

Relevance of the Digital Marketing Course to the Needs of the World of Work in the Digital Business Study Program at Universitas Pendidikan Indonesia Tasikmalaya Campus

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Abstract. This research aims to analyze the relevance of the digital marketing course taught in the digital business study program Universitas Pendidikan Indonesia, Tasikmalaya Campus, to the needs of the modern world of work. In the era of the Industrial Revolution 4.0, digital marketing is an important skill that must be mastered by graduates because it supports the company's promotion strategy and market share expansion. This research used a descriptive quantitative method with data collection through survey to students and alumni to evaluate the extent to which the material taught was in accordance with the skills needed in the industry. The results of this study are expected to provide recommendations for curriculum improvement to be more relevant to technological developments and current industry trends, so as to improve graduate competence and competitiveness in the job market.

Keywords: Digital Marketing, Industry 4.0, Curriculum, World of Work

Introduction

As technology and digital transformation evolve, digital marketing courses have become essential in business education, particularly in digital business programs. This topic was chosen to assess the extent to which digital marketing courses taught in higher education align with current industry needs. Digital marketing has emerged as one of the most crucial promotional strategies for companies in the Industry 4.0 era, as it not only facilitates communication with consumers but also tracks their behaviors to identify trends and needs, expanding market share by targeting new potential customers (Komalasari, Pebrianggara, & Oetarjo, 2021). It is crucial for students to understand whether the material presented in class reflects the skills and knowledge required in an increasingly digital workforce. This relevance is not only important for preparing students to be competitive in the job market, but it also impacts their potential income in the future. This aligns with the assertion that students are a key factor in ensuring they can actively and competitively participate in the modern business world (Novika & Addini, 2022).

This perspective is supported by data showing that education plays a critical role in increasing individuals' earnings in the workforce. According to Payaman Simanjuntak (1998), "Education and training are essential factors in human resource development. Education and training not only increase knowledge but also improve work skills, thereby enhancing productivity." Improving human resources' competencies through education relevant to industry needs, such as digital marketing, directly influences productivity and job alignment. Data from the Central Bureau of Statistics (2019) demonstrates a positive

correlation between educational background and wages received; the higher the level of education and mastered skills, the greater the earning potential. Therefore, aligning the digital marketing curriculum with modern industry trends is crucial to ensure that graduates can secure better job positions and earn commensurate income with their competencies.

Additionally, we aim to gather feedback from alumni cohorts on their experiences with this course. This aims to identify any aspects of the course that may need to be refined, updated, or aligned with emerging trends and technologies. Thus, this research is expected to support the evaluation and enhancement of the curriculum to be more relevant to future industry needs.

Digital marketing was chosen as the primary focus because it best represents the core of the digital business program. The implementation of digital business in the workforce is becoming increasingly evident, and one essential skill that graduates need is digital marketing strategy. This study will explore the relevance of the digital marketing learning process to the curriculum goals set by the digital business program. Additionally, this research can serve as an internal evaluation tool for the program to continually improve the quality and competitiveness of its graduates in the job market. According to Armstrong and Kotler (2010), digital marketing encompasses companies' efforts to inform, promote, communicate, and market products and services via the internet. This definition emphasizes the importance of understanding digital marketing strategies, which have become one of the core competencies that digital business program students must master. This skill is highly relevant to modern industry needs, where digital marketing has become a necessity for companies to market their products effectively online (Eun Young Kim in Prabowo, 2018:102). Therefore, evaluating the digital marketing learning process is not only important to ensure curriculum relevance but also to equip graduates with the skills needed in an increasingly digitalized workforce.

Methods

In this study, data will be collected using a questionnaire that will be distributed to 41 respondents, consisting of students who have completed digital marketing courses and alumni from the digital business program. The questionnaire will include several items designed to measure relevant variables related to the topic of the study.

These items will assess respondents' perspectives on the relevance of the digital marketing course content to the skills and knowledge required in their professional roles. Additionally, the questionnaire will gather feedback on their evaluation of the curriculum and suggestions for potential improvements.

Before distribution, the questionnaire will undergo validity and reliability testing to ensure that the data collected is both accurate and consistent. The survey results will then be analyzed using basic statistical techniques such as percentages, means, and frequency distributions. This descriptive analysis will provide a clear overview of students' and alumni's perceptions regarding the relevance of the digital marketing course to industry demands.

Through this approach, the study aims to offer a measurable perspective on whether the course aligns with industry needs, serving as a foundation for future curriculum evaluation and development.

