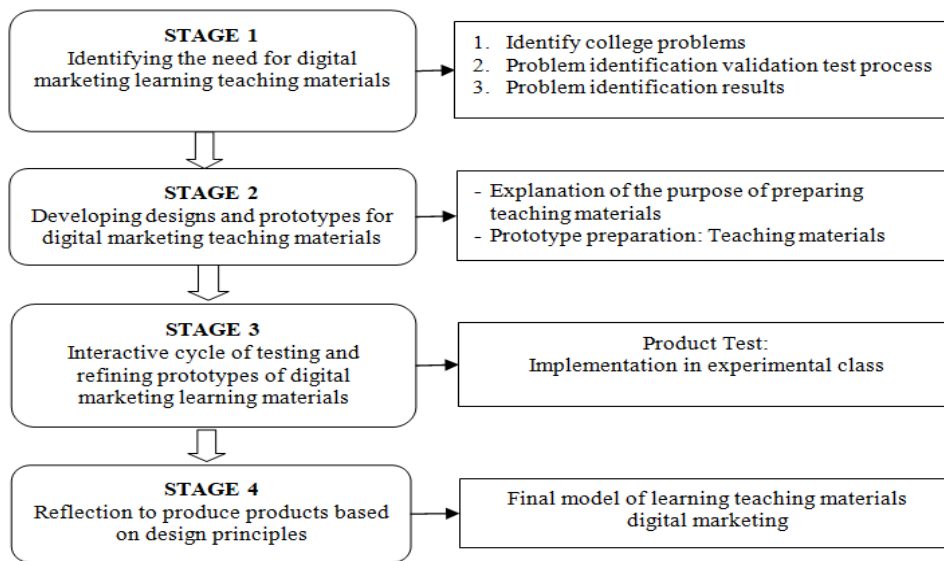
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Figure 1 – Research and Development Flow (Reeves, 2006)

Based on Figure 1, the research and development procedures can be explained as follows.

1. Stage 1: Identifying the need for digital marketing learning teaching materials
   Identify the need for digital marketing learning teaching materials with the aim of finding out the needs of lecturers and students for digital marketing learning teaching materials. From the problem identification process that has been carried out, problem identification will be obtained regarding changes to learning teaching materials that suit student needs and are able to realize the distinction of management study programs.

2. Stage 2: Design development and prototype of digital marketing teaching materials
   From the results of needs identification data analysis, the next stage is to prepare a design and prototype of digital marketing learning teaching materials.

3. Stage 3: Interactive cycle of testing and refining digital marketing learning prototypes
   This stage is the stage for carrying out validation tests and perfecting prototypes of digital marketing learning teaching materials (product testing). Field trials are used to determine the effectiveness of digital marketing learning. The indicator of learning effectiveness is seen from the value of learning outcomes in the form of video content marketing. A field trial design to determine the effectiveness of digital marketing learning was carried out in an experimental class in the management study program.

4. Stage 4: Reflection to produce products according to design principles
   The results of the field test analysis are used as input for improving the final product of digital marketing learning teaching materials which are ready to be communicated and used by lecturers in learning digital marketing courses. Improvements at this stage are carried out by carrying out evaluations in accordance with the design expected in the previous stage.

III. RESULTS AND DISCUSSION

The results and discussion in this research consist of identifying and analyzing needs, developing designs and prototypes, final product trial results, the ability to create marketing content videos, and the effectiveness of digital marketing learning. It is explained in detail as follows.

A. Needs Identification and Analysis

a. The problem identification stage shows that the problems that arise are quite complex and the solution is input from the collaborative group (Ellis & Levy, 2010). The problem identification process in this research includes extracting data regarding students' understanding of digital marketing, analyzing the application and expectations of digital marketing material, student problems and the role of lecturers. The condition of students shows that they predominantly lack understanding about digital marketing. From the results of interviews conducted randomly with 15 students, it showed that 9 students did not understand digital marketing and 6 students understood digital marketing. Management study programs currently prioritize

efforts to develop students' digital marketing skills because students' understanding of digital marketing greatly influences the quality of learning outcomes. Apart from that, it is also influenced by several things, including learning readiness and learning maturity, student enthusiasm and intelligence. This affects the speed of learning in management study programs.

b. From this data, a validation test was carried out with cross information in the form of interviews with lecturers and students. The results of the validation test show that there are still many weaknesses in digital marketing learning teaching materials, especially the problem of the applied curriculum which is still dominated by learning in the form of theory, and the problem of students' poor understanding of digital marketing, so improvements are needed in learning strategies, materials and objectives. application of digital marketing learning.

c. Based on the description of the problem, an identification of the problem regarding changes in the implementation of learning in accordance with student needs was obtained. As input material for compiling competency teaching materials for digital marketing courses, with the following flow diagram.

Figure 2 – Problem Identification Results

B. Design and Prototype Development

This stage is an activity to prepare a draft digital marketing learning design according to the opinion of Ellis & Levy (2010) which was selected from the results of problem identification and goal formulation. The draft design of this model was prepared by involving researchers and educational practitioners as well as the business and industrial world. The following is a description of the objectives including materials and model design.

