

Islamic Elementary School Marketing Model in Pekanbaru: The Impact of Digitalization of Education

Sakban¹⁾, Muhammad Lisman²⁾, Susi Marni³⁾, Wismanto⁴⁾

^{1,2,4)} Universitas Muhammadiyah Riau, Indonesia

³⁾ STIEI Ar-Rahman, Indonesia

e-mail Correspondent : sakban80@umri.ac.id

Received: 23-06-2024

Revised: 24-08-2024

Accepted: 28-08-2024

Article Info

Abstract

Keywords:

Educational
Management,
Education of
Elementary Madrasah
Teachers,
Digitalization of
Marketing.

Elementary schools play a strategic role in the development of human resources (HR) through education. Therefore, effective governance is crucial for ensuring the sustainability of educational institutions, both public and private. However, the era of disruption presents new challenges for the management of these institutions, particularly in adapting to technological advancements. Implementing digital marketing strategies represents a key solution to address these challenges. Research on digital marketing at the elementary school level remains sparse, and there is a lack of established models for implementing these strategies, particularly in Pekanbaru, which hosts numerous private elementary schools. An analysis of research journals using Vosviewer, sourced from Scopus Elsevier and Google Scholar, indicates that digital marketing in elementary school management is increasingly recognized as a significant area of interest among researchers. This research is therefore strategically important as it addresses existing research gaps. Specifically, the objective of this research is to examine the impact of digital technology on Integrated Islamic Elementary Schools (SD IT), with a focus on marketing strategies. Additionally, it explores the opportunities and challenges associated with digital marketing and seeks to identify an appropriate model for elementary schools. Utilizing qualitative methods and the *Notions of Sensing and Responding* theoretical framework, the result of this reserach shows that technological advancements have shifted school promotion strategies towards a greater emphasis on digital marketing. This shift is supported by schools' responses and initiatives in adopting and developing effective digital marketing strategies.

Kata Kunci:

Manajemen Pendidikan,
Pendidikan Guru
Madrasah Dasar,
Digitalisasi Pemasaran.

Abstrak

Sekolah dasar memegang peranan strategis dalam pengembangan sumber daya manusia (SDM) melalui pendidikan. Oleh karena itu, tata kelola yang efektif sangat penting untuk menjamin keberlanjutan lembaga pendidikan, baik negeri maupun swasta. Namun, era disrupsi menghadirkan tantangan baru bagi pengelolaan lembaga tersebut, khususnya dalam beradaptasi dengan kemajuan teknologi. Penerapan strategi pemasaran digital merupakan solusi utama untuk mengatasi tantangan tersebut. Penelitian tentang pemasaran digital di tingkat sekolah dasar masih jarang, dan belum ada model yang mapan untuk menerapkan strategi tersebut, khususnya di Pekanbaru, yang memiliki banyak sekolah dasar swasta. Analisis jurnal penelitian menggunakan Vosviewer, yang bersumber dari Scopus Elsevier dan Google Scholar, menunjukkan bahwa pemasaran digital dalam manajemen sekolah dasar semakin diakui sebagai bidang minat yang

signifikan di kalangan peneliti. Oleh karena itu, penelitian ini penting secara strategis karena menjawab kesenjangan penelitian yang ada. Secara khusus, tujuan penelitian ini adalah untuk mengkaji dampak teknologi digital terhadap Sekolah Dasar Islam Terpadu (SD IT), dengan fokus pada strategi pemasaran. Selain itu, penelitian ini mengeksplorasi peluang dan tantangan yang terkait dengan pemasaran digital dan berupaya mengidentifikasi model yang tepat untuk sekolah dasar. Dengan menggunakan metode kualitatif dan kerangka teori Notions of Sensing and Responding, hasil penelitian ini menunjukkan bahwa kemajuan teknologi telah menggeser strategi promosi sekolah ke arah yang lebih menekankan pada pemasaran digital. Pergeseran ini didukung oleh respon sekolah dan

