



Digital Marketing for Young Entrepreneurs: Counselling at Global Cahaya Nubuwwah Insani School, Purwakarta

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ABSTRACT

The rapid development of the digital economy creates new opportunities for young people to participate as entrepreneurs. High school students, despite being active with digital technology and social media, are unaware of their benefits. Yet, it is important for entrepreneurs to optimize digital technology when marketing their products. The Community Service Team from the Faculty of Economics and Business Universitas Trisakti held a digital marketing counselling program for high school students studying at Global Cahaya Nubuwwah Insani (GCNI) in Purwakarta. The problem faced by the GCNI school was the low understanding of students about digital marketing which is very important for them studying to become young entrepreneurs. The program was aimed to enhance students' understanding of digital marketing, its implementation and strategies for measuring its performance. The counselling method consisted of discussion and sharing experiences in using digital technology. To evaluate the effectiveness of the program, students were given two similar questionnaires before and after the program was conducted. The result of the descriptive analysis of the pre and after questionnaires indicate that students' understanding of digital marketing concept improved after they joined the counselling program. The findings suggest that counselling is an effective educational approach to increasing students' knowledge about digital marketing and strengthening their entrepreneurial spirit.

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A. INTRODUCTION

As a developing country, Indonesia is entering a period that can be regarded as an important moment for its future economic development. Most of the Indonesia's population is now within the productive age group, creating what is commonly referred to as the demographic advantage. Recent data published by Central Bureau of Statistics indicates that young people continue to represent a substantial proportion of Indonesia's population (Badan Pusat Statistik, 2025).

This demographic structure presents good opportunities for economic growth, however it also brings up a question: is Indonesian youth ready to thrive in an economy



that is increasingly dominated by digital technology? Indonesia does not need merely a productive population to generate economic progress, but these young people have to show their ability and creativity to create economic value for the country's economy. Therefore, developing entrepreneurial capacity among young people deserves greater attention, since entrepreneurship is now recognized as a competency not just a career choice, and it is better to introduce it systematically through education (PMK, 2025).

According to Coordinating Ministry for Human Development and Cultural Affairs, Indonesian young people make a significant contribution to the realm of entrepreneurship, with young entrepreneurs making up 80.52% of the total young workforce (PMK, 2024). Young people's participation in entrepreneurship is believed to boost economic growth through innovation and the creation of new jobs by becoming entrepreneurs (PMK, 2024). Indonesian Government has addressed the challenges of youth entrepreneurship by issuing Presidential Regulation No. 2 of 2022 on National Economic Development 2021-2024 as a guideline for all stakeholders concerned with entrepreneurship (PMK, 2023). The government has implemented this regulation by creating an entrepreneurial ecosystem that can improve young entrepreneurs' competencies as well as opening new markets, providing capital access, establishing regulations and fostering institutional understanding among young entrepreneurs. This ecosystem also emphasises the importance of preparing young entrepreneurs to respond to the technological change encountered by all businesses, regardless of size. As economic activities continue to shift towards digital platforms, young entrepreneurs need entrepreneurial and digital competencies.

Riana et al., (2023) conducted a systematic literature review and found that digital transformation plays a significant role in the growth of entrepreneurship, mainly in fostering innovation and expanding access to the global business opportunities. Also, digital innovation has become the main foundation and driver for the growth and success of the entrepreneurs in this digital era (Riana et al., 2023). It is very obvious that digital economy has fundamentally changed the way businesses are established and managed. Years ago, entrepreneurs need substantial capital to launch their business, but today digital technology helps them to simplify business activities. Now entrepreneurs can introduce and promote their offerings through social media, have online conversation with consumers in real time, receive orders through online marketplaces or their own website, and maintain customer relationships using digital communication platforms.

Digital transformation has important implications for young people, particularly those who belong to Generation Z who are closely connected with social media in their daily activities, such as information seeking, communicating with friend, gaming and learning. Generation Z's familiarity with digital technology creates favourable condition to improve their digital literacy in order to create digital entrepreneurship and high school students who have higher level of digital literacy are more willing to becoming entrepreneurs, so it is important for the government to include digital literacy into higher education curriculum (Suprianto et.al, 2024). Indonesian government considers digital adoption essential for improving business competitiveness, expanding market access, and strengthening economic resilience. This view implies that entrepreneurial education should no longer focus solely on business creation but also introduces digital competencies that enable future entrepreneurs to operate effectively in an increasingly technology-driven marketplace (PMK, 2024).