1. Explanation of the Purpose of Model Preparation
   Explanation of the objectives of preparing models for prototypes of digital marketing learning teaching materials that are in accordance with the results of problem identification. The identification results include students' background understanding, implementation of the curriculum so far, and learning models used in delivering digital marketing material.

2. Design and Prototype Development
   This model design consists of three main components, namely objectives, learning methods, and assessment. These three aspects are the main components of a modified model of learning variables according to Reigeluth & Merrill (1978; 1979); Degeng (2013) in the form of learning conditions, learning methods, and learning outcomes. Condition variables emphasize learning objectives as a model component, while student characteristics and learning constraints (carrying capacity) are part of the analysis of problems and needs as explained in the results of the preliminary study. The learning outcomes component uses the term assessment according to Gagne, et.al. (1992) is that learning outcomes refer to capability as student learning performance, so that it becomes a reference in formulating objectives, learning methods and assessment.

3. The results of the design development and project-based digital marketing learning prototype are as follows.

Table 1 - Results of Design and Prototype Development

No.	Model Component	Explanation
1	*Tujuan Pembelajaran*	*The structure follows the educational policy that contains:*
		a. Course Objectives
		Providing new insights about digital marketing to motivate students to develop themselves and be able to change their way of thinking by developing digital marketing skills
		b. Competency standards
		After taking this course students have good digital marketing skills
		c. Basic competencies
		Students can explain the meaning of digital marketing
		Students are able to understand various types of digital media
		Students are able to understand digital marketing content
		Students are able to understand the types of content
		Students are able to understand the concept of digital marketing content
		Students are able to understand tips for creating digital marketing content
		Students are able to create marketing content videos
		Students are able to market products through promotional videos that have been made
		d. Subject matter
		Understanding Digital Marketing
		Types of Digital Media
		Digital Marketing Content
		Types of Content
		Digital Marketing Content Concept
		Tips for Creating Digital Marketing Content
		Create Marketing Content Videos
		Marketing Products Through Promotional Videos
2	*Learning methods*	*Project-based digital marketing learning*
		Division of student work groups

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3	Evaluation	Process and results of digital marketing learning (product)

The aim of this learning is to provide new insight into the potential of marketing in the digital era to motivate students to develop themselves and be able to change their way of thinking by developing digital marketing skills. Therefore, the competency standard to be achieved from the results of developing a project-based digital marketing learning model is that students are able to have the ability to create marketing content videos.

C. Final Product Trial Results (Field Test)

a. Model test class profile

The test subjects in the research were 36 students who were taking digital marketing courses at the FEB Unisma management study program. The class used in model testing is the experimental class. The application of this learning model is based on the results of design and prototype development. The syntax of the project-based digital marketing learning model is described as follows.

Table 2 - Sintaks Model Pembelajaran Digital Marketing Berbasis Project

Stages	Lecturer Activities	Student Activities
Implementation of project-based digital marketing learning	The lecturer conveys the learning objectives and explains the topic of the activity to students	Students listen and listen to the lecturer's explanation
	The lecturer asks students essential questions according to the project learning topic they will be working on	According to the topic presented by the lecturer, students try to solve problems in groups
	Project planning is prepared collaboratively between lecturers and students	The project plans that have been prepared are discussed with the group
	Lecturers act as guides in project planning	
	The activity schedule and rules for implementing project learning are created collaboratively between lecturers and students	Mahasiswa mendiskusikan mengenai deadline penyelesaian project
	Lecturers observe project activities carried out by students	Project implementation is carried out by student groups
	Lecturers evaluate marketing content videos produced by students in groups	Student group presentation to display and show the marketing content videos that have been produced
	Lecturers provide feedback on a product produced	
	In the reflection activity, each marketing content video produced will be reviewed in detail from the negative to the positive side	Student explanation regarding procedures for making marketing content videos

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After going through the presentation and assessment process, the stage of concluding the marketing content video and the new findings that have been produced will be carried out

Summarize new processes and findings from learning content marketing videos

Ability to create student marketing content videos

Lecturers assess students' marketing content videos to determine students' ability to create marketing content videos

Collect marketing content videos according to deadlines

b. Product Assessment (Video Content Marketing)

The results of the application in the experimental class show that the marketing content videos produced by the student working group are as follows.

1) Tote Bag, a box-shaped and open tote bag equipped with two handle straps at the top.
2) Fly.Co, sandals that can be customized according to consumer wishes
3) Mini Cake, a beautiful mini cake used to celebrate birthdays, hampers or other special days.
4) Kang Flora, the ornamental plants that are promoted are planted in pots so they can be easily placed inside or outside the house.
5) Tempe Chips, a tempeh chips snack served in various flavors.
6) SBC Lotion, a body lotion product that can brighten and whiten the skin.
7) Good Friend, rents cooking equipment and prepares ingredients for grilling.
8) New Normal Kit, health products namely masks, hand sanitizer and tissue.
9) Bromonesia, the service offered is a traveling service to a very popular tourist spot, namely Mount Bromo.
10) Makaroni Cuck, a snack made from macaroni with various flavors.
11) Makaroni Ngehe, is a typical Indonesian snack with a variety of spicy flavors and sensations and is packaged in a modern way.
12) Oriflame Perfume, beauty products in the form of perfume.

