

# The Effect of Digital Marketing-Based Entrepreneurship Instructional Videos on the Sales Intent for Fashion Products Using an Affiliate Program

Adilla Apriliyanawati<sup>1\*</sup>, Agus Hery Supadmi Irianti<sup>1</sup>, Bhindri Sulistyningwati<sup>2</sup>, Alimah<sup>1</sup>

<sup>1</sup>Universitas Negeri Malang, Semarang St. No. 5, Malang, East Java, 65145, Indonesia

<sup>2</sup>Sekolah Menengah Kejuruan Negeri 7 Malang, Satsui Tubun IV St., Malang, East Java, 65419, Indonesia

\*Corresponding author, email: aapriilya31@gmail.com

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## Abstract

This study aims to examine the effectiveness of digital marketing-based entrepreneurship instructional videos integrated with an affiliate program on the sales intent for fashion products among students one of the state vocational high schools in East Java, Indonesia. The research employed a development method using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). Data were collected through pre-test and post-test instruments to measure changes in student entrepreneurial interest, alongside expert validation questionnaires to assess the media's feasibility. The expert validation results indicated that the instructional videos are highly feasible, with an average score of 97%. The pre-test results showed that students' entrepreneurial interest was in the very low category (53.2%); however, it increased to the moderately high category (84%) following the implementation of the instructional videos. It is concluded that this instructional video media is highly practical and effective in increasing students' entrepreneurial interest.

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## 1. Introduction

The Indonesian government maintains a strong focus on enhancing the quality of human resources through education that develops skills, particularly in the realm of entrepreneurship (Amalia & von Korfflesch, 2021). The goal is to shape students with strong entrepreneurial character, encompassing self-confidence, task and result orientation, risk-taking courage, future vision, leadership, and originality (Costin et al., 2021; Mas & Sumo., 2017; Handayani & Tanjung., 2017). Entrepreneurship education is not merely an addition but an investment to prepare the future generation to become independent individuals capable of contributing to societal progress (Boldureanu et al., 2020). Various strategies for integrating entrepreneurship education have been implemented in Vocational High Schools, including integration into subjects, extracurricular activities, personal development, practical learning, school culture, and local content (Depdiknas, 2010; Depdikbud, 2013), with the hope of producing competent entrepreneurs. Entrepreneurship education plays a crucial role in forming individuals capable of facing challenges and seizing opportunities in the business world (Ndou et al., 2018).

In the era of digital Society 5.0, technology has transformed the landscape of life, including the economic and trade sectors, giving rise to the concept of digital marketing. The utilization of digital technology has become essential for business entities to market products and reach consumers through online platforms (Chaffey & Ellis., 2019). Digital marketing competency is crucial for vocational high school students in preparing themselves for this era, equipping them with technology-based entrepreneurial skills. Entrepreneurship learning that integrates digital marketing aims to foster an independent, active, and creative spirit in students, supported by a variety of effective and efficient digital marketing strategies (Al-Fattal., 2025).

The implementation of digital marketing among vocational high school students faces challenges, primarily limitations in knowledge and skills in utilizing various platforms and digital marketing strategies. Observations during the field practice program 1 in 2024 at one of State Vocational High School in East Jawa showed that students of Class XII Fashion Design and Production 1 still had limited understanding of the

significance of digital marketing in developing their businesses. This is reflected in a lack of understanding of important aspects such as niche selection, creation of content relevant to trends, and application of persuasive copywriting, which ultimately hinders the sales potential of student products.

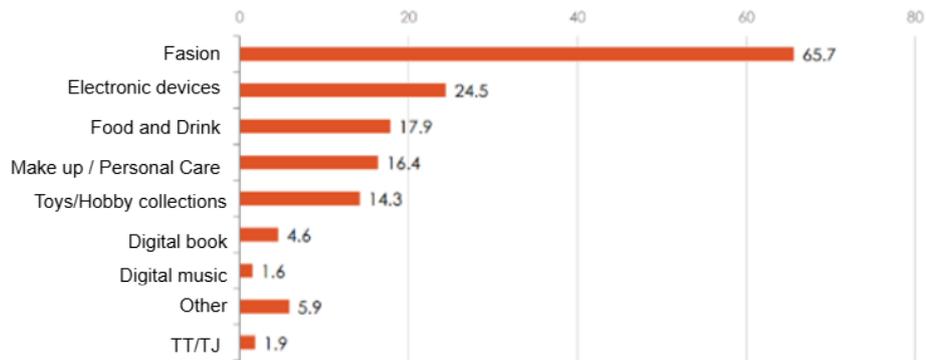
Instructional videos, as one of the 21st-century learning strategies utilizing digital technology, are audio-visual media that present moving images and sound to deliver learning material (Abdullahi et al., 2024; Prastya, Cahyono & Ulfa, 2025; Rahmawati & Atmojo, 2021). This media offers advantages in delivering information uniformly, aiding process visualization, overcoming spatial and temporal limitations, and providing a more realistic learning experience as it can be repeated or paused according to student needs (Kühl et al., 2018). The appeal of instructional videos lies in their ability to combine visual and audio elements, including animation and narration, which have great potential to increase student interest and engagement in the learning process.