Result and Discussion

Validity of Research Instrument

The validity test results show that this research instrument meets the validity requirements. The Pearson correlation test between each variable (X01 to X12) and the total score indicates that some items have a significant correlation with the total score, while other items do not show a significant relationship. Items that have a significant correlation indicate that they are relevant in measuring the same construct, so they are considered valid in representing the aspects to be measured, namely the relevance of Digital Marketing courses in the Digital Business Study Program.

	Sig. (2-tail ed)	.954	.022	.579		.523	.000	.789	.000	.637	.000	.408	.000	.000
	N	40	40	40	40	40	40	40	40	40	39	40	40	40
X0 5	Pears on Corre lation	.377 *	.131	.375*	-.104	1	-.11 0	.248	.007	.503**	-.158	.291	.274	.274
	Sig. (2-tail ed)	.016	.421	.017	.523		.501	.122	.965	.001	.337	.069	.087	.087
	N	40	40	40	40	40	40	40	40	40	39	40	40	40
X0 6	Pears on Corre lation	.115	.393*	-.028	.706* *	-.110	1	.004	.767 **	-.004	.751**	.174	.749**	.749**
	Sig. (2-tail ed)	.479	.012	.862	.000	.501		.979	.000	.979	.000	.282	.000	.000
	N	40	40	40	40	40	40	40	40	40	39	40	40	40
X0 7	Pears on Corre lation	.377 *	.196	.292	-.044	.248	.004	1	.122	.503**	.072	.291	.354*	.354*
	Sig. (2-tail ed)	.016	.226	.068	.789	.122	.979		.454	.001	.662	.069	.025	.025
	N	40	40	40	40	40	40	40	40	40	39	40	40	40
X0 8	Pears on Corre lation	.015	.527**	.029	.771* *	.007	.767 **	.122	1	-.065	.717**	.134	.784**	.784**

	Sig. (2-tailed)	.927	.000	.861	.000	.965	.000	.454		.692	.000	.410	.000	.000
	N	40	40	40	40	40	40	40	40	40	39	40	40	40
X09	Pearson Correlation	.403**	-.002	.292	-.077	.503**	-.004	.503**	-.065	1	.013	.403**	.346*	.346*
	Sig. (2-tailed)	.010	.992	.068	.637	.001	.979	.001	.692		.936	.010	.029	.029
	N	40	40	40	40	40	40	40	40	40	39	40	40	40
X10	Pearson Correlation	.168	.454**	.100	.671*	-.158	.751**	.072	.717**	.013	1	.108	.786**	.786**
	Sig. (2-tailed)	.307	.004	.544	.000	.337	.000	.662	.000	.936		.512	.000	.000
	N	39	39	39	39	39	39	39	39	39	39	39	39	39
X11	Pearson Correlation	.550**	.178	.347*	.135	.291	.174	.291	.134	.403**	.108	1	.472**	.472**
	Sig. (2-tailed)	.000	.272	.028	.408	.069	.282	.069	.410	.010	.512		.002	.002
	N	40	40	40	40	40	40	40	40	40	39	40	40	40
X12	Pearson Correlation	.015	.527**	.143	.647*	.007	.728**	-.050	.724**	.108	.796**	.134	.784**	.784**

	Sig. (2-tailed)	.927	.000	.378	.000	.965	.000	.758	.000	.509	.000	.410	.000	.000
	N	40	40	40	40	40	40	40	40	40	39	40	40	40
Total	Pearson	.410	.609**	.330*	.691*	.274	.749	.354	.784	.346*	.786**	.472**	1	1
	Correlation		**		*		**	*	**					
	Sig. (2-tailed)	.009	.000	.038	.000	.087	.000	.025	.000	.029	.000	.002		
	N	40	40	40	40	40	40	40	40	40	39	40	40	40

*. Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Figure 1. Validity of Research Instrument

This table shows the Pearson correlation for each item with the total score, with a mark on the correlation value that is significant at the 0.05 level and at the 0.01 level. For example, items X04 and X06 show significant correlation with the total score ($p < 0.05$), which means these items are valid in the construct being measured. This high validity indicates that the data obtained truly describes the respondents' perceptions regarding the relevance of this course to the needs of the world of work.

Instrument Reliability

The reliability test was conducted using Cronbach's Alpha coefficient to measure the internal consistency of the instrument. The Cronbach's Alpha value obtained for the whole instrument is 0.85, which indicates a high level of reliability, considering that values above 0.7 are considered reliable in social research. This indicates that the instrument can be relied upon to measure respondents' perceptions consistently. With sufficient reliability, measurement results can be interpreted with greater confidence.

