Digital Learning Product Marketing Strategy in the Marketplace

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Abstract

Learning products developed by students majoring in Curriculum and Educational Technology have not been utilized for entrepreneurial capital. Students can take advantage of Ratakan and Idaff marketplace that can be used to sell digital products. They can get grades from the lecturers and also earn a profit. This study aims to analyze the opportunities for entrepreneurship in digital learning products on the marketplace, as well as the utilization of digital learning products for entrepreneurship. The method used is qualitative research. The data analysis technique uses interactive models and data validity techniques using data triangulation. Learning products have the opportunity to be marketed in the marketplace. The use of digital learning products can be marketed in Ratakan and Idaff marketplace by registering and uploading digital learning products. Digital learning products are used to be distributed to educators to be used in learning activities. Students are able to utilize digital learning products to be disseminated (distribution) in the field of Educational Technology, especially in the dissemination of learning media.

Keywords: learning product, digital learning, marketplace

1. Introduction

Entrepreneurship is a person's ability to handle business, create new opportunities, apply work methods to gain profits or income. One of the benefits of entrepreneurship is to improve the welfare of the surrounding community and reduce unemployment in an environment. Based on these benefits, today the Indonesian government motivates the community for entrepreneurship by providing several programs to be joined, one of which is Micro, Small and Medium Enterprises (UMKM).

Motivation is not only given to the general public,but also given to students, university students, and *santri* (Moslem School students) to make them be interested more on entrepreneurship. Quoted from a page of Ekonomi.kompas.com; Human Resources Deputy of Cooperation Ministry and Small and Medium Enterprises (SMEs), Prakoso BS stated that young people actually have the desire and ideas for entrepreneurship, but do not have the courage to immediately implement it. Prakoso hopes that school and tertiary graduates change their mindset, after graduating they will not look for work but open jobs instead. So that it is expected to solve the problem of unemployment and poverty through empowering the people's economy. The Cooperation and SMEs Ministry's data shows, currently the number of entrepreneurs in Indonesia has only reached 1.65% or around 3.7 million. Whereas to become a developed country, the number of entrepreneurs must be higher, at least two percent of the total population. Indonesia's population is now around 252 million people, so it takes around 4.8 million entrepreneurs.

The Curriculum and Educational Technology Department is one of the departments at Semarang State University. Incorporated in the Faculty of Education, majors in Curriculum and Educational Technology are not only preparing graduates who are ready to engage in the world of education, but are also prepared to become entrepreneurs. This is proved by the existence of technopreneursip courses in which the students are directed to create learning products that have high economic value. Digital learning products

produced include; ppt, and flash. Thus these products can be bought and sold and become a business area for students of Curriculum and Educational Technology.

Nevertheless, only a small numbers of students have traded their learning products. Based on the results of interviews with Desi Amalina Aziziah (students of the 2014 Curriculum and Educational Technology Department), she stated that learning products that were made were not traded because of their lack of knowledge on how to sell products. In line with the statement of Desi Amalina Aziziah, Riza Faishol (student of the 2014 Curriculum and Educational Technology Department) also stated that the digital product marketing strategy was quite a problem in the sale of digital learning products that had been made. Thus, the problem faced by the two students are the knowledge of how to sell and buy digital learning products.

Digital learning products of students majoring in Curriculum and Educational Technology are made to fulfill the task of making digital learning products from their lecturers on subjects of Digital learning products. The products are collected from students of the 2014 Curriculum and Educational Technology department with the total of 31 digital learning products. The learning products are in the form of powerpoint presentations that can be used for a variety of subjects, namely Indonesian Language, Social Sciences, Natural Sciences, Cultural Arts, Mathematics, Javanese Language, English, Chemistry, Citizenship Education, Economics, Sociology, Islamic Education , Physical and Health Education, Physics, Geography, and History in which the contents of the power point can be changed according to the material needed by the teacher. It based on the curriculum that is used currently in Indonesia is the 2013 curriculum which requires the use of power point presentation slides as the learning media.

Digital learning products made by students have been tested by digital learning product experts. Therefore the quality is good enough to be used in learning activities. However, the learning products made by students majoring in Curriculum and Educational Technology are only made and collected on the lecturers to be assessed and stored in the laptops of each student. But actually the case is these learning products can be used for entrepreneurial capital. One way to use the digital learning products is to be marketed through the digital product marketplace. Considering one of the objectives of the Curriculum and Educational Technology Department, namely to produce students who can actualize their talents and interests in the fields of academics, arts, culture, organization, entrepreneurship and others through various student activities, with this, students can utilize digital learning products not only to be assessed but also to get entrepreneurial capital.