The success of instructional videos in improving learning outcomes is highly influenced by their ability to be interactive, attractive, and enjoyable for students (Tani et al., 2022). Therefore, teachers are required to develop creativity and innovation in creating instructional video media that students like. In the context of this research, the digital application Canva was chosen as a tool for developing instructional videos. Canva offers various templates and features that make it easier for teachers to create effective and efficient instructional videos, and allows access to material anytime and anywhere (Rahmawati & Atmojo, 2021). In addition to ease of creation, Canva also offers flexibility in storage and accessibility, where teachers can easily share project video links with students without worrying about file storage.

Entrepreneurship is viewed as an initiative that integrates innovation and creativity in creating market-valued products or services, with the aim of improving individual and community welfare (Lafau & Laoli, 2024). Its essence lies in the development of creative ideas, resource management, and identification of opportunities for improvement (Prawirokusumo, 1997). Entrepreneurship is also believed to be an important strategy in reducing unemployment, and instilling this spirit from an early age is considered crucial for national progress (Igwe et al., 2021) making entrepreneurship education in the educational environment a necessity.

Entrepreneurship education in Vocational High Schools has an increasingly emphasized role in preparing students as future business actors (Lafau & Laoli, 2025; Setiti & Ratumbusang, 2019). In addition to financial benefits, this education builds resilience (Loliyani et al., 2023). Government policies, such as Presidential Instruction No. 4 of 1995 and the Learning Achievements for Creative and Entrepreneurial Projects in Vocational High School (Badan Standar, Kurikulum, dan Asesmen Pendidikan Republik Indonesia, 2022), integrate entrepreneurship into the SMK curriculum as a compulsory subject. Schools can develop this learning through production units, resource empowerment, extracurricular activities, and stakeholder involvement (Mas, 2014), as well as the integration of entrepreneurial values in lesson planning by teachers (Mas & Sumo, 2017). A case study at research site showed entrepreneurial activities through Creative and Entrepreneurial Projects and the practice of "ngomset" (managing operational capital), but the development of an independent entrepreneurial spirit still requires more attention.

Digital marketing, according to the American Marketing Association (AMA) cited by Kannan and Li (2017), is a set of activities and processes that utilize digital technology to create, communicate, and deliver value to customers and other related parties. Similarly, Urban (2004) defines it as the use of the internet and information technology to expand and improve the effectiveness of conventional marketing. Thus, the essence of digital marketing is the strategic use of digital technology in the entire process of marketing products or services. The application of digital marketing offers various significant advantages, as revealed by Komala et al., (2021), including ease of connecting with consumers, the ability to accurately track consumer behavior, expansion of a broader market reach, cost efficiency compared to traditional marketing, and the ability to compete competitively in a technology-dominated digital era. In 2022, Indikator Politik Indonesia conducted a survey among Indonesians regarding online purchases within one month with 733 respondents, and 65.7% of respondents stated they had purchased clothing or fashion products, with data visualization as shown in Figure 1.