INTRODUCTION

Revolutions in human life represent a shift from conventional models towards more advanced changes. Throughout history, various disruptive periods have transitioned humanity into the Industry 4.0 era, also known as the digital age. The term "disruption," popularized by Clayton Christensen and Michael Porter, refers to fundamental changes driven by technological advancements that alter patterns of human relationships and interactions. As a result, cultural and behavioral transformations occur across various aspects of life (Kotler, 1991). Moreover, these technological developments impact fields such as economics, politics, culture, religion, knowledge and information, and education. Specifically, digital technology transforms the foundational structure within business and educational organizations (Du Plessis, 2017b; Isma et al., 2022; Rani, 2022). In the context of Industry 4.0, efficiency and effectiveness in work processes become increasingly crucial. Thus, innovation and collaboration in educational management are essential in navigating this era of disruption (Azkiyah et al., 2020; Lisman et al., 2024). Digital collaboration in education has led to innovations impacting educational management patterns and models. For example, technology in the learning process enables more interactive and personalized methods, such as e-learning platforms that support lifelong learning by providing access to educational materials without time and place constraints. Additionally, technology helps educational administrators make more accurate, data-driven decisions. Hence, integrating technology into education not only enhances the quality of learning but also supports the overall optimization of educational management.

Industries and various service businesses need to adopt new technologies to create advanced business models that deliver greater value to customers and remain competitive, especially as competitors continuously strive to shift their positions (Kasali, 2018). Simultaneously, the rapid development of the digital world and the digitization of content and communication channels in education have altered the educational landscape at the primary school level. Consequently, this shift drives the need for exploration and innovation in digital marketing strategies for primary education (Lal & Maxfield, 1993). In the educational context, effective marketing strategies are crucial for achieving stakeholders' goals and aspirations.

Table 1 Literature Review

Authors & Year	Research Focus
(Zahay et al., 2022)	Discusses how technology is integrated with education, particularly in the field of curriculum.
(Edyburn, 2003)	Highlights how technology not only transforms classroom learning but also enhances communication between students, parents, and teachers.

(Jiao et al., 2022)	Examines the crucial role of parental involvement in primary schools facilitated by digital marketing.
(Gass & Seiter, 2022)	Emphasizes the importance of effective communication in primary schools through digital media in engaging parents in the educational process.
(Korang et al., 2020)	Investigates how social media marketing can be a powerful tool in primary education
(Neumann, 2016)	Explores how mobile applications can be used for information dissemination and parent-school communication.
(Du Plessis, 2017a; Rani, 2022; Shahbaznezhad et al., 2021)	Explores how primary schools can build brand image and loyalty through content creation strategies.
(Ye et al., 2023)	Analyzes digital marketing metrics that allow primary schools to assess strategy effectiveness based on data.
(De Pelsmacker et al., 2021; Thompson et al., 2021)	Investigates ethical considerations surrounding data collection, privacy, and marketing practices in the context of primary schools.

Table 1 shows that marketing models at the primary school level must be dynamic and adaptive. The transition to digital marketing in education reflects a broader shift in marketing paradigms in the digital era. Kotler et al. (2016) discuss the significant impact of digital technology on marketing strategies (Philip Kotler, 2019). Further, the implementation of digital marketing in primary schools is marked by challenges and opportunities. Research by Picone and Gill (2019) explores these complexities, providing insights into the application of digital strategies within primary education (Saleem & Siddik, 2021). In Indonesia, policy communication is considered ineffective, partly due to suboptimal utilization of digitalization in education. Thus, the pandemic has compelled the education sector to rapidly adopt technology in management, particularly in private schools (Hodges, C.B., Moore, S.L., Lockee, B.B., Trust, T., & Bond, 2020). Moreover, this issue is exacerbated by public perceptions that public schools are cheaper and better than private schools. Additionally, the quality of services provided to students is a crucial factor affecting enrollment numbers in educational institutions. Therefore, digital adoption becomes a strategic step in maximizing services. Alongside maintaining quality, private schools must also engage in promotion to gain recognition and trust from the public. The objective of this research is to identify digital marketing models for primary schools, focusing on how digital technology influences marketing at the Integrated Islamic Primary School in Pekanbaru and how digital marketing models are implemented by the Integrated Islamic Primary School (SD IT) in Pekanbaru.

