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# Project Based DMC (Digital Marketing Channel) Learning Development to Growing DMC Ability of Management Students FEB Unisma

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## ABSTRACT

**Purpose:** This study aims to produce a project-based DMC learning model and use it as a learning reference to improve the quality of learning and be able to grow students' DMC abilities.

**Methodology:** The design of this study is a research and development model based on research. Design based research is a methodology to understand how, when, and why learning innovations are designed, implemented, and evaluated. There are four stages of activity, including identification of needs, preparing designs and prototypes, conducting validation tests and improving prototypes, perfecting the final product.

**Findings:** The results showed (1) that there was no balance between theory and practice; (2) the validation test found that the objectives, content of the material, and learning presentations in terms of content and language were very good, while the appearance was classified as good; (3) the final product test shows the results of the student portfolio assessment are very good; (4) revision of the final product is carried out in the section on the instructions for using the DMC learning model.

**Implications:** The development of this project-based DMC learning model is only developed in an effort to improve the quality of digital learning marketing.

**Practical implications:** DMC practice is only internalized through -based DMC learning project.

**Originality/value:** The resulting product can be used as a digital learning reference marketing to grow students' DMC skills, so that obtained learning outcomes in accordance with the objectives of MBKM.

**Paper type:** Research paper

**Keyword:** *Digital Marketing Channels, Project Based Learning.*

Received : August 27<sup>th</sup>

Revised : September 6<sup>th</sup>

Published : September 30<sup>th</sup>

## I. INTRODUCTION

Almost all universities are currently experiencing disruption due to a paradigm shift where lecturers are not the only source of knowledge, more on mentorship and abundant sources of knowledge. The 2019 World Economic Forum stated that 54% of the workforce needed upskilling and reskilling. This is because skill is a new currency that can be obtained in the experiential process. MBKM program implementation at universities based on Permendikbud No. 3 of 2020, making the democratization of the learning process which has an impact on the repositioning of the university. The existence of this reposition encourages curriculum changes that in turn is determined by the student to choose knowledge and desired skill and where he can get it.

This change was also followed by the rapid development of information and communication technology, so that the role of universities became wider in various aspects of life. Repositioning makes universities act as producers knowledge products that have an impact on resources and planning, and using digital media to "market" the product of knowledge generated. Learning digital marketing channels is product of knowledge produced and utilized by students. Use and mastery of social media, e-commerce, and marketplace can be used as a means of digital marketing tools to improve marketing digital (Pradiani, 2017).

Digital communication media is a networking site that is widely used in Indonesia. Santoso (2019) revealed that Indonesia was in the ranked fourth in the world as a user of internet networking sites. The results of observations and research show that the use of network sites that are used as marketing tools can increase sales (Puspitarini & Nuraeni, 2019) while increasing brand awareness (Akbar & Özgül, 2018; Barri et al., 2017; Tritama & Tarigan, 2016). The most effective and efficient selling points in the digital era are social media (instagram, facebook, and whatsapp), e-commerce, marketplace. Research Susanto et al. (2020) states that increasing promotions through digital marketing can increase online sales. Information exchange media, promotions, product descriptions, product catalogs, and others are the excesses of using internet networking sites (Yuliana, 2000).

From the description of the repositioning of the role of universities and the current digital era as well as the distinction of the FEB Unisma management study program, the changes that must be made are academic digital marketing through the development of project-based DMC learning models to grow students' DMC abilities. Through digital marketing academics, we can open supply and demand for scientific product solutions that are tested, validated, and implemented in DMC learning.

The research idea of developing this learning model is relevant to the review (Deák & Fahmi, 2019) regarding the development of digital marketing channels learning designs tailored to the characteristics of each university. This model better describes the system of embedding digital marketing in various disciplines (Clouse et al., 2005). Project based learning is an innovative learning model and emphasizes contextual learning through complex activities (Cord Communications, 2001). The focus of learning lies in the core principles and concepts of a 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 its peak to produce real products. Project based learning has great potential to provide a more interesting and meaningful learning experience for students (Gaer, 1998). (Moursund, 1997) explains the advantages of project-based learning models include increasing student motivation, increasing problem-solving abilities, increasing cooperative attitudes, and improving resource management skills.