**Figure 1. Graph of Online Product Purchases**

Figure 1 show that Indonesian society has a very high online purchase intention for clothing or fashion products (Sumarliah et al., 2021). Social media platforms provide a space for their users to interact with diverse groups and people with similar interests, and this interaction can influence the formation of a shared identity (Lüders et al., 2022). The pandemic accelerated the digitalization of almost all basic needs and community activities, increasing dependence on digital platforms and driving changes in consumer behavior towards online shopping (Tedry & Tulipa, 2025). Research by Febriansyah and Prabowo (2023) concluded that the better the use of social media by MSME actors, the greater its influence on MSME performance. To implement digital marketing effectively, especially for beginners, (Komala et al., 2021) outline several basic strategies. These strategies include developing digital assets such as websites and social media as primary marketing platforms, efforts to increase website traffic through Search Engine Optimization (SEO) and paid advertising, optimizing social media accounts to increase interaction through engaging content and ads, utilizing email marketing to send offers to registered customers, and using broadcast messages through social media or SMS. In addition to these strategies, market research plays a crucial role before starting marketing activities. Market research allows entrepreneurs to gather and analyze important information related to target markets, competitors, trends, SWOT analysis, and customer studies, which form the basis for making appropriate marketing decisions. Furthermore, content marketing is identified as an important element in supporting the marketing process, helping to build brand awareness, educate consumers, drive purchase consideration, and ultimately influence purchase decisions. Various forms of content marketing such as infographics, blogs, podcasts, videos, and books require communication skills, copywriting, storytelling, and sensitivity to market trends.

The low interest in entrepreneurship among students, especially vocational high school students, is a concern given its role in improving welfare and advancing the nation (Kusumojanto et al., 2021). Although entrepreneurship education has been integrated into the curriculum and various learning strategies have been applied (Mas, 2014), including the utilization of production units and extracurricular activities, challenges remain. In the digital era, mastery of digital marketing is essential for entrepreneurs, but understanding and utilization among SMK students are still limited, hindering their business potential. Learning innovations such as attractive instructional videos are needed to improve understanding of digital marketing and foster entrepreneurial interest in the digital era (Almansour., 2022).

Affiliate marketing is a strategy where an affiliate promotes a business's products or services leading to a sale and receives a commission (Gu et al., 2025). The popularity of this program increased rapidly since the COVID-19 pandemic due to its flexibility and ease of implementation, requiring only digital devices and internet to create marketing content, thus benefiting business owners in expanding market reach and increasing sales, while also helping consumers find relevant products (Gao et al., 2023). Social media platforms like TikTok (Lestari et al., 2024; Siddik et al., 2024) and e-commerce platforms like Shopee (Fiquddin, 2025) offer affiliate programs, where affiliates create promotional content and share product links, then receive a commission based on a percentage or the number of transactions generated.

Observational data during field practice program 1 at research site further reinforced the lack of awareness among Class XII Fashion Design and Production 1 students regarding the importance of digital marketing in the Society 5.0 era. Only a small proportion of students were active as affiliates on e-commerce platforms, while the majority still relied on conventional marketing methods (Rohmah et al., 2023). Even the marketing of student fashion products was still limited to the school showroom or annual exhibitions, without utilizing social media or other digital platforms. This condition indicates an urgent need for learning interventions that are more focused and applicable regarding digital marketing for vocational high school students (Suwarno et al., 2025). This research focuses on a solution through the effect of digital marketing-based entrepreneurship instructional videos on the sales intent for fashion products using an affiliate program.

This research focuses on transformative efforts to equip students with essential skills in the digital era through the utilization of instructional video media. The main objective is divided into two complementary focuses: first, to deepen students' understanding of digital marketing by presenting digital marketing concepts and strategies in an attractive and easily digestible video format, it is expected that students can master the basic principles to applicable techniques in online marketing. The second objective is to empirically measure the practicality of using instructional videos as an aid in improving the sales performance of products produced by students. By analyzing sales data before and after the implementation of the instructional videos, this research seeks to reveal the extent to which this media can have a positive impact on student entrepreneurial outcomes.

## 2. Method

This study adopted a development method aimed at designing and testing the effectiveness and practicality of a learning product, as explained by Waruwu (2024) as a method that produces a product through problem identification, design, and the development of a solution with tested feasibility. One type of development model is ADDIE (Analyze, Design, Develop, Implement, Evaluate), developed in the 1970s, where each stage is interconnected and evaluation is conducted continuously at every phase (Waruwu, 2024).

This study specifically developed a learning medium in the form of a video presenting digital marketing material along with examples of content creation. This development was intended for Class XII Fashion Design and Production 1 students at research site in the Creative and Entrepreneurial Projects subject. The primary objective of developing this instructional video was to address the problem of students' lack of understanding regarding digital marketing concepts and their implementation, given that observations indicated that student product sales were still dominated by conventional methods. The process of developing this learning medium systematically followed the five stages of the ADDIE model, from needs analysis to product practicality evaluation.