To address the research gap regarding digital marketing models in primary schools, the research employs a qualitative approach supported by the Notions of Sensing and Responding theory in thematic analysis to identify relevant digital marketing models. Digital transformation in education, especially in response to technological changes, requires ongoing managerial involvement. Hence, developing a digital marketing model for primary schools becomes a strategic research priority that needs further exploration, given the significant research gap in this area and the lack of a reference model. While research on digital marketing is extensive in various industrial sectors such as Royle and Laing's 2014 research (Royle, J. and Laing, 2014) on digital marketing in communications and Zhu and Gao's 2019 research on digital marketing and business sustainability research in the education sector, particularly at the primary school level, remains limited (Zhu & Gao, 2019). For example, Akmalia's 2019 research only addresses digital branding solutions at Muhammadiyah Purwodiningratan School, Yogyakarta (Akmalia et al., 2020). On the other hand, other research emphasizes that digital media is a powerful tool for supporting primary school

marketing (Edyburn, 2003). Additionally, research investigates ethical considerations surrounding data collection, privacy, and marketing practices in the context of primary schools [16][17], including ethical considerations related to data collection, privacy, and marketing practices (Gass & Seiter, 2022; Jiao et al., 2022; Neumann, 2016). Moreover, social media plays a crucial role in building the image and branding of primary schools (Du Plessis, 2017b; Korang et al., 2020). Additionally, Anderson 2017 and Chen et al. 2019 demonstrate that digital technology effectively facilitates communication with parents (Edyburn, 2003; Gass & Seiter, 2022).

Therefore, the gap and novelty of this research lie in the issues, themes, and methodologies used. Digitalization in education is a strategically relevant topic today; however, research on digitalization in primary schools still presents significant gaps. From a methodological perspective, this study's approach offers a new perspective that has not been extensively applied by previous researchers in analyzing digital marketing models for Integrated Islamic Primary Schools (SD IT). Thus, this research is expected to contribute significantly to the development of educational institutions, particularly in Pekanbaru.

METHOD

This research employs a descriptive qualitative approach to offer an in-depth and comprehensive description of social phenomena. Specifically, this approach involves non-numeric data research, and focusing on understanding the context, perspectives, and experiences of individuals or groups in specific situations. The data collection techniques utilized include observation, interviews, and documentation. The main objective of this research is to provide a detailed description of the phenomenon under investigation, without making generalizations or drawing causal conclusions. Below is a model depiction of the research:

Integrated Islamic Elementary Schools (SD IT), which are generally managed by private institutions, have become one of the primary choices for parents within the Indonesian education system. In Pekanbaru, SD IT plays a significant role in the education sector, largely due to the high interest from parents in enrolling their children in Integrated Islamic education institutions. The educational levels in the Integrated Islamic School system include Integrated Islamic Elementary Schools, Integrated Islamic Junior High Schools, and Integrated Islamic Senior High Schools, all of which have been rapidly growing in the city. This research focuses on elementary schools, specifically discussing four SD-ITs that are considered to be implementing digital technology in their institutional management.

Moreover, the literature provides the foundation for content analysis, while interviews enhance the data collected from the Integrated Islamic Elementary School (SD IT). Non-participant observation further supports the validity of the qualitative research data. This research explores the differences and similarities in how digital technology influences the marketing models of SD IT and how industry and educational institutions address the challenges posed by digital technology (Rachinger et al., 2018).

The research mechanism serves as a guideline, utilizing organizational reports, media articles, web pages, and press releases to evaluate practitioner literature. Information sources are restricted to publications that are presumed to have undergone a certain level of verification before publication. Furthermore, literature was obtained from Google Scholar and journals indexed in Scopus. Interview and observation data are used to cross-validate and enhance the research's validity. The research involves a five-month observation period at the school; however, data verification extends beyond this timeframe. As with typical qualitative research, data filtering and verification continue until the research is completed and published as a scholarly article. In data analysis, the concepts of perception and response guide thematic analysis, supported by NVivo 11 software to identify themes. Finally, diverse expressions of similar ideas are categorized into general themes (Mrazek, 2008).