The important thing in this study is to initiate the development of a project-based DMC learning model by applying the DBR (Design Based Research) development model which includes four stages, namely: (1) analysis of practice problems in collaboration between researchers and practitioners; (2) development design; (3) design testing and improvement; and (4) reflection. The next process is to test the effectiveness of the DBR development model. This means that the products produced are not only to solve problems that occur but to develop knowledge in the digital business field and grow students' DMC abilities.

Digital marketing is an activity to market products (goods/services) by utilizing digital media through the internet network (Hermawan, 2012). Media used by companies to promote through internet media with the aim of influencing and attracting consumers order to make a purchase decision is referred to as a digital media channel or digital marketing channel. Chaffey et al. (2009) revealed several marketing channels or DMCs, including influencer marketing, search engine optimization, affiliate marketing, search engine marketing, content marketing, social media optimization, e-mail marketing, and social media marketing.

Watkins et al. (2007) stated that there are several signs for creating effective learning, namely: (1) when they take responsibility for their own learning; (2) when they are actively engaged in their learning; (3) when learning is interactive; (4) when they see themselves as successful learners. The ideal learning is learning designed for students, because students are not objects that must be filled with information, but they also have extraordinary potential, so the learning process must be oriented to be able to develop all the potential of students well.

## II. METHODOLOGY

This study was designed to develop a student DMC learning model. Based on the research objectives and targets, the research method used by the researcher is the Research & Development model DBR (Design Based Research) from Reeves (2006). DBR is a set of approaches, with the intent of generating new theories, artifacts, and practices that take into account the potential impact of learning and teaching in naturalistic settings Seeto & Herrington (2006). According to Reeves, the steps for developing DBR are as follows:

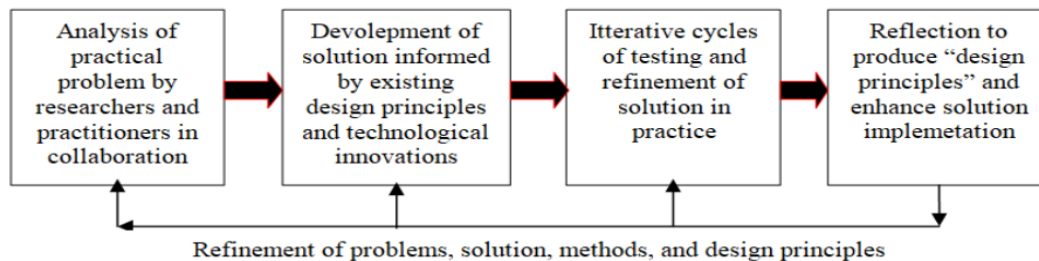


Figure 1. Predictive And Design-Based Research Approaches in Educational Technology Research (Reeves, 2006)

Research and development procedures include:

Step 1. Identify and analyze needs collaboratively between researchers and practitioners consisting of identification of educational institution problems, validation test process identification of problems, and problem identification results.

Step 2. Development of the DMC learning package design and prototype. The preparation is carried out in a collaborative discussion between researchers, lecturers, and students so that they can produce products that meet expectations. Then the model validation test is carried out by education and digital marketing experts. The next step is a limited trial involving 8 students. The results of the assessment and input from this limited trial are also used as the basis for making initial product improvements.

Step 3. Interactive cycle of prototype testing and refinement DMC learning. This stage includes field trials and trial designs. The trial subjects consisted of 36 students who were divided into student working groups. data collection is based on portfolio assessment in the form of poster designs, promotional videos, and selection of promotional channels. The last step is descriptive qualitative data analysis to see the correlation of the application of the project-based DMC learning model to the students' DMC abilities in the experimental class.

Step 4. Reflection to produce products according to the principles design. The results of the field test analysis are used as input for improving the final product of the project-based DMC learning prototype that is ready to be communicated and used by lecturers in learning DMC courses. Improvements at this stage are carried out by evaluating according to the design expected in the previous stage.

### III. RESULTS AND DISCUSSION

The results of this study consist of problem identification and needs analysis, design and prototype development, initial product test results, and final product trial results.