Previous researches have shown that entrepreneurship education, digital business and literacy are important for sparking students' entrepreneurial spirit and motivation to become successful entrepreneurs (Hasan et al., 2024; Suprianto et.al, 2024). In addition, it seems that providing high school students with hands-on experience through internship



program in creative industries can build their confidence in becoming entrepreneurs (Mulyadi, 2024). Recent research involving university students as sample found that entrepreneurship course increases students' positive towards entrepreneurship and their self-efficacy that finally encouraging them to start their own businesses (Wardoyo et al., 2025)

It is clear from the discussion above that entrepreneurship education needs to evolve alongside technological development. Students need competencies beyond theoretical aspects that help understand how entrepreneurial ideas are translated into practical actions. Among the various competencies required, digital marketing occupies a particularly important position. According to Gensler & Rangaswamy (2025), the topics of digital marketing mostly are related to e-commerce, social media and the latest technologies such as AI and Chatbots that can be used to sell the products and communicate with the customers. In the context of entrepreneurship, digital marketing enables entrepreneurs to establish meaningful relationships with consumers through consistent communication, relevant content, and active engagement.

A study carried out in Kebumen revealed that there has been an increase in the use of digital marketing platforms among young entrepreneurs and their businesses have also experienced sales growth between 2021 and 2024 (Sarwanto, 2025). Dini et al.,(2020) who studied young entrepreneurs in Surabaya that have small-scale businesses found that the more knowledgeable the entrepreneurs, they more actively using digital marketing as a means to promote and sell their products, and their business performance has increased. Another research by Gusnia, Febriadi and Novita (2026) showed interesting findings about the influence of digital marketing on university students' businesses. They found that the students feel easy and comfortable using digital marketing tools such as TikTok, Instagram and WhatsApp Business to promote their products. They also like creating content and using paid promotion advertising to increase customer engagement and maintain relationship with the customers. Also, digital marketing competence plays a vital role in enhancing entrepreneurial readiness of Generation Z in Sumbawa Regency which means that such competence enables young entrepreneurs in identifying business opportunities and target markets as well as develop branding strategies and collaboration with other parties (Kamila, 2025).

However, according to Lazuardi, S., Asharie, A and Rahmawaty (2024), who did the research in Palembang, some students who are already becoming young entrepreneurs showed low level of understanding regarding digital marketing concept such as the planning and analytical tools. Lesmana, D K., et.al (2026) found that High School Students had interest in becoming entrepreneurs, indeed some of them have already started their own products, but they found difficult to expand their business; although they are familiar with social media, yet they did not have the knowledge to utilize it for marketing purposes. Similarly, college students who are a part of generation Z and already run their own business, yet they do not have sufficient knowledge in the field of digital marketing, such as SEO, content strategy and web analytics ((Mujiono., Lumban Gaol, 2024).

Although entrepreneurship is now part of the school curriculum, students have few chances in experience digital marketing in practise. In classes students learn about entrepreneurship but lack opportunities to explore how digital tools can be used in real business situation. This highlights the need for educational activities that introduce digital marketing through practical discussion, real-life examples, and interactive learning experiences before students begin their professional careers.

In response to this need, the Community Service Team from the Faculty of Economics and Business, Universitas Trisakti (FEB Usakti), organized a digital marketing counselling



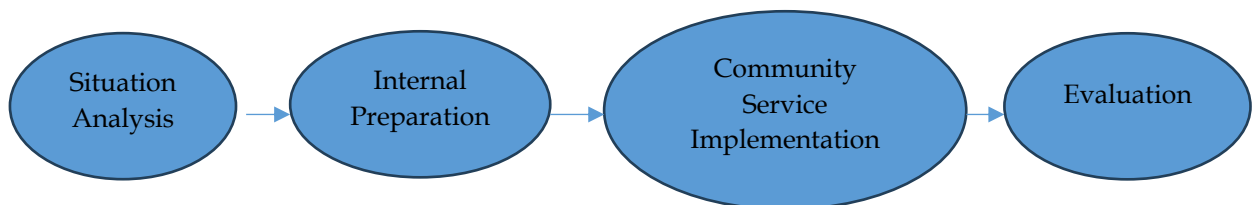
program for students at Global Cahaya Nubuwwah Insani (GCNI) Islamic Entrepreneurship Boarding School, Purwakarta, West Java. Most of the community service activities related to digital entrepreneurship target existing MSME owners that have little knowledge about it (Maria et al., 2024, Rukaiyah, et.al, 2024), and fewer initiatives specifically focus on senior high school students. This represents an important gap because entrepreneurial spirit can be effectively nurtured during adolescence. Although high school students are familiar with digital technologies especially social media applications, they use the platform mainly for entertainment. High school students are potential to become entrepreneurs but they lack sufficient knowledge of digital marketing.

