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Digital Entrepreneurship Literacy Through Online Selling Training at SMK Xaverius Palembang

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Abstrak

Transformasi digital telah mengubah cara produk dipromosikan, dijual, dan dipercaya oleh konsumen, sehingga membuka peluang baru bagi siswa vokasi untuk menjadi wirausaha muda. Namun, sekolah mitra melaporkan bahwa pemahaman siswa terhadap praktik kewirausahaan yang didukung oleh e-commerce dan platform digital masih terbatas. Program Pengabdian kepada Masyarakat ini bertujuan untuk memperkuat literasi kewirausahaan digital melalui pelatihan penjualan online yang terstruktur di SMK Xaverius Palembang. Kegiatan dilaksanakan pada 3 September 2025 dengan menggunakan metode ceramah, pembelajaran berbasis video, dan simulasi. Evaluasi program menggunakan kuesioner pilihan ganda sebanyak 10 butir yang mencakup kompetensi inti, seperti konsep penjualan online, pengetahuan marketplace, pemasaran digital, fotografi produk, layanan pelanggan, target pasar, branding, dan indikator kinerja. Analisis deskriptif digunakan untuk merangkum jawaban benar dan salah. Hasil dari 131 responden menunjukkan tingkat ketepatan jawaban secara keseluruhan sebesar 96,4%. Skor sempurna 100% dicapai pada butir yang berkaitan dengan definisi penjualan online, identifikasi marketplace populer, dan pentingnya foto produk. Skor sempurna 100% dicapai pada butir yang berkaitan dengan definisi penjualan online, identifikasi marketplace populer, dan pentingnya foto produk. Persentase jawaban benar terendah terdapat pada butir mengenai keunggulan penjualan online dan konsep target pasar, masing-masing sebesar 85,5%. Temuan ini menggambarkan pemahaman peserta terhadap topik penjualan online pada akhir kegiatan. Sesi lanjutan perlu menekankan aspek segmentasi, positioning, dan komunikasi nilai pelanggan guna mendukung kewirausahaan digital yang berkelanjutan.

***Kata kunci**: Literasi Kewirausahaan, Penjualan Online, Marketplace, Digital*

Abstract

Digital transformation has reshaped how products are promoted, sold, and trusted, creating new opportunities for vocational students to become young entrepreneurs. However, the partner school reported limited student understanding of entrepreneurship practices supported by e-commerce and digital platforms. This community service program aimed to strengthen digital entrepreneurship literacy through structured online selling training at SMK Xaverius Palembang. The activity was conducted on 3 September 2025 using lectures, video-based learning, and simulations. Program evaluation used a 10-item multiple-choice questionnaire covering core competencies such as online selling concepts, marketplace knowledge, digital marketing, product photography, customer service, target market, branding, and performance indicators. Descriptive analysis was applied to summarize correct and incorrect responses. The results from 131 respondents showed an overall correct-response rate of 96.4%. Perfect scores (100%) were achieved on items related to the definition of online selling, identifying popular marketplaces, and the importance of product photos. The lowest percentages of correct responses were recorded for items

concerning the advantages of online selling and the concept of target markets, both at 85.5%. These findings describe participants' understanding of online selling topics at the end of the activity. Follow-up sessions should emphasize segmentation, positioning, and customer value communication to support sustainable digital entrepreneurship.

***Keywords**: Eentrepreneurship Literacy, Online Selling, Marketplace, Digital*

1. INTRODUCTION

Digitalization has changed the meaning of "selling" from simply offering products to continuously building trust, shaping experience, and managing relationships in online environments. This shift is not limited to large firms; it increasingly determines how small ventures survive and grow amid disruption and uncertainty, especially during and after crisis periods (Abdelwahed & Soomro, 2023).

In business practice, digital transformation is widely discussed as a strategic response that reorganizes processes, capabilities, and value delivery. Evidence from organizational transformation studies indicates that innovation-oriented strategies support institutional change and societal impact when digital capability is embedded into operational routines (Adham et al., 2023). At the micro level, digital adoption also strengthens entrepreneurial resilience and market access, including for rural entrepreneurs during the pandemic who relied on digital channels to sustain economic activity (Idris et al., 2023).