RESULT AND DISCUSSION

Result

Below are the results of the exploration identified in the research findings regarding *Sensing and Responding* to digital marketing in integrated Islamic elementary schools (SD-IT) in Pekanbaru. The sensing and responding initiatives at the Integrated Islamic Elementary School can be seen in the following table:

Table 2 Sensing And Responding at the Integrated Islamic Elementary School

Initiative Dimensions		Description of Digital Initiative
Experiencing Digital Technology	<ol style="list-style-type: none"> 1. Establishing effective communication with parents. 2. Scanning digital technologies. 3. Acquiring knowledge about digital utilization. 4. Actively monitoring potential adoption of digital technologies for the school. 	<ol style="list-style-type: none"> 1. Identifying and understanding parents' desires. 2. Researching digital platform information. 3. Gathering ideas and concepts related to digital technology from both internal and external sources. 4. Acquiring knowledge from digital marketing experts. 5. Exploring and understanding digitalization in the education sector.
Responding to Digital Technology	<ol style="list-style-type: none"> 1. Forming a digital marketing division. 2. Investing in the purchase of cameras and smartphones. 3. Establishing partnerships. 4. Developing a web-based information system 	<ol style="list-style-type: none"> 1. Establishing a dedicated digital marketing team (social media and website). 2. Allocating funds for digital marketing support equipment. 3. Collaborating with digital service providers (e.g., commanditaire vennootschap). 4. Taking actions related to the development and optimization of digital utilization for school promotion.

The above table illustrates the Sensing and Responding theory. The researcher begins by identifying the dimensions of initiatives and then provides an explanation of these initiatives. Sensing refers to an organization's ability to detect changes or disruptions in their internal and external environment, while responding means effectively and efficiently addressing the difficulties and opportunities that arise. In this research, Sensing pertains to how the Integrated Islamic Elementary School (SD IT) responds to changes caused by rapid technological advancements, whereas responding involves the actions taken in response to sensing, specifically how SD IT adapts to digitalization in the education sector

Table 3. The initiatives of Integrated Islamic Elementary Schools (Level 2)

Initiative	Sub-Category	SD-IT 1	SD-IT 2	SD-IT 3	SD-IT 4
<i>Deep engagement with customers</i>	Interact with customers	/	/	/	/
	Use live chat on mobile devices	/	/	/	/
	Gain customer insights	/		/	/
	Monitor customer desires with mobile devices	/		/	
	Explore ways for better customer service	/	/	/	/
<i>Technology scanning</i>	Recognize digital benefits	/	/	/	/
	Identify sentiment towards digital marketing assets		/		/
	Participate in digital marketing events	/		/	/
<i>Crowdsourcing of Digital Marketing</i>	Attract ideas from content creators			/	/
	Gather ideas from external sources	/	/	/	/
<i>Channels for inbound FinTech knowledge</i>	Recruit staff with digital marketing insights	/	/		
	Provide digital marketing training	/		/	/
	Integrate digital marketing ideas	/		/	
	Consult on digital marketing technology	/	/	/	/
<i>Actively monitors activities of Fin-Tech players</i>	Monitor digital technology developments from the start	/	/	/	/
	Monitor emerging threats from digital technology	/			
	Follow digital technology developments in education	/	/	/	/
	Monitor coverage of digital marketing technology				
<i>Establishing digital lab</i>	Launch digital studio				

	Have podcasts for school branding				
<i>Investments</i>	Allocate funds for digital marketing development	/	/	/	/
	Compete with other schools developing digital marketing	/	/	/	/
<i>Partnerships</i>	Collaborate with digital companies				
	Partner for diverse experiences	/	/	/	/
	Partner with higher education institutions	/	/	/	/
	Partner to enable digital marketing innovation	/		/	
<i>Platform design and development</i>	Launch school channels and website	/	/	/	/
	Be active on social media	/	/	/	/
	Develop message delivery media through social media and YouTube	/	/	/	/
	Form a dedicated digital team			/	

From table 3 above, it clearly presents the initiatives undertaken by Integrated Islamic Elementary Schools in Pekanbaru, derived from the dimensions of initiative. In this research, five key aspects of the research process are reviewed, which serve as the focus of the research on Integrated Islamic Elementary Schools in Pekanbaru.

DISCUSSION

Sensing and responding initiatives of Integrated Islamic Elementary Schools concerning the advancement of digitalization in education, specifically digital marketing, are outlined. The schools are developing strategies to optimize digital technology for enhancing relationships and engagement with parents. This effort aims to acquire and advance digital marketing practices. The following sections present five key focus areas in the digital marketing efforts of Integrated Islamic Elementary Schools.