The Community Service Program held by Faculty of Economics and Business, Universitas Trisakti (FEB Usakti) aimed to introduce the basic concept of digital marketing and its practical application as well as expanding students' understanding of how digital platforms can support marketing activities. The team chose digital marketing as the topic because the emergence of e-commerce has changed the way people are doing business. Digital marketing enables marketers to interact with their consumers, building brand awareness and consumer engagement. Students will learn to see digital technology from a business angle. Introducing digital marketing to senior high school students is about helping students recognize that digital technologies can also become instruments for creativity, innovation, and economic empowerment.

GCNI is an Islamic boarding school located in Purwakarta that focusing on Islamic entrepreneurship by strengthening Islamic values in its curriculum while also placing entrepreneurship at the center of its educational approach. The school incorporates technology and agribusiness as part of the learning process in order to preparing the students to be more independent, develop their own businesses and contribute meaningfully to the society. GCNI integrates national and Cambridge curriculum that gives opportunities for students to study abroad. However, during the initial observation, GCNI students who participate in managing the school's businesses (guesthouse and coffee shop) have little understanding about the concept of digital marketing, which is actually essential for the success of GCNI's business units. Moreover, as discussed above, there remains inconsistency in findings regarding the relationship between young generation's understanding about digital marketing and its importance for the success of a business (Dini et al., 2020; Gusnia, H., Febriadi, 2026; Kamila, 2025; Lazuardi, S., Asharie, A and Rahmawaty, 2024; Lesmana, D K., 2026; Mujiono., Lumban Gaol, 2024; Sarwanto, 2025).

B. METHODS

The implementation of The Community Service Program conducted by FEB Usakti consisted of three stages as follows:



At the situation analysis stage, The Community Service Team from FEB Universitas Trisakti held several meetings to explore the current conditions of students at GCNI Schools and their needs. The Program Coordinator gave information about the school's



location, students' background, the business units owned by the school and students' participation in business activities. Concerning the school's vision and mission to produce young entrepreneurs in this digital era, the school's management considered it was necessary to provide the students with insights into digital marketing.

At the internal preparation stage, the team set the schedule, the program and distribute responsibilities among team members. The team also prepared the presentation material covering of digital marketing, examples, performance indicators, digital marketing success factors, search engine optimization, customer engagement automation and conversion rates. The material will be presented in Power Point using simple language to facilitate students' understanding and trigger discussion.

At the implementation stage, The Community Service team of FEB Usakti held the program on 7th December 2025 in GCNI School, Purwakarta. There were 34 students participated in the program. The counselling program consisted of two steps: a team presentation and followed by a discussion/question & answer session. Before the counselling session began, students were given a pre-test questionnaire consisted five questions to measure their initial understanding about the digital marketing concepts, how SMEs implement digital marketing, measuring digital marketing performance, the meaning of search engine optimization (SEO), customer engagement automation and conversion rate and ways to build strong image in social media. During the presentation for one and a half hour, students were introduced the concept of digital marketing, and its implementation for businesses. To keep the students' attention, real-life examples of successful business run by young people were presented. Students were given opportunity to share their experiences in using social media. It was interesting to know that there was a student that has small business selling small things such as playing cards through WhatsApp. The discussion created a more engaging atmosphere and students asked questions about concepts they had not understood.

The evaluation stage began after the students completed a post-test questionnaire consisted the same items used in the pre-test. Comparing the results of the two questionnaires provided description about changes in students' understanding about the concept of digital marketing, measuring digital marketing performance, the meaning of SEO and conversion rate and ways to build strong image in social media. This allowed The Community Service team of FEB Usakti to evaluate if the program successfully improved students' knowledge about digital marketing and whether the program should be extended in other community service activities

C. RESULTS AND DISCUSSION

Data from the two questionnaire was analyzed descriptively by comparing the participants' answers before and after the counselling session and the results are shown in Table 1 dan 2 below.