For young people, digital platforms are not only tools but also learning arenas where entrepreneurial intention and behavior can be shaped. Research shows that entrepreneurial skills development is associated with stronger self-employment practice and readiness among students (Reyad et al., 2020). In addition, internet-based entrepreneurial ventures depend on individual predictors and capability configurations, implying that training must address both knowledge and readiness to act (Saktiawan et al., 2023). Entrepreneurial orientation also emerges as a mechanism linking human capital to SME performance, reinforcing the importance of early competence building (Yakob et al., 2023).

From the consumer side, online selling success is inseparable from digital experience quality. Website design and service quality have been shown to influence repurchase intention in e-commerce contexts, suggesting that "how" sellers present and serve can be as decisive as "what" they sell (Wilson et al., 2019). Trust formation becomes even more important under perceived risk; studies of mobile food purchasing highlight that perceived benefits, quality cues, and risk perceptions jointly shape trust and intention (Suhartanto et al., 2023). In fast-growing channels such as live streaming, impulse buying is also linked to digital stimuli and psychological responses, implying that online selling skills must include content strategy and customer engagement literacy (Tang et al., 2022).

Digital commerce ecosystems also evolve alongside digital payment adoption. Post-pandemic evidence on e-wallet usage confirms that technology acceptance factors continue to influence consumer willingness to transact digitally (Amin et al., 2022). This reinforces the need for sellers to understand not only selling platforms but also the broader transaction ecosystem that supports online purchasing.

In the vocational education context, students are expected to be job-ready while also being capable of creating independent income opportunities. However, readiness is not automatically formed; it depends on structured learning design, individual psychological factors, and career-related perceptions. For example, personality traits and leadership contexts have been linked to performance and engagement in organizational settings (Mat et al., 2019), while time availability and positive affect can influence purchasing tendencies in digital contexts (Zaki & Hamid, 2021). Career intention itself can be shaped through perceived skills and social views, where affective responses may mediate intention to pursue certain careers (Omar et al., 2023). These findings

suggest that vocational training should connect technical digital competencies with confidence and intention to apply them in real settings.

A preliminary needs assessment was conducted through interviews with the principal and the vice principal for student affairs at SMK Xaverius Palembang. The interviews indicated that one of the students' current learning needs was the development of practical digital entrepreneurship competencies, particularly their ability to use digital platforms to initiate and manage online selling activities. The school representatives explained that students still required a stronger understanding of several fundamental areas, including marketplace utilization, digital promotion, product photography, customer complaint handling, target market identification, and branding. Addressing this need is important because digital transformation increasingly influences business operations and requires young people to acquire relevant entrepreneurial competencies from an early stage (Carnegie et al., 2022; Nguyen et al., 2025). This condition is also consistent with previous community engagement findings showing that limited technological skills can hinder the adoption of online selling, whereas training in social media and marketplace-based digital marketing can help participants develop online marketing capabilities and reach wider markets (Ratnasari et al., 2021).

At SMK Xaverius Palembang, the partner school identified a practical gap: many students had limited understanding of online selling fundamentals such as marketplace onboarding, digital promotion, product photography, customer complaint handling, target market identification, and branding. This gap matters because digital transformation is increasingly influencing operational routines across sectors, including business administration and accounting practices in SMEs, where digital systems demand new competencies and discipline in execution (Carnegie et al., 2022; Nguyen et al., 2025). This practical gap is consistent with precious community service evidence showing that limited technological skills can hinder the adoption of online selling, while digital marketing training through social media and marketplace platforms can help participants develop online marketing skills and access wider markets (Ratnasari et al., 2021). This practical gap was identified through discussions and interviews with the school principal and the vice principal for student affairs regarding the students' current learning needs.

To respond to this need, we implemented an online selling training program combining short lectures, video-based learning, and simulations covering foundational online selling knowledge and practices. Unlike online selling programs that focus primarily on general digital marketing knowledge, this program was designed for vocational students and combined short lectures, video-based learning, and guided simulations covering practical online selling topics. Its specific contribution lies in presenting item-level post-training evidence that identifies the topics participants answered correctly and those requiring further reinforcement. Rather than establishing the effectiveness of the training, the evaluation provides a context-specific description of students' understanding of operational and strategic online selling topics at the end of the activity. The activity aimed to strengthen digital entrepreneurship literacy among vocational students, and participants' understanding at the end of the activity was assessed using a structured 10-item knowledge questionnaire. The post-activity results present the percentages of correct responses across the assessed knowledge areas and describe participants' understanding at the end of the training.