Figure 3 – Video Content Marketing

The value of the marketing content video is taken from the value of the work of the student working group in the form of promotional videos. To measure the success of project-based digital marketing learning, it is based

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on learning outcome assessment standards. The results of the student portfolio assessment showed that 33 students or 92% had very good learning scores (average score 80-100) and 3 students or 8% had learning scores between good & very good (average portfolio score 75 - < 80). From the results of the marketing content video assessment, it can be concluded that the application of project-based digital marketing learning adopted from The George Lucas Educational Foundation (2005) shows students' ability to determine, plan and implement the chosen project, so that the final learning results are in line with expectations.

c. Ability to Create Student Marketing Content Videos

The ability to create student marketing content videos can be seen from the work of each group. Based on the results of the marketing content video scores, it can be concluded that the 36 students who took part in project-based digital marketing learning have the ability to make marketing content videos very well. This proves that they have the ability to, among other things: (1) explain the meaning of digital marketing; (2) know about various digital media; (3) know about digital marketing content; (4) understand the types of content; (5) know and understand the concept of digital marketing content; (6) know tips for creating digital marketing content; (7) able to create marketing content videos; (8) marketing products through promotional videos.

d. The Effectiveness of Digital Marketing Learning to Develop Students' Ability to Make Content Marketing Videos

The application of the final project-based digital marketing learning model which is based on the development of DBR (Design Based Research) from Reeves (2006) is able to grow students' ability to create marketing content videos in the FEB Unisma management study program. This is shown in the results of the project-based digital marketing learning assessment which is based on the assessment of promotional videos produced by each student working group. The work results in the form of marketing content videos are based on the application of 8 main components as basic competencies for project-based digital marketing learning. The results of applying this learning are in accordance with the results of research conducted by Nugroho & Nasionalita (2020); Febriyantoro & Arisandi (2018); Santoso, et.al., (2020) stated that understanding digital marketing both in theory and practice will make it easier for sellers to promote their products so that they are able to develop the market and develop the business they are running digitally with a wider market reach.

Digital marketing activities carried out in learning are used to measure students' abilities in creating content marketing videos in the management study program. Student abilities measured based on video content marketing assessments in groups are constructed from the theory of Hermawan (2012) which explains that digital marketing is the activity of marketing products by utilizing digital media via the internet network, and Muljono (2018) further states that digital marketing is marketing through digital media to offering a brand owned by a company.

Thus, implementing project-based digital marketing learning is a very appropriate learning strategy and method for increasing understanding of digital marketing both in theory and practice. As students' ability to create content marketing videos increases, their desire to develop their business and expand their market increases. Apart from that, with the digital marketing skills and abilities they have, they will automatically change students' mindsets to become job creators. With the current economic conditions in Indonesia and seen from the potential of available natural resources, there are still huge opportunities open for both business people who are just starting out and those who are already running to more intensively introduce new brands with products that are attractive and have a market. potential.

IV. CONCLUSION

Based on the results and discussion, the conclusions from the research are as follows.
1. The core problems in the research include: (1) the condition of management study program students who have a poor understanding of digital marketing; (2) the implementation of the digital marketing curriculum that has been going on so far is dominated by theoretical understanding, has not been balanced with practical activities, and the learning process focuses on course teachers, so that students are more passive; (3) student attitudes and behavior during the learning process are not optimal due to differences in understanding between students about digital marketing; (4) learning activities are dominated by lecturers and are knowledge transfer; (5) The provision of practical digital marketing learning materials is currently still not implemented well.
2. The needs of the management study program are: (1) there is an improvement in the learning model where students are required to be more active in the digital marketing learning process; (2) there is a balance between theory and practice, so that the goal of digital marketing learning, namely developing the ability to create content marketing videos, can be achieved well; and (3) digital marketing learning is more directed at

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practicums that are applicable in nature, so that they can contribute to understanding and grow digital marketing skills in students.

3. The results of the development of project-based digital marketing learning designs and prototypes consist of learning objectives, learning methods and assessments.
4. Product testing includes model test classes in the experimental class, product assessment (value of video content marketing results) is obtained from the application of project-based digital marketing learning syntax, the assessment results show students have very good grades, and the products produced by the student work group are already in accordance with the instructions and targets that have been set.

   Dissemination of research results include:
1. The products produced can be applied in the Faculty of Economics and Business to create graduates who have good learning outcomes, namely in the field of marketing.
2. This product can be applied to management study programs by implementing appropriate learning strategies and methods, namely project-based learning methods in order to improve students' abilities in creating content marketing videos.

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