Table 1. Comparison Before and After Counselling

No	Before Counselling	After Counselling
1	Students quite understood understand the meaning of digital marketing and its various types	Students understood the meaning of digital marketing and its various types
2	Students quite understood how SMEs implement digital marketing	Students understood how SMEs implement digital marketing
3	Most of the students did not understand ways to assess the digital marketing's performance	Students understood ways to assess the digital marketing's performance



4	Most of the students did not understand the meaning of Search Engine Optimization, Customer Engagement dan Conversion Rate	Students understood the meaning of Search Engine Optimization, Customer Engagement dan Conversion Rate
5	Students quite understood how to build powerful presence on social media	Students understood how to build powerful presence on social media

Source: processed data by the authors

In general, students' knowledge about digital marketing and how SMEs implement digital marketing had improved. Their shopping habits using marketplace and social medias, to some extent, enhanced their understanding of digital marketing, its various types as well as how SME's owners leverage social media for their businesses. However, in the area of technical aspects such as SEO, customer engagement automation, conversion Rates, digital marketing performance indicators and ways to build strong image in social media, students' understanding had improved significantly. Although students are active users of social media and often buys products in marketplace, they were not aware that business owners that using digital marketing can practicing strategies to boost sales, measuring the performance of digital marketing and creating strong brand image. It is important for the students to understand the fundamental concepts of digital marketing and its application in entrepreneurial activities. During the counselling session, the students merely understood the concept of digital marketing as promoting dan selling the products via social media. They did not recognize broader aspects of digital marketing such as identifying the target market and their needs, maintaining customer relationship by implementing customer engagement automation, increasing brand visibility using Search Engine Optimization and how to Conversion Rate (percentage of visitors that actually buy the products). After the counselling session, students showed better understanding of digital marketing concept and strategies to optimize it when implementing entrepreneurial activities

The responses shown in post-test questionnaire are consistent with previous research and community programs that digital marketing education and counselling is important to enhance generation Z's mental readiness to become entrepreneurs since they believe the advantages of digital marketing (Kamila, 2025). Similarly, Mulyadi (2024) emphasized that the integration of counselling and internship is a good approach to increase students' confidence and readiness in pursuing career as entrepreneurs. Likewise, Gusnia, H and Febriadi (2026) found that the real students that have small business were reported to have increased sales and more creative in developing brand visibility after practising digital marketing. These consistencies suggest that digital marketing counselling represents educational initiative to strengthening students' awareness and motivation in becoming entrepreneurs. Effectiveness of the community programs relies heavily on the interactive approach during the session. Students are encouraged to ask and discuss the platforms they are familiar with as well as sharing experiences when using the platform. Rather than lecturing, the Community Service Team of FEB Usakti chose to provide real examples and involving the students to participate while discussing the examples.



D. CONCLUSION

The digital marketing counselling program held by The Community Service Team from FEB Usakti in Global Cahaya Nubuwah Insani School (GCNI) in Purwakarta that introducing digital marketing to high school students is important to increase students' awareness of the optimization of digital marketing that can help business owners generate more sales and retaining the customers. Effectiveness of the community programs relies heavily on the interactive approach during the session. Students are encouraged to ask and discuss the platforms they are familiar with as well as sharing experiences when using the platform. Rather than lecturing, the Community Service Team of FEB Usakti chose to provide real examples and involving the students to participate while discussing the examples. This program also demonstrated the importance of collaboration between university and school in supporting the development of environmental readiness among young generation.

Since the program was conducted within a short period, future community service activities are encouraged to include long-term program such as mentoring in which students are invited to practising digital marketing projects. They can develop digital marketing plan, creating digital content, preparing simple campaign to promote the products and evaluate the performance of their promotion via social media or website that they must create. The Community Service Team of FEB Usakti plays as mentors and evaluate the sustainability of the program using digital marketing performance indicators. Hopefully, mentoring initiative will raise and strengthen students' entrepreneurial spirit and readiness.

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F. AUTHOR CONTRIBUTIONS

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