2. IMPLEMENTATION METHOD

This community engagement program employed a training-based approach to develop students' foundational competencies in online selling. The implementation involved program preparation, training delivery, and post-activity evaluation. The following subsections describe the program design, setting and participants, training procedures, and evaluation process.

2.1 Design

The program was implemented in five stages. First, a needs assessment was conducted through discussions and interviews with the school principal and the vice principal for student affairs to identify the students' practical learning needs. Second, the team prepared the training materials, learning activities, evaluation instrument, and technical arrangements in coordination with the school. Third, the training was delivered through explanations and practical examples covering essential aspects of online selling. Fourth, participants' understanding at the end of the activity was evaluated using a 10-item multiple-choice questionnaire administered through Google Forms. Finally, the evaluation findings were reviewed by the implementation team to identify topics that may require greater emphasis in future training activities.

2.2 Setting and Participants

The activity was conducted at SMK Xaverius Palembang (school hall/Aula) on 3 September 2025 (08.00–10.00 WIB). The training session was attended by 60 students from Grade X and XI across several majors (accounting, office management, computer networking, and visual communication design). The attendance sheet distributed at the beginning of the session recorded 60 students. During the session, additional students joined after completing other scheduled school activities and participated in the remainder of the training. By the end of the activity, 131 students had completed the post-training questionnaire administered through Google Forms. Thus, the difference between the initial attendance figure and the number of questionnaire respondents resulted from the gradual arrival of additional students during the training session. Because some students joined after the session had begun, the evaluation results are interpreted descriptively as reflecting their understanding at the end of the activity, while acknowledging differences in the duration of their exposure to the training.

2.3 Training Materials and Delivery

The training employed a blended delivery approach: (1) lecture and guided explanation, (2) video-based illustration, and (3) simulation with interactive discussion. Learning content was organized to build both conceptual clarity and operational readiness, covering: (a) online selling fundamentals and benefits, (b) marketplace platform awareness and usage, (c) digital marketing basics, (d) the role of product photos in trust building, (e) customer service and complaint handling, and (f) target market, branding, and success indicators in online business.

2.4 Evaluation

Program evaluation employed a 10-item multiple-choice questionnaire. Each item provided four answer options (A–D), and participants selected one option for each question. Responses were scored based on accuracy, where each selected answer was coded as correct (1) if it matched the documented answer key and incorrect (0) otherwise. This scoring method was used to assess the accuracy of participants' understanding of essential online selling knowledge and practices, including: the definition and advantages of online selling, marketplace identification, digital marketing, initial onboarding steps, the role of product photos, complaint handling, target market concepts, branding, and key performance indicators in online business. The items assessed knowledge domains aligned with the training objectives:

1. Online selling definition (selling via internet and digital platforms).
2. Main advantage of online selling (wider market reach).
3. Examples of marketplace platforms (Tokopedia, Shopee, Lazada).
4. Digital marketing definition (promotion via digital media/internet).
5. Initial step to start selling online (creating an account on a marketplace/social media).

6. Function of product photos (enhancing trust and purchase interest).
7. Complaint handling principle (respond politely and seek solutions).
8. Target market concept (primary customer group targeted).
9. Branding function (differentiation and trust enhancement).
10. Online selling success indicators (sales volume and customer satisfaction).

The 10-item multiple-choice questionnaire was developed by the implementation team based on the learning objectives and the topics delivered during the training. Each item was aligned with one of the assessed knowledge areas, including online selling concepts and advantages, marketplace identification, digital marketing, initial onboarding steps, product photography, complaint handling, target market identification, branding, and online business performance indicators. Before administration, the items and answer options were reviewed by the implementation team to ensure their clarity, accuracy, and consistency with the training content.

The questionnaire was not subjected to formal psychometric validation; therefore, it was used only as a descriptive post-training knowledge assessment. Responses were summarized using descriptive statistics, including: (1) correct vs. incorrect responses per item, and (2) overall accuracy calculated as total correct answers divided by total responses. The item-level distribution (N = 131) was derived from the Google Form response recap documented in the questionnaire file. Each response was coded as correct (1) or incorrect (0) according to the predetermined answer key. The results were analyzed descriptively by calculating the number and percentage of correct and incorrect responses for each item, as well as the overall correct-response rate across all items. No categorical thresholds such as “very high,” “high,” “moderate,” or “low” were applied. As the evaluation employed a post-test-only design, the results were analyzed descriptively to portray participants’ understanding at the end of the training. They were not used to measure changes in knowledge or to establish that the training caused an improvement in students’ knowledge or readiness.