#### A. Identification and Needs Analysis

- a. The problem identification process in this study includes extracting data regarding students' understanding of DMC, implementing the curriculum that has been running in the management study program, analyzing the gap between the application and expectations of DMC material, student problems and the role of lecturers.
- 1) The results of the DMC understanding test were obtained as many as 60% of students did not understand, meaning that students' understanding of DMC was strongly influenced by the quality of learning outcomes, learning readiness, learning maturity, enthusiasm, and student intelligence. In general, the learning strategies applied to digital marketing channel materials are theoretical and lectures (knowledge transfer focus), so they still apply learning that focuses on teachers compared to students.
- 2) Based on the analysis of the gap between the application and expectations of DMC material, improvement of learning models is needed by referring to the explanation of DMC material which is practical and simple and adapted to the background of the student.
- 3) The content of the material should contain how to manage a business and grow DMC abilities in the form of teaching materials that are easy to learn so that lecturers can easily provide direction to students in learning it.
- 4) Opinions and suggestions from several practitioners, DMC learning should be more towards applicable learning because it is able to contribute to understanding and is able to grow students' DMC abilities.
- 5) Student problems that become obstacles in the learning process are not using time properly, low motivation and enthusiasm for learning, lack of discipline in learning in class, and during the learning process students are less serious and lack concentration. For lecturers as teaching staff, they have the ability to use

innovative learning, carry out ongoing evaluations, actively communicate with students, give more attention to students who have not mastered the material, and approach in a family manner to motivate students.

- b. The problem identification validation test process is obtained from the data mining process as the main material for the purposes of preparing the DMC learning model in accordance with the expectations of the study program and students. The results obtained show that there are many weaknesses in the DMC learning model, especially the problem of curriculum implementation and student understanding that is still lacking about DMC, so improvements are needed in learning strategies, materials, and objectives of the DMC learning model.
- c. The results of the identification of problems regarding changes in learning models that are in accordance with the needs of students and are able to realize the vision of the management study program. As input for compiling DMC course competencies, it is shown by the following flow chart.

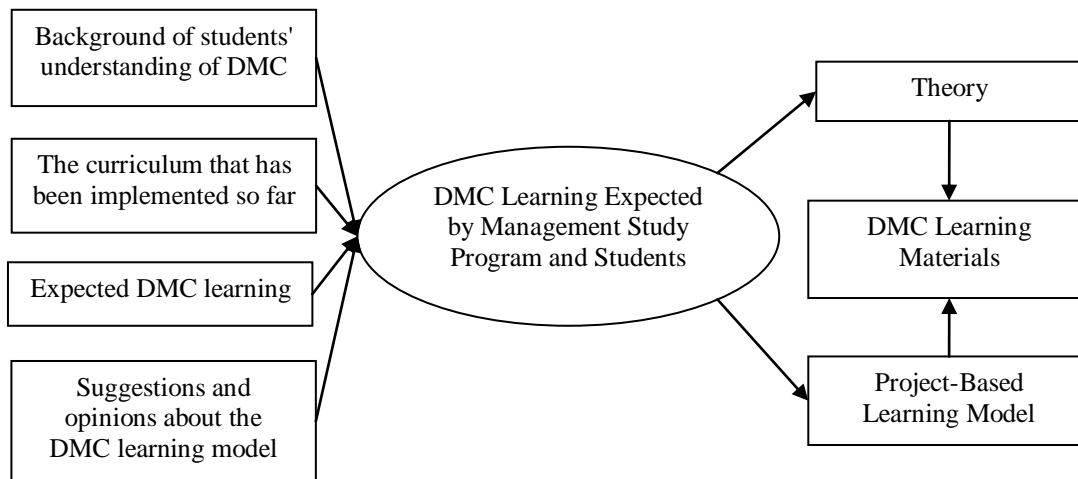


Figure 2. Problem Identification Results

- d. Analysis of the objectives and characteristics of project-based DMC learning is directed at efforts to internalize knowledge, skills formation, and marketing attitudes for students in order to obtain provisions for independent living after graduating from college.

**B. Results of Design and Prototype Development**

The activity stage of preparing the DMC learning design draft was selected from the results of problem identification and goal formulation (Ellis, 2010). The description of the objectives includes the material and design of the model as follows.

