



E-Marketing Learning Media Based on Local Wisdom of Sambas Songket Weaving

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Abstract: This study intends to provide ways to help teachers and students solve problems to increase the competency skills of students to develop retail businesses independently. The research objective is to examine the development of e-marketing learning media based on the local wisdom of Sambas Songket weaving in the X Marketing Programme in a public school. The research procedure used the ADDIE Research and Development model. Data collection techniques included observation, tests, interviews, questionnaires, and documentation. The research results show that 1) Students need interesting learning by using e-marketing learning media based on the local wisdom of Sambas Songket weaving; 2) The media are created using the Google Sites, Google Drive, Canva, and YouTube applications; and 3) validation of design expert $n = 0.741$ in a good category, media expert $n = 0.879$ in a good category, and material expert $n = 0.821$ in a good category. Individual student responses are $n = 88.57\%$ positive, small groups 97.38% very positive, and field tests 97.09% very positive; 4) The average result of the pretest was 52.19 and the posttest was 73.75, meaning that there was an increase of 21.56; 5) The results of the analysis, sig value (2-tailed) $0.00 < 0.05$, then H_a is accepted. The products are proven to help students and teachers in learning, as well as students having thoughts about promoting Sambas Songket weaving.

Keywords: e-marketing learning media, local wisdom, sambas songket

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INTRODUCTION

To increase the effectiveness and efficiency of learning, it is necessary to develop various creative and innovative learning media (Ariesta 2019; Nabilah & Dewina, 2023). This needs to be done so that the learning process does not seem monotonous and boring, which has an impact on learning barriers and becomes an obstacle to the transmission of knowledge, skills, and good values and culture (transfer of knowledge and skills and transfer of values and culture). Therefore, the role of the media is important in creating varied and enjoyable learning. The learning media used by the teacher are expected to be able to make students better understand the learning material delivered by the teacher. According to Arshad in Sari (2021), the notion of media in the teaching and learning process is defined as graphic, photographic, or electronic tools to capture, process, and rearrange information that is visual or can be seen and that is verbal or spoken.

The learning process using interactive media to enhance learning activities can be found in research (Fitriani et al., 2020; Syahputra & Maksum, 2020). This study employs electronic marketing (E-Marketing) media to examine marketing fundamentals. E-marketing, also known as electronic marketing, entails the planning, pricing, promotion, execution, and distribution of goods and services via the Internet and the World Wide Web. E-marketing, also known as digital marketing, is marketing with a broader scope because it includes digital media such as the web, e-mail, and wireless media, as well as the management of digital customer data and the use of the Internet in conjunction with traditional media to obtain and deliver customer service (Chaffey et al., 2006). In the learning process, the teacher can take advantage of interactive media in class (Siemieniecka et al., 2017). Teachers can direct students to use smartphones and laptops to access applications on the internet related to e-marketing. Using e-marketing as a learning medium provides new experiences for students to learn from to increase their creativity and competence. As researched by Mujtahid (2022), utilizing learning video media can improve student learning outcomes because the learning process is fun and easy for students to understand.

Integrating e-marketing based on local wisdom with the learning process is expected to increase students' knowledge, instill the character of love for local wisdom, and equip students to deal with problems outside of school (Pingge, 2017). For the existence of local culture to remain strong, it is necessary