3. RESULT AND DISCUSSION

This section presents the results of the post-training evaluation and discusses their implications for online selling education among vocational students. The results are first reported using the number and percentage of correct and incorrect responses to each questionnaire item. The discussion then interprets the response patterns in relation to the topics covered during the training and identifies areas requiring further reinforcement.

3.1 Results

The evaluation results were summarized from 131 respondents who completed a 10-item multiple-choice questionnaire, resulting in 1,310 total responses (131 × 10). Overall, 1,263 of the 1,310 responses were correct and 47 were incorrect, producing an overall correct-response rate of 96.4%.

At the item level, large percentages of correct responses were observed across the assessed knowledge areas. Three items achieved perfect correctness (100%), indicating that all respondents correctly understood: (1) the meaning of online selling, (2) examples of marketplace platforms, and (3) the function of product photos in building customer trust and purchase interest. Several other items received correct-response rates above 97%, particularly those related to digital marketing, the initial steps to start online selling, complaint handling, branding, and online selling success indicators.

However, two topics showed comparatively lower percentage of correct responses (both 85.5% correct): understanding the main advantage of online selling and defining the concept of a target market. These two items contributed the largest share of incorrect responses, suggesting that students may require more reinforcement on strategic marketing concepts beyond

operational platform knowledge. Table 1 summarizes the item-level distribution of correct and incorrect responses, highlighting participants' comprehension across the ten assessed competencies.

Table 1. Presents the detailed distribution of correct and incorrect responses for each competency item.

Item	Assessed Knowledge Item	Correct Responses, n	Incorrect Responses, n	Correct Responses, %	Incorrect Responses, %
1	Definition of online selling (selling via internet and digital platforms)	131	0	100.0	0.0
2	Key advantage of online selling (wider market reach)	112	19	85.5	14.5
3	Identifying marketplace platforms (Tokopedia, Shopee, Lazada)	131	0	100.0	0.0
4	Definition of digital marketing (promotion via digital media and internet)	129	2	98.5	1.5
5	Initial step to start online selling (creating an account on marketplace/social media)	129	2	98.5	1.5
6	Role of product photos (increasing trust and purchase interest)	131	0	100.0	0.0
7	Complaint handling (respond politely and seek solutions)	130	1	99.2	0.8
8	Target market concept (the main consumer group targeted)	112	19	85.5	14.5
9	Branding function (differentiating products and strengthening trust)	130	1	99.2	0.8
10	Success indicators of online selling (sales volume and customer satisfaction)	128	3	97.7	2.3

The largest percentages of correct responses were observed in operational and practical knowledge areas, including marketplace awareness, digital promotion, customer service, and branding. Meanwhile, the slightly lower accuracy on items related to market advantage and target market indicates that follow-up reinforcement should emphasize strategic thinking, such as segmentation and customer profiling, so that students not only "know how to sell" but also "know whom to sell to and why their offer matters." Figure 1 documents the program implementation, presenting the post-training group photo and an in-session snapshot of the interactive learning activities.

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Figure 1. (a) Team and participant group photo; (b) Interactive training session.

3.2 Discussion

The results show that large percentages of participants correctly answered items related to digital entrepreneurship basics, particularly actionable topics such as starting an account on a selling platform, promoting products digitally, responding to customers, and recognizing performance indicators. This interpretation is supported by the consistently large percentages of correct responses across operational items in Table 1 and Figure 1, where most competencies exceeded 97% accuracy. These findings align with entrepreneurship education evidence showing that structured learning can strengthen students' preparedness for self-employment and entrepreneurial practice (Reyad et al., 2020).

The largest percentages of correct responses were observed in areas closely connected to everyday digital habits, including platform familiarity, social media use, and visual content. The 100% correct-response rates for marketplace identification and the importance of product photos indicate that all respondents correctly recognized these two concepts. The finding concerning product photos supports the broader argument that online purchase confidence is shaped by perceived quality cues and trust-building signals, where visual presentation plays a key role in reducing uncertainty and strengthening trust (Suhartanto et al., 2023; Wilson et al., 2019).