- a. The description of the purpose of making the model  
 The design of the model is adjusted to the results of problem identification from the background of students' understanding of DMC learning, the implementation of the DMC learning curriculum that has been implemented so far, behavioral conditions, and the reverse design of Gagne, et al., (1992). The main learning outcome is to develop students' DMC abilities. The indicators of student DMC ability used are students are able to understand about DMC, are able to make posters and marketing videos for the products offered, and are able to choose the most appropriate marketing channel for the products offered. Develop DMC learning teaching materials in accordance with the results of problem identification in accordance with the expectations, suggestions and opinions of lecturers, students, practitioners, and stakeholders. The characteristics of the prototype of DMC learning teaching materials that are in accordance with problem identification include: (1) The teaching materials are short, dense, and directly related to DMC theory and practice; (2) The teaching materials contain applicable methods and steps accompanied by training to become a professional marketing; (3) The teaching materials contain brief theories, how to foster student creativity, as well as how to implement marketing content in the form of posters and marketing videos and market them through selected marketing channels tailored to the needs of the business being run; (4) The learning method used in the teaching materials is project-based learning; (5) The language and sentences of teaching materials are made systematically so that they are easily understood by students.
- b. The process of testing the validation of the description of the purpose of preparing the model

The expected design of the model is a practical one, the sentences are systematic, the sub-topics are interrelated and sustainable, the content is more directed at the implementation of DMC learning which places more emphasis on efforts to grow DMC abilities. While the prototype materials needed are digital marketing channels, influencer marketing, search engine optimization, affiliate marketing, search engine marketing, content marketing, social media optimization, e-mail marketing, and social media marketing.

c. The results of the development of project-based DMC learning designs and prototypes are as follows.

*Table 1. Results of Design and Prototype Development*

<i>No.</i>	<i>Model Component</i>	<i>Explanation</i>
1	<i>Learning objectives</i>	<p><i>The structure follows the education policy or other courses that contain:</i></p> <p><i>a. Course Objectives</i></p> <p><i>Provide new insights about digital marketing channels to motivate students to develop themselves and be able to change their way of thinking by developing their digital marketing channel skills</i></p> <p><i>b. Competency standards</i></p> <p><i>After taking this course, students have good DMC skills</i></p> <p><i>c. Basic competencies</i></p> <p><i>Students can explain digital marketing channels</i></p> <p><i>Students are able to develop themselves into influencer marketing</i></p> <p><i>Students are motivated to develop their business through search engine optimization</i></p> <p><i>Students are able to develop themselves into an affiliate marketing</i></p> <p><i>Students are motivated to develop their business through search engine marketing</i></p> <p><i>Students are able to develop ideas and create attractive marketing content in accordance with the wishes of the market and the products offered</i></p> <p><i>Students are able to optimize the business that is being run through social media optimization</i></p> <p><i>Students are able to create and run e-mail marketing on businesses that are run to provide information in the form of promotions or special events to consumers</i></p> <p><i>Students are able to promote products that are run through social media marketing</i></p> <p><i>d. Subject matter</i></p> <p><i>Digital Marketing Channels</i></p> <p><i>Influencer Marketing</i></p> <p><i>Search Engine Optimization</i></p> <p><i>Affiliate Marketing</i></p> <p><i>Search Engine Marketing</i></p> <p><i>Content Marketing</i></p>

*Sosial Media Optimization*

*E-mail Marketing*

*Sosial Media Marketing*

2 *Learning methods*

*Project-based DMC learning*

*Division of student work groups*

3 *Evaluation*

*DMC learning process and outcomes (product)*

**C. Initial Product Test Results**

- a. The results of the expert validation test are in the form of responses and assessments by education and marketing experts about the appearance, content, and language of the DMC learning prototype which is used to make improvements to the digital marketing learning prototype.
- b. The results of the limited test were carried out on 8 students regarding the learning objectives, content of the material, and the presentation of the material used to make improvements to the initial product (learning prototype).