The implementation of this instructional video product involved a series of data collection stages using tests, as revealed by Widodo (2021) as a tool to measure specific aspects in students. The implementation stages included administering a pre-test to measure students' initial knowledge of digital marketing, screening the instructional video while monitoring student activity, and administering a post-test to observe changes in student understanding after using the video. The evaluation stage was conducted through the collection of questionnaire data and feedback to measure the achievement of the product development objectives and its practicality of use among the 33 Class XII Creative and Entrepreneurial Projects 1 students, in accordance with the learning achievements of Phase F vocational high school in the entrepreneurship element related to product marketing.

Data collection in this study used an observational method through questionnaires aimed at testing the validity of the developed learning product (Hapsari & Zulherman, 2021), where instrument quality was ensured through validation by experts (Hikmah & Purnamasari, 2017), involving language, material, and media experts according to the research sub-variables that helped identify relationships with the concepts studied (Lafau & Laoli, 2024); this study had two main variables, namely the instructional video media as the independent variable expected to increase product sales, and the 33 Class XII Creative and Entrepreneurial Projects 1 students as the dependent variable who would be tested using a questionnaire after the learning media was validated.

This expert validation used a questionnaire with assessment scores that were recapitulated and analyzed referring to a 4-point Likert scale (Novanti et al., 2018). The Likert scores used were 4 (Agree); 3 (Somewhat Agree); 2 (Disagree); and 1 (Strongly Disagree). The validation results were then analyzed using the Equation 1 (Anggreini et al., 2019).

$$V = \frac{Tse}{Tsh} \times 100\% \quad (1)$$

V : Expert Validation  
Tse : Total Empirical Score (score obtained)  
Tsh : Total Maximum Score  
100% : Constant

Subsequently, the validation from the experts was analyzed based on the following categories as shown in Table 1.

**Table 1. Validation Test Categories**

Score (%)	Category
0 - 40	Not feasible
41 - 55	Less feasible

Score (%)	Category
56 - 75	Feasible
76 - 100	Highly feasible

The data analysis technique used in this study was through student pre-test and post-test questionnaires to observe the practicality of the digital marketing-based entrepreneurship instructional video media using an affiliate program in increasing students' interest in entrepreneurship in the fashion field before and after receiving the material using the following Equation 2 (Wahab et al., 2021).

$$LOR = \frac{\text{Score of correct answer}}{\text{Total answer score}} \times 100\% \quad (2)$$

LOR : Learning Outcome Result

To analyze the results, the following Learning Outcome Result categories in Table 2 below were used .

**Table 2. Learning Outcome Result Categories**

Score (%)	Category
$86 \leq LOR \leq 100$	High
$66 \leq LOR < 85$	Moderately High
$56 \leq LOR < 65$	Low
$35 \leq LOR < 55$	Very Low

As well as the media practicality formula 3 as follows (Lestari et al., 2020).

$$\text{Practicality Level} = \frac{\text{Total score obtained}}{\text{Total maximum score}} \times 100\% \quad (3)$$

After obtaining the calculation from the student response scores, it was then matched with the media practicality criteria as shown in Table 3.

**Table 3. Media Practicality Categories**

Score (%)	Category
81% - 100%	Highly Practical
61% - 80%	Practical
41% - 60%	Moderately Practical
21% - 40%	Less Practical

### 3. Results and Discussion

Digital marketing-based entrepreneurship instructional media utilizing an affiliate program underwent validation testing through questionnaires administered to media, material, and language experts. Media validation employed four criteria: (1) media ease of use; (2) media attractiveness; (3) media size; and (4) audio quality. The following are the validation results for the digital marketing-based entrepreneurship instructional video media using an affiliate program obtained through the Likert questionnaire shown in Table 4.

**Table 4. Media Validation Test Results**

Criteria	Percentage (%)	Category
Ease of Use	100%	Highly Feasible
Media Attractiveness	100%	Highly Feasible
Media Size	100%	Highly Feasible
Audio Quality	88%	Highly Feasible
Average Percentage Score (%)	97%	Highly Feasible

Based on the validation analysis results from media experts in Table 4, it can be concluded that the digital marketing-based entrepreneurship instructional video media using an affiliate program obtained an average score of 97%, which falls into the Highly Feasible category according to the criteria proposed by Arikunto (2014). Initial display of instructional video media show in Figure 2.