Meanwhile, the comparatively lower correct-response rates for items related to online selling advantages and target market identification indicate topics that should receive further reinforcement, particularly segmentation and customer profiling. This pattern is meaningful because these two competencies represent strategic marketing thinking, not merely platform operation. The gap matters for sustainability: long-term digital entrepreneurship success depends not only on technical execution but also on understanding market segmentation, customer targeting, and value positioning—skills emphasized in entrepreneurial learning models and business planning approaches (Ghani & Mohamad, 2021).

From a community empowerment perspective, the topics covered in this program are practically relevant because knowledge of digital platforms can support vocational students in accessing wider markets. This is consistent with evidence showing that digital adoption helps widen market reach and strengthen competitiveness, including among SMEs and emerging business contexts (Idris et al., 2023; Nguyen et al., 2025). This finding is also in line with Ratnasari et al. (2021), who reported that digital marketing training focusing on social media and marketplace use can support the transformation of business practices from conventional to more modern online marketing.

The item-level pattern provides a more differentiated picture than earlier training publications, which generally emphasize overall changes in participants' knowledge, confidence, or digital marketing competence. Previous programs have predominantly focused on operational activities, such as creating marketplace accounts, establishing online stores, using social media, preparing promotional content, and uploading products (Husniati et al., 2025; Putri et al., 2025; Sari et al., 2025). By contrast, the present findings distinguish between participants' recognition of operational topics and their understanding of strategic marketing concepts: correct-response rates were larger for marketplace identification, digital promotion, product photography, complaint handling, and branding, but comparatively lower for the advantages of online selling and target market identification. One possible explanation is that operational activities involve observable and sequential procedures that are relatively familiar from students' everyday exposure to marketplaces and social media, whereas target market identification requires the analysis of customer characteristics, needs, behaviors, and preferences before an appropriate segment can be selected (Kasem et al., 2024; Thomas & N., 2022; Wang, 2025). This distinction is particularly relevant because digital entrepreneurship competence among vocational students extends beyond basic platform use to include business management, brand development, market segmentation, and targeting strategy (Mahmudah et al., 2023). Evidence from online practical training also indicates that the development of digital entrepreneurship subcompetencies may not occur uniformly (Chen & Ifenthaler, 2023). Therefore, the contribution of the present study lies in identifying a specific instructional gap between operational familiarity and strategic marketing understanding, suggesting that follow-up sessions should provide more sustained exercises in customer profiling, segment selection, and value positioning.

Based on the item-level pattern, follow-up sessions should focus on bridging the strategic gap by introducing simple segmentation and targeting exercises, such as defining customer personas, matching product benefits to specific customer needs, and selecting the most appropriate channels. Learning can also be strengthened by incorporating performance-based tasks, such as creating a basic product listing, preparing short promotional content, producing product photographs, and simulating customer complaint handling. Although the training included guided simulations, the current evaluation did not systematically collect or assess these practical outputs. Consequently, the findings are limited to participants' responses to the post-training multiple-choice questionnaire and should be interpreted as a description of their understanding of the assessed topics at the end of the training, rather than as evidence of applied competence or improvement attributable to the program. Future implementations should incorporate matched pre-test and post-test assessments and systematically evaluate practical outputs using performance-based rubrics covering content completeness, visual quality, message relevance, platform suitability, and the application of online marketing principles.

4. CONCLUSION

This community service program on Online Selling Training at SMK Xaverius Palembang resulted in an overall correct-response rate of 96.4% among 131 questionnaire respondents. Participants showed large proportions of correct responses across the assessed topics related to online selling, including marketplace awareness, digital promotion, the strategic role of product photos, customer complaint handling, branding, and the use of performance indicators to evaluate selling outcomes. Nevertheless, comparatively lower correct-response rates were observed in items related to the core advantage of online selling and target market definition, suggesting that students require additional reinforcement in strategic marketing concepts such as segmentation, targeting, and value positioning. Overall, the findings describe participants' understanding of the assessed online selling topics at the end of the activity but do not establish an improvement in knowledge or readiness because no pre-test was administered. Future programs should incorporate matched pre-test and post-test assessments and practical

performance tasks to evaluate changes in participants' knowledge and applied skills more comprehensively.

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