**D. Final Product Trial Results (Field Test)**

- a. Model test class profile

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

*Table 2 - Project-Based DMC Learning Model Syntax*

<i>Stages</i>	<i>Lecturer Activities</i>	<i>Student Activities</i>
<i>Application of project-based DMC learning</i>	<i>The lecturer conveys the learning objectives and explains the topic of the activity to the students</i>	<i>Students listen and listen to the lecturer's explanation</i>
	<i>Lecturers give essential questions to students according to the topic of the project they will be working on</i>	<i>According to the topic that has been delivered by the lecturer, students try to solve problems in groups</i>
	<i>Project planning is prepared collaboratively between lecturers and students</i>	<i>The project planning that has been prepared is discussed with the group</i>
	<i>Lecturers act as mentors in project planning</i>	
	<i>The schedule of activities and the rules of the game in the implementation of project learning are made collaboratively between lecturers and students</i>	<i>Students discuss the project completion deadline</i>
	<i>Lecturers observe project activities carried out by students</i>	<i>Project implementation is carried out by student groups</i>

	<i>Lecturers evaluate the results of student work in groups in the form of posters, promotional videos, and selected promotional channels</i>	<i>Presentation of student groups to display and show the portfolio that has been produced</i>
	<i>Lecturers provide feedback on a product produced</i>	
	<i>In the reflection activity, each resulting portfolio will be reviewed in detail starting from the negative side to the positive side</i>	<i>Explanation of students regarding the procedure for making portfolios</i>
	<i>After going through the presentation and assessment process, the stage of concluding the portfolio and the new findings that have been produced will be carried out</i>	<i>Summarizing new processes and findings from portfolio learning</i>
<i>Student DMC Ability</i>	<i>Lecturers assess student portfolio projects to determine students' DMC abilities</i>	<i>Collect portfolio according to deadline</i>

b. Product rating (portfolio)

The syntax applied for project-based DMC learning was adopted from The Lucas Educational Foundation (2005). The results of the application in the experimental class obtained the portfolio of each student working group as follows.

- 1) Custom Tote Bags. It is classified as a fashion product that is in demand by students and students today. The tote bag is boxy and open equipped with two handle straps on the top. This bag is used to carry books, equipment and other uses.
- 2) C\_Clothes. Fashion products that are very popular among teenagers are cotton combed 30s shirts. Is a type of cotton fabric that has a grammage between 140-150 gsm. This material is very suitable to be applied in hot areas. Made from natural fibers, namely 100 percent cotton fiber or full cotton.
- 3) Sayomi. Snack products consist of grilled sausage, maryam bread, and fried cilok (cireng). This snack is popular among the public and has many connoisseurs at an affordable price. Can be used as a friend to eat while relaxing or doing work.
- 4) Risol Mayo. Risol mayo is a popular market snack with the composition of mayonnaise sauce as one of the filling ingredients, then other fillings in the form of vegetables, meat, sausage, or eggs.
- 5) Case Import. Mobile phone protector to protect from impact and beautify the appearance of the smartphone. This case is imported with attractive models, according to the wishes and character of the user.
- 6) Kang Flora. Ornamental plants are types of plants that are planted to create the impression of beauty, beauty, and create attraction. The promoted ornamental plants are planted in pots so they are easy to place inside and outside the house. Ornamental plants are currently one of the products that are sought after by many consumers because they are able to give the impression of beauty to their homes.
- 7) Good Friend. The trend of Indonesian people is to do grill activities, and this is read as a very potential opportunity for Good Friend. So Good friend rents out cooking utensils and prepares the ingredients. Good Friend's market share is tourists who come to travel in Batu City. So the purpose of this business is to provide service and convenience for tourists and local people who want to grill but don't want to bother.
- 8) New Normal Kit. The products offered are in the form of health products, namely masks, hand sanitizers, and tissues. This product is attractively packaged and easy to carry anywhere. This product was chosen because it is a basic need for everyone during the covid-19 pandemic.
- 9) Bromonesia. The services offered are traveling services in tourist attractions that are in great demand, namely Mount Bromo. The services offered are very complete and at affordable prices for the pockets of consumers who want to travel to Mount Bromo.
- 10) Nature Republic. Beauty products in the form of face masks are indeed in demand and liked by many people, especially women. The masks offered can remove dead skin cells, or just exfoliate the skin. The ingredients contained in the mask are able to restore skin youth and cleanse the skin so that the skin will feel and look fresh, moist, and clean.



11) Makaroni Ngehe. Macaroni snack products are one of the snack products that are in demand by all circles. Makaroni ngehe is a typical Indonesian snack with a variety of flavors and spicy sensations and is packaged in a modern way.

12) Salad Buah. Healthy and fresh food products made from various kinds of fresh fruit mixed with other ingredients such as mayonnaise, milk, yogurt, and cheese.