Figure 2. Initial Display of Instructional Video Media

**Error! Not a valid bookmark self-reference.** shows the results of material validation analysis with three criteria, achieving a final average percentage of 97% with a highly feasible category. This is because the material aligns with the learning outcomes of the Creative and Entrepreneurial Projects subject in Phase F of Vocational High School, and supports entrepreneurship development with systematic and clear presentation, which received high scores on the Likert scale. The material usefulness criteria received 92% because the delivery method somewhat lacked in stimulating students' curiosity, resulting in a score of 3 (Somewhat Agree). Visual and material display in instructional video media show in Figure 3 and Figure 4.

Table 5. Material Validation Test Results

Criteria	Percentage (%)	Category
Material Relevance	100%	Highly Feasible
Material Presentation	100%	Highly Feasible
Materia Usefulness	92%	Highly Feasible
Average Percentage Score (%)	97%	Highly Feasible



Figure 3. Visual Material Display in Instructional Video Media



Figure 4. Material Display in Instructional Video Media

The analysis results in **Error! Not a valid bookmark self-reference.** show that the digital marketing-based entrepreneurship instructional video media using an affiliate program received 75% with a Feasible

category. This was assessed based on word choice and text readability in the media, use of language appropriate for Class XII Creative and Entrepreneurial Projects 1 students' level, and word compliance with language rules such as Standardized Spelling of the Indonesian Language.

**Table 6. Language Validation Test Results**

Criteria	Percentage (%)	Category
Readability	75%	Feasible
Suitability to Student Development Level	75%	Feasible
Compliance with Language Rules	75%	Feasible
Average Percentage Score (%)	75%	Feasible

The entrepreneurial interest of Class XII Creative and Entrepreneurial Projects 1 students in digital marketing using affiliate programs can be seen from the pre-test questionnaire results in Table 7. Students showed entrepreneurial interest in the very low category with a percentage of 55.8% and Digital Entrepreneurship ability with a percentage of 50.5%. Therefore, students were provided with entrepreneurship material through digital marketing using affiliate programs via instructional video media.

**Table 7. Pre-test Analysis Results**

Criteria	Percentage (%)	Category
Entrepreneurial Interest	55.8%	Very Low
Digital Entrepreneurship	50.5%	Very Low
Average Percentage Score (%)	53.2%	Very Low

Based on the analysis results in Table 8, it can be concluded that both entrepreneurial interest and students' understanding of digital entrepreneurship increased after being provided with the digital marketing-based entrepreneurship instructional video media using an affiliate program. The percentage of student interest increased to 83.2% (moderately high category), while understanding of digital entrepreneurship increased to 84.7% (moderately high category).

**Table 8. Post-test Analysis Results**

Criteria	Percentage (%)	Category
Entrepreneurial Interest	83.2%	Moderately High
Digital Entrepreneurship	84.7%	Moderately High
Average Percentage Score (%)	84%	Moderately High

The improvement supports findings Zajuli et al (2024), who reported that the use of digital learning media integrating real-life business models (e.g., affiliate programs) increases students' engagement and entrepreneurial competence.

## 4. Conclusion

This study developed and evaluated digital marketing-based entrepreneurship instructional videos incorporating an affiliate program. The expert validation results confirmed the media's high feasibility, with exemplary scores in media and content quality (97%) and a satisfactory score in language (75%). The intervention's effectiveness was demonstrated by a significant improvement in student outcomes, with average scores rising from the very low category (53.2% in the pre-test) to the Moderately High category (84% in the post-test). Therefore, it is concluded that this instructional media is highly practical and effective in enhancing students' understanding and interest in digital entrepreneurship. The findings of this study carry significant implications for entrepreneurship education. Theoretically, this research contributes to the body of knowledge on digital entrepreneurship education by providing empirical evidence for the efficacy of video-based learning tools that integrate practical, real-world concepts like affiliate marketing. It underscores the value of the ADDIE model in creating structured and engaging learning media for vocational settings.

From a practical standpoint, this validated media serves as a ready-to-implement resource for educators seeking to modernize their curriculum and align it with the demands of the digital economy. However, to further optimize its effectiveness, certain refinements are recommended. Future iterations of the media could explore more interactive and engaging delivery methods, such as the inclusion of relevant case studies or provocative discussion questions, to better stimulate student curiosity. Additionally, while the language validation was deemed feasible, efforts to enhance text readability and adjust the diction to more closely match the comprehension level of Grade XII Creative and Entrepreneurial Projects 1 students are encouraged to maximize the tool's accessibility and impact. For researchers, this study opens avenues for future exploration into the long-term effects of such interventions on actual entrepreneurial behavior and the scalability of this approach across diverse educational contexts.

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All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

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