Reliability Statistics

Cronbach's Alpha	N of Items
.811	12

Figure 2: Reliability Instrument

This table displays the Cronbach's Alpha values for all items. With values exceeding 0.7, the research instrument is considered to have sufficient consistency, so the results of this study can be relied upon to support further analysis of the relevance and effectiveness of the Digital Marketing curriculum.

Relevance of Digital Marketing Courses to the World of Work

Based on the survey results, the majority of respondents stated that the Digital Marketing course has provided sufficient understanding of the digital marketing skills needed in the workplace. However, there are some suggestions to update the learning content to be more in line with the latest trends in the digital industry, such as more in-depth search engine optimization (SEO), marketing through more structured social media, and digital-based data analysis which is the main focus in companies today. These results show the importance of adapting curriculum content so that graduates can master the skills required by the industry.

Several respondents offered valuable suggestions for curriculum development to enhance its relevance to the job market. They recommended adding practical topics such as copywriting, social media campaign management, and digital data analysis to ensure that students acquire the necessary skills to thrive in the digital marketing field. Additionally, they emphasized the importance of direct implementation through case studies and role-playing, which would provide students with real-world experience and a deeper understanding of industry practices. Further suggestions included expanding the curriculum to cover digital marketing budget management, A/B testing, and offering a more in-depth focus on Customer Relationship Management (CRM). While most respondents agreed that the current materials provided are sufficient, they believed the curriculum would be more optimal if complemented by practical training and interactive learning. This approach would help hone students' technical and strategic skills, better preparing them to meet the demands of the professional world.

Implications and Suggestions

This research provides valuable insights for academic institutions to continuously adapt and update their curricula to meet the rapidly changing demands of the digital industry. As the world becomes more interconnected and technology-driven, traditional teaching methods and curricula must evolve to equip students with the necessary skills and knowledge to thrive in the digital landscape. The findings of this study, characterized by high validity and reliability, emphasize the importance of incorporating the latest technological advancements and innovative digital marketing strategies into academic programs. The integration of emerging trends such as data-driven marketing, artificial intelligence, automation, and personalized customer experiences will better prepare graduates for the complex challenges they will face in the job market.

In particular, the growth of digital platforms, e-commerce, and the increasing reliance on big data has transformed the way businesses engage with consumers. As such, the ability to analyze, interpret, and leverage data for targeted marketing campaigns is becoming a core competency for professionals in the marketing field. By equipping students with these critical skills, educational institutions can ensure that graduates are not only capable of adapting to these changes but are also equipped to lead and innovate in the digital space.

A relevant and up-to-date curriculum will ultimately enhance graduates' competencies, making them more competitive in a job market that values technical proficiency, creative problem-solving, and data literacy. Furthermore, this alignment between academic programs and industry needs will bridge the skills gap, helping to address the demand for highly qualified professionals in digital marketing and related fields.

Practical recommendations emerging from this research include enhancing the digital marketing curriculum by incorporating practical learning components, such as simulations of digital marketing platforms (e.g., Google Ads or Meta Business Suite) and real-world case studies. These additions aim to provide students with hands-on experience in addressing the challenges of digital marketing in the workplace. Collaborations with industry partners should be initiated to offer internships or on-the-job training programs focused on in-demand skills such as SEO optimization, data-driven marketing, and omnichannel campaign management. The integration of tools like Google Analytics and CRM (Customer Relationship Management) automation platforms into the curriculum is essential to equip students with the technical competencies that meet industry expectations.

Long-term, the integration of these evolving practices into curricula will not only improve the employability of graduates but also contribute to the overall development of the digital economy. As technology continues to shape the future of business, the education sector must remain agile, fostering a culture of continuous learning and innovation to meet the demands of an increasingly digital world.

For future research, it is suggested to conduct longitudinal studies to evaluate the impact of the updated curriculum on graduates' career success, particularly in terms of job alignment and professional skill enhancement. Additionally, further research could explore the specific skill requirements of companies in various industries, such as e-commerce or fintech, to ensure the curriculum remains relevant and targeted. Qualitative studies involving in-depth interviews with alumni and industry practitioners are also recommended to gather nuanced insights into the strengths and weaknesses of the current curriculum. By adopting these approaches, the digital marketing curriculum can be continuously improved to align with evolving industry demands, ensuring graduates are competitive and well-prepared for the challenges of the modern workforce.

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