Deep Engagement with Customers:

One characteristic of digital marketing is the use of digital technology to build school branding. The focus of this research is highlighted in Tables 1 and 2, which indicate that Integrated Islamic Elementary Schools utilize digital technology to foster relationships and engagement with parents. For example, Elementary Schools 1 and 3 use digital devices for branding efforts, which is a strategic step in leveraging digital technology. The schools also employ live chat through mobile devices for interaction with parents, who are considered the customers in this context. Additionally, Elementary Schools 1, 3, and 4 monitor and follow the developments in digital technology utilization within the school. Other findings reveal that one school expressed a desire to explore digital utilization further, especially concerning school branding and educational management. This demonstrates the school's sensing initiative regarding the use of digital technology for promotion. The initiatives align with research highlighting the critical role of digital tools for institutional presence. Interactivity or engagement with customers is a crucial factor influencing experience and satisfaction (Lin & Huang, 2024). Engagement with customers enhances brand experience and repurchase intention (Chia-Lin Hsu, 2023). The influence of digital and audiovisual influencers significantly and directly impacts customer engagement (Akhtar et al., 2024). Thus, the initiatives undertaken by the schools indicate that digital technology has transformed the marketing model of Integrated Islamic Elementary Schools (SD IT).

Technology Scanning

The results of the exploration, as shown in the table above, indicate that the school has initiatives to develop digital marketing. The research findings reveal that the school invests funds

in digital marketing and competes with other schools that have already adopted digital technology for school branding.

Integrated Islamic Elementary Schools recognize that digital technology plays a significant role in promoting the school and building trust with parents. Digital marketing is crucial in establishing customer trust in the digital age (Dastane, 2020; Fog & Indra, 2022; Nizar & Janathanan, 2018), and it also influences customer loyalty (Mohammad, 2022). Consequently, Schools 1, 3, and 4 have taken steps to optimize social media and the school's website as means of communication with customers. Additionally, the schools collaborate with peers and higher education institutions to enhance the digital promotion of the school. Technology scanning is further reinforced by the participation of school representatives in digital marketing workshops.

Crowdsourcing Digital Marketing Ideas

The school seeks creative and innovative ideas for its digital marketing model. One approach used is the adoption of modifications. Additionally, the school involves content creators to participate in branding the school. This is evidenced by the school's initiatives to gather ideas from the community and content creators. Crowdsourcing has become a developing field that focuses on idea generation (Cappa et al., 2022). Collecting ideas from the community serves as a model for adopting digital marketing strategies.

As a Channel for Acquiring Digital Marketing Knowledge

The school strives to acquire digital ideas and knowledge from external sources. Drawing ideas or concepts from external sources is a common practice in governance. This effort is supported by the school's partnerships with peers and higher education institutions, which act as advisors to understand digital marketing in the context of digitalization across various life sectors. Collaboration and innovation are essential to address digital challenges (Lisman et al., 2024). Consulting with experts is also a part of developing digital marketing strategies. Additionally, the school participates in social media and digital marketing workshops, demonstrating its initiative in advancing school digital marketing.

Active Monitoring of Digital Marketing Developments

Exploration data from the research indicate that the school is actively engaged in keeping up with digitalization trends in education. One approach involves studying digital marketing within the service industry. Understanding customer desires, specifically those of parents, is crucial for grasping customer behavior, which is a key aspect of digital marketing. This approach is effective, as understanding customer behavior is essential for building a successful business (De Mooij, 2019; Kotler et al., 2016; Penz & Hogg, 2022). The school focuses on internal activities through initiatives such as identifying leaders within the ecosystem and monitoring threats from digital developments in the education sector. Although monitoring and following developments extend beyond digital marketing, our findings reveal that three schools are developing digital marketing strategies centered on understanding parents' needs.

A distinctive feature of this research is its use of a psychological approach rather than traditional systems theory, which is commonly used in business model research. This research suggests that to conceptualize a business model within a broader management context, it is essential to understand various aspects and dimensions, including the effectiveness and efficiency of organizational responses. Continuous adaptation and innovation in business models are necessary (Teece, 2010). Consequently, dimensions or relationship patterns often overlooked by researchers when conceptualizing marketing management models are crucial. This research offers

insights that Integrated Islamic Elementary Schools should consider when developing their digital marketing concepts.