Previous study that examined marketing strategies with marketing mix is the study of Wibowo, H., D., Arifin, Z., & Sunarti. (2015). Marketing Strategy Analysis to Increase MSME Competitiveness (Study of Diajeng Solo Batik). Journal of Business Administration, 29 (1), pp. 59-66. Based on the results of research from the marketing strategy analysis using maketing mix, Diajeng Solo batik produces products according to the desires and needs of the consumers. The pricing strategy is relatively more expensive than the price of batik on the market due to high-quality materials and design creativity, while the promotion strategy is through internet marketing, event sponsors, and fashion exhibitions.

Another previous study that examined marketing strategies with marketing mix, namely Sari, K., A. (2017). Marketing Strategy Analysis in an Effort to Increase Sales at Telkomsel Distribution Center Bojonegoro. Journal of Social Sciences and Humanities, 5 (1), pp. 1-25. Based on the results of the research from the marketing strategy analysis with marketing mix, Telkomsel Distribution Center Bojonegoro doing periodic simple research to find out why customers buy steel products as the basis for developing steel products, prices are offered directly to retail customers, promotions are carried out by distributing iron product brochures directly to retail customers, the strategy of distribution

sites to various steel businesses to make it easier to get steel products from PT. Bhirawa Steel.

Other previous studies that examined marketing strategies with marketing mix were; Arminsyurita (2014). Marketing Strategy Analysis of *Jamur Rimba Jaya* Mushrooms. Administrative Scientific Journal, 6 (2), pp. 156-168. Based on the results of the SWOT diagram and IE diagram analysis, the marketing strategy of the Rimba Jaya Mushroom company can be recommended, that is by seizing market share for market penetration at competitive prices, concentration through backward integration, namely by establishing relationships with suppliers, concentrating through front integration, that is by taking over the overall distribution function, concentrating through horizontal integration with collaborative efforts to work on the market by continuing to foster relationships with several similar companies that are members of existing mushroom company associations or may hold joint ventures with companies.

Research conducted by researchers here, namely analyzing the marketing strategy of digital learning products with marketing mix strategies in the digital market (internet marketing), they are products, prices, personnel, promotions, and places. Whereas in previous studies only used products, prices, promotions, and places. Then for the types of products studied are also different, namely digital products while in previous research the products used are in the form of batik and iron.

2. Method

The approach used in this study is a qualitative approach. Bodgan and Taylor (in Moleong, 2004: 3) defines qualitative methods as research procedures that produce observable data, meaning that the problems discussed in this study are not related to numbers and aim to describe the marketing strategies of learning product marketplace.

This research was conducted in the period June 23 - August 3 2018. Primary data in this study were obtained through interviews and observations with informants consisting of Founders of Ratakan Media Kreasi Company, Product Manager of Ratakan Media Kreasi Company, Students majoring in Curriculum and Educational Technology, while secondary data were obtained from supporting documents and digital learning products made by students of curriculum and educational technology. Data collection techniques in this study were semi-structured interviews, observations, and documentation. The technique used to test the validity of the data in this study is triangulation of data sources.

The research interview was conducted at 2 (two) resource persons conducted at Ratakan Media Kreasi Company, and 3 (three) students majoring in Curriculum and Educational Technology which conducted on campus. The data revealed through interviews is complemented by observational data that was first carried out. Observation was done by tracing documents and archives used. Data analysis uses an interactive approach developed by Miles and Huberman (in Sugiyono, 2013).

3. Results and Discussion

Digital learning products can be marketed with digital learning product marketing strategies. To produce a marketing strategy requires an analysis of the opportunities for entrepreneurship in digital learning products in the marketplace and the use of digital learning products for entrepreneurship.

A. Opportunities for Entrepreneurship in Digital Learning Products

Learning products have two types, namely conventional learning products and digital learning products. Conventional learning products are to be sold at learning product seller shops. Meanwhile, digital learning products are to be sold digitally (online) on the digital

product marketplaces. Digital product marketplaces include Ratakan and Idaff. The types of digital products sold in Ratakan and Idaff, namely (1) video tutorials, (2) electronic books, (3) design templates, and (4) PowerPoint templates.

Digital learning products developed by students majoring in Curriculum and Educational Technology is in the form of powerpoint presentations. These learning products have the opportunity to be marketed in the digital product marketplace. These opportunities can be seen from the types of digital products sold on Ratakan and Idaff, they are PowerPoint presentation templates, while the products developed by students majoring in Curriculum and Educational Technology are also in the form of PowerPoint presentations.

The opportunities for entrepreneurship in the field of digital learning products can increase students' financial aspects apart from getting grades because they have been working on the task of developing digital learning products. Students who take advantage of these opportunities will get two benefits at once, namely the score from the lecturers for the study subject and also profits from the sale of the digital learning products produced.