The portfolio value is taken from the average value of the results of the student working group consisting of promotional posters, promotional videos, and the selection of promotional channels for the selected products. The results of the poster design of 12 student working groups are as follows.

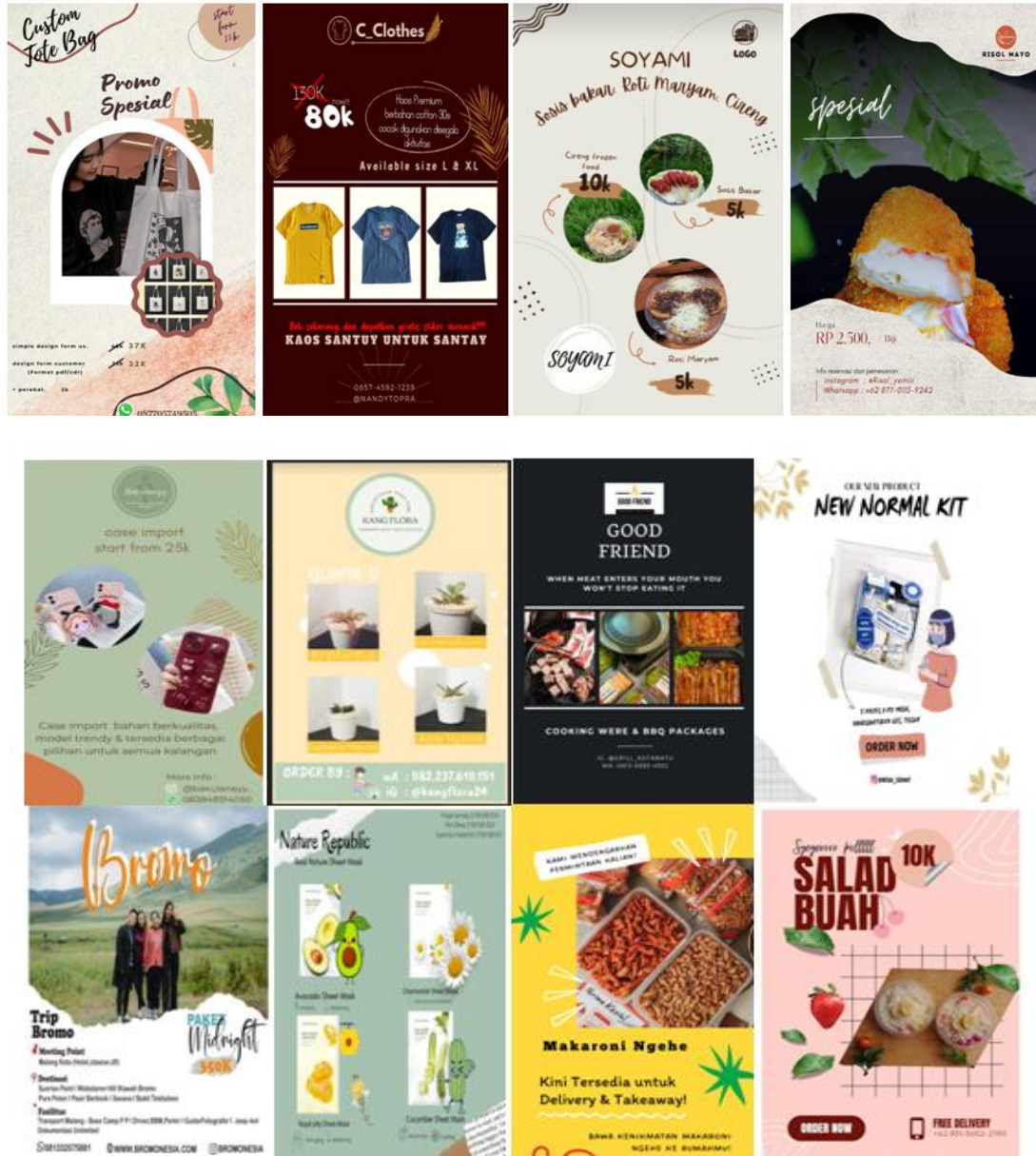


Figure 3 – Promotional Poster Design

The measure of the success of project-based DMC learning is based on learning outcomes assessment standards. The results of the student portfolio assessment show that 30 students or 83.33% have very good learning scores (portfolio average score 80-100) and 6 students or 16.67 have learning scores between good & very good (average value portfolio 75 - < 80). From the results of the portfolio assessment, it can be concluded that the application of project-based DMC learning adopted from The George Lucas Educational Foundation (2005) shows students' DMC abilities in determining, planning, and implementing the selected project, so that the final learning outcomes are in line with expectations.



a. Student DMC Ability

Students' DMC abilities are seen from the work of each group, namely the results of poster designs, promotional video results, and the choice of promotional channels. Based on the results of the average portfolio score, it can be concluded that 36 students who participated in project-based DMC learning had very good DMC abilities. This proves that they have the following capabilities: (1) explaining about digital marketing channels; (2) develop himself into an influencer marketing; (3) have the motivation to develop their business through search engine optimization by uploading their promotional videos to their social media accounts; (4) develop himself into an affiliate marketing; (5) have the motivation to develop their business through search engine marketing; (6) develop ideas and create attractive marketing content in accordance with market desires and products offered; (7) able to optimize the current business through social media optimization; (8) create and run e-mail marketing on businesses that are run to provide information in the form of promotions or special events to consumers; and (9) able to carry out product promotions through social media marketing.

b. The effectiveness of project-based DMC learning to grow students' DMC skills

The application of the final project-based DMC learning model based on the development of DBR (Design Based Research) from Reeves (2006) was able to grow the students' DMC abilities in the FEB Unisma management study program. This is shown from the results of the project-based DMC learning assessment which is based on product assessment (portfolio average score) from the work of each student working group consisting of marketing poster designs, marketing videos, and channel choices to market the products offered. The results of the work in the form of a portfolio are based on the application of 9 main components as the basic competencies of project-based DMC learning. The results of the application of this learning are in accordance with the results of research conducted by Febriyantoro & Arisandi (2018); Nugroho & Nasionalita (2020); Santoso et al. (2021) which state that understanding DMC 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. DMC activities carried out in project-based DMC learning are used to measure the DMC ability of management study students. The student's DMC ability as measured based on portfolio assessment in groups is constructed from Hermawan (2012) theory which explains that digital marketing is an activity to market products by utilizing digital media through the internet, and Muljono (2018) further states that digital marketing is marketing through digital media to offer brand owned by a company. Thus, the application of project-based digital marketing channel learning is a very appropriate learning strategy and method to improve DMC abilities both in theory and practice. With the increasing ability of students' DMC, the desire to develop business and expand the market is getting higher. In addition, with digital marketing skills and abilities, it will automatically change the mindset of students to become job creators. With the current condition of the Indonesian economy and seen from the potential of its natural resources, there is still a huge opportunity for both business players who are just starting out and those who are already running to more intensely introduce new brands with attractive products and have a potential market.

#### IV. CONCLUSION & DISSEMINATION OF RESULTS

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 students having a poor understanding of DMC; (2) the implementation of the DMC 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 tutors, so that students are more passive; (3) student attitudes and behavior during the learning process have not been maximized due to differences in understanding among students about DMC; (4) learning activities are dominated by lecturers and transfer knowledge; (5) The provision of DMC learning practice materials at this time is still not implemented properly.
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 DMC learning process; (2) there is a balance between theory and practice, so that the objectives of learning DMC, namely growing DMC abilities, can be achieved properly; and (3) DMC learning is more directed at practical applications that are applicable, so that they are able to contribute to understanding and able to grow DMC abilities in students.
3. The results of the development of project-based DMC learning designs and prototypes consist of learning objectives, learning methods, and assessments.

4. The validation test of education experts, marketing experts, and limited tests showed the results that the learning objectives, content of the material, and presentation of project-based DMC learning materials were in accordance with the assessment of the appearance, content, and language content.
5. The product test includes the model test class in the experimental class, the product assessment (the average value of the portfolio) is obtained from the application of project-based DMC learning syntax, the assessment results show students have very good scores, and the products produced by the student working group have in accordance with the instructions and targets that have been set and able to grow students' DMC abilities.  
Dissemination of research results include:
  1. The resulting product 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 the management study program by applying appropriate learning strategies and methods, namely the project-based learning method in order to improve students' DMC abilities.

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