CONCLUSION

The Integrated Islamic Elementary Schools have made efforts to partner and collaborate with external parties to optimize digital functions in school promotion. Additionally, the schools leverage internal competencies to enhance digital marketing capabilities in order to remain relevant and competitive with other schools. These initiatives are a response to the digitalization developments in the education sector. These efforts include collaborations with external parties, investments, and fund allocations aimed at improving digital marketing capabilities. Steps such as forming dedicated digital marketing teams, providing supporting tools, and actively competing with other schools demonstrate that the sensing and response processes are ongoing through internal testing and technological trials to refine future branding solutions. Therefore, digital technology has transformed the schools' marketing model. The findings of this research can be used as a foundation for building digital marketing management strategies in the Integrated Islamic Elementary Schools. However, this research has limitations in terms of its scope, which is limited to Pekanbaru, Indonesia and only provides basic practical data. To develop an ideal digital marketing model for schools, a more complex approach is required by integrating these research findings.

REFERENCES

- Akhtar, N., Iqbal, U., Gugnani, R., Islam, T., & Attri, R. (2024). Journal of Retailing and Consumer Services The potency of audiovisual attractiveness and influencer marketing: The road to customer behavioral engagement. *Journal of Retailing and Consumer Services*, 79(December 2023), 103807. <https://doi.org/10.1016/j.jretconser.2024.103807>
- Akmalia, A., Danupranata, G., & Iswanti, L. (2020). Pemanfaatan Digital Marketing dalam Penguatan Branding Sekolah Dasar Muhammadiyah Purwodiningratan. *Prosiding Seminar Nasional Program Pengabdian Masyarakat*.
- Azkiyah, Z., Kartiko, A., & Zuana, M. M. M. (2020). Pengaruh Kualitas Pelayanan Akademik Dan Promosi Terhadap Minat Siswa Baru Di Madrasah. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 5(2), Article 2. <https://doi.org/10.31538/ndh.v5i2.538>
- Cappa, F., Franco, S., & Rosso, F. (2022). Citizens and cities: Leveraging citizen science and big data for sustainable urban development. *Business Strategy and the Environment*, 31(2), 648–667. <https://doi.org/10.1002/bse.2942>
- Dastane, O. (2020). Impact of Digital Marketing on Online Purchase Intention: Mediation Effect of Customer Relationship Management. *Journal of Asian Business Strategy*, 10(1), 142–158. <https://doi.org/10.18488/journal.1006.2020.101.142.158>
- De Mooij, M. (2019). *Consumer behavior and culture: Consequences for global marketing and advertising*.
- De Pelsmacker, P., Eagle, L., Dahl, S., & Taylor, C. R. (2021). Concluding Comments Regarding the Challenges of Marketing Ethics. In *The SAGE handbook of marketing ethics*/Eagle, L.[edit.]; et al.[edit.] (pp. 518–529).
- Du Plessis, C. (2017a). The role of content marketing in social media content communities. *SA Journal of Information Management*, 19(1). <https://doi.org/10.4102/sajim.v19i1.866>