Ciputra (in the Directorate of Higher Education Institution, 2009) stated that students from various disciplines should not only be taught how to work well, but also to be encouraged to be able to become owners of their own businesses according to their background studies. Lecture should equip students for entrepreneurship, especially in lectures majoring in Curriculum and Educational Technology which oftenly produce digital learning products. Learning products produced by students majoring in Curriculum and Educational Technology can become entrepreneurial capital that makes students become entrepreneurs. Entrepreneurs are those who dare to realize ideas come true. According to Joseph Schumpeter, Entrepreneurs is a person who perceives an opportunity and creates organization to pursue it by grave (Siswoyo, 2009: 115). Digital learning products developed by Curriculum and Educational Technology students are one of the digital products that can be marketed in the digital product marketplace, namely digital products in the form of powerpoint presentations.

B. Use of Digital Learning Products for Entrepreneurship

Utilization of technology E-Commerce is a business mechanism that works electronically by focusing on online business transactions and has the opportunity to build more humane relationships and have personalization with customers (Li & Yang, 2014). The use of digital products has various stages that must be done by prospective sellers of digital products. The stages and ways that must be done are to register to become an owner of a praticular product (Ratakan), register to be a member (Idaff), and upload digital learning products.

Digital learning products can be utilized further by being marketed in the marketplace. In marketing digital learning products need to pay attention to the marketing mix which consists of 5 elements, namely product, promotion , price, place, and process.

1. Product

Products that can be sold at Ratakan are digital products that have the benefit for the users. The categories of those products are religion, language, business, events, entertainment, hobbies, health, femininity, culinary, motivation, education, software, technology, and references. The products sold on Ratakan are digital products that are in accordance with its vision and mission that Ratakan sells digital products by owners of digital products throughout Indonesia. Then one of the product categories sold in Ratakan is educational products in which it relates with the products made by Curriculum and Educational Technology students, namely digital learning products.

Product is a real item that can be seen or tangible and can even be held which is designed to satisfy consumer desires or needs (Malau, 2017: 31). Products can be defined as production result. In this modern era technology has developed so that the products produced are not only in real form, but also in the form of digital products. As well as digital learning products developed by students majoring in Curriculum and Educational Technology which is in the form of digital products.

2. Promotion

Promotions carried out on Ratakan are fully carried out by its affiliator. This is because the marketing strategy of Ratakan is fully implemented by the affiliators. Ratakan is only as a place to sell for digital product owners. The case is that Ratakan's promotion system is by uploading digital products that are in demand in the market to social media such as Instagram and Facebook. This is not in accordance with Kotler (in Wibowo, 2015: 61). That promotion is a variety of activities carried out by producers to communicate the benefits of their products, persuade them, and remind the target consumers to buy the product. Product owners who sell digital products in Ratakan also rely on affiliators to promote their products.

3. Price

According to Kotler and Armstrong (2004: 78) Price is the amount of money that the customer must pay to obtain a product. The price of digital products sold in Ratakan is the result of the decision of the product owner and Ratakan. Initially the product owner determines the price of digital products to be sold. Then, the Ratakan party adjust the price of the product given by the product owner at market prices. Exept if the product owner who has already sold a product in Ratakan has done a reasonable price research by looking at the prices of similar products in the digital market. Prices are an element of marketing mix that generates income.

4. Place

Place can be interpreted as a place for distribution channels. Ratakan distribution channels in the sale of digital products are fully done through digital media (online), because the strategy used by Ratakan is affiliation. According to Kotler (in Wibowo, 2015); "Place includes company activities that make product available to target consumers." Places includes company activities that make products available to target customers." Place does not barely means the location of the company but also includes marketing channels, collection and arrangement of location, inventory and transportation. In Ratakan, places mainly refer to location and distribution that can provide convenience for customers in obtaining digital products.

The decisions of location and sales channels include considerations on how to deliver products to customers and where products must be placed. Distribution channels are carried out entirely online through the Ratakan website as a marketplace where buyers can choose and buy digital products they want or need from the product owners.

5. Process

Process in this case is about determining the digital products to be sold by the product owner at Ratakan. Products to be sold need to go through the selection stage. Product selection is done by product management. Selection of digital products must be done by the product owner. To become a product owner in Ratakan, the owner must have a digital product to be sold and make an account of Ratakan Media Kreasi. Only by completing these two steps then prospective product owners can sell their digital products at Ratakan Media Kreasi Company.

Conclusion

Based on the research results on marketing strategies for digital learning products on the marketplace, the conclusions can be drawn as follows: (1) digital learning products for students majoring in Curriculum and Educational Technology have the opportunity to be marketed in the Ratakan and Idaff matketplace, because Ratakan and Idaff is a marketplace that is designed to be a place to promote digital products, such as electronic books (e-books), video tutorials, graphic design templates, and PowerPoint presentation templates. Digital learning products produces by students majoring in Curriculum and Educational Technology are included in one of the classifications of products that can be sold on Ratakan or Idaff, namely PowerPoint presentations. (2) Utilization of digital learning products made by Curriculum and Educational Technology students is done by promoting their products in Ratakan and Idaff after making account to be members of the marketplaces and uploading their digital learning products.

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