- Du Plessis, C. (2017b). *Towards a More Universal Understanding of Content Marketing: The Contribution of Academic Research*. May. <https://doi.org/10.20472/bmc.2017.006.004>
- Edyburn, D. L. (2003). 2002 in review: A synthesis of the special education technology literature. *Journal of Special Education Technology*, 18(3), 5–28.
- Fog, E. Y., & Indra, R. (2022). The Impact Of Content Marketing And Brand Trust On Customer Loyalty. *Journal of Syntax Literate*, 7(3).
- Gass, R. H., & Seiter, J. S. (2022). *Persuasion: Social influence and compliance gaining*. Routledge.
- Hodges, C.B., Moore, S.L., Lockee, B.B., Trust, T., & Bond, M. A. (2020). The Difference Between Emergency Remote Teaching and Online Learning. *Educational Review*.
- Isma, C. N., Rina Rahmi, & Hanifuddin Jamin. (2022). Urgensi Digitalisasi Pendidikan Sekolah. *At-Ta'Dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, 14(2), 129–141. <https://doi.org/10.47498/tadib.v14i2.1317>
- Jiao, H., Yang, J., & Cui, Y. (2022). Institutional pressure and open innovation: The moderating effect of digital knowledge and experience-based knowledge. *Journal of Knowledge Management*, 26(10), 2499–2527.
- Kasali, R. (2018). *The great shifting*. Gramedia Pustaka Utama.
- Korang, T., Alzaid, A., & Parra, J. (2020). *Using Social Media to Engage Culturally Diverse Parent, Family, Community in Education*. November.
- Kotler, P. (1991). Kotler on... *Management Decision*.
- Kotler, P., Keller, K. L., Brady, M., Goodman, M., & Hansen, T. (2016). *Marketing Management 3rd edn PDF eBook*. Pearson Higher Ed.
- Lal, D., & Maxfield, S. (1993). The political economy of stabilization in Brazil. *Political and Economic Interactions in Economic Policy Reform*, 27–77.
- Lin, K., & Huang, T. K. (2024). Technology in Society Shopping in the digital world: How augmented reality mobile applications trigger customer engagement. *Technology in Society*, 77(September 2023), 102540. <https://doi.org/10.1016/j.techsoc.2024.102540>
- Lisman, M., Muhammad, M. Z., Abdullah, A., Zulfaris, M., & Salleh, M. (2024). *The Effect of Fintech on Indonesian Banking Business Model BT - Artificial Intelligence (AI) and Customer Social Responsibility (CSR)* (R. K. Hamdan & A. Buallay, Eds.; pp. 733–744). Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-50939-1_59
- Mohammad, A. A. S. (2022). The impact of digital marketing success on customer loyalty. *Marketing i Menedžment Inovacij*, 13(3), 103–113.
- Mrazek, D. A. (2008). A Psychiatric Perspective on Human Development. In *Psychiatry: Third Edition* (Vol. 1, pp. 95–108). John Wiley & Sons, Ltd. <https://doi.org/10.1002/9780470515167.ch7>
- Neumann, M. M. (2016). Young children's use of touch screen tablets for writing and reading at home: Relationships with emergent literacy. *Computers & Education*, 97, 61–68.
- Nizar, N. A., & Janathanan, C. (2018). Impact of digital marketing on consumer purchase behaviour. *APIIT Business, Law & Technology Conference*, 1.
- Penz, E., & Hogg, M. K. (2022). Consumer Decision Making in Omnichannel Environments. *The Routledge Handbook of Digital Consumption*, 297–308.
- Philip Kotler. (2019). Marketing 4.0: Bergerak dari Tradisional ke Digital—Google Books. In *John Wiley and Sons, Inc*. books.google.com.

- Rachinger, M., Rauter, R., Müller, C., Vorraber, W., & Schirgi, E. (2018). Digitalization and its influence on business model innovation. *Journal of Manufacturing Technology Management*, 30(8), 1143–1160.
- Rani, A. (2022). The Role of Content Marketing in the Era of Digitalization. *International Journal of Advanced Research*, 10(02), 1355–1362. <https://doi.org/10.21474/ijar01/14349>
- Royle, J. and Laing, A. (2014). *OpenAIR@RGU The Open Access Institutional Repository at Robert Gordon University This work is licensed under a Creative Commons Attribution-Non-Commercial-No-Derivatives 4.0 International Licence The Digital Marketing Skills Gap: Developing a Digital Mark.*
- Saleem, P., & Siddik, M. (2021). Digital Marketing: Channels and Strategies. *Marketing in 2021, May*, 162–166.
- Shahbaznezhad, H., Dolan, R., & Rashidirad, M. (2021). The Role of Social Media Content Format and Platform in Users' Engagement Behavior. *Journal of Interactive Marketing*, 53, 47–65. <https://doi.org/10.1016/j.intmar.2020.05.001>
- Teece, D. J. (2010). Business models, business strategy and innovation. *Long Range Planning*, 43(2–3), 172–194.
- Thompson, A., Stringfellow, L., Maclean, M., & Nazzal, A. (2021). Ethical considerations and challenges for using digital ethnography to research vulnerable populations. *Journal of Business Research*, 124(February), 676–683. <https://doi.org/10.1016/j.jbusres.2020.02.025>
- Ye, C., Kim, Y., & Cho, Y.-N. (2023). Digital Marketing and Analytics Education: A Systematic Review. *Journal of Marketing Education*, 02734753231166414. <https://doi.org/10.1177/02734753231166414>
- Zahay, D., Pollitte, W. A., Reavey, B., & Alvarado, A. (2022). An Integrated Model of Digital Marketing Curriculum Design. *Marketing Education Review*, 32(3), 205–223. <https://doi.org/10.1080/10528008.2021.1947856>
- Zhu, G., & Gao, X. (2019). Precision retail marketing strategy based on digital marketing model. *Science Journal of Business and Management*, 7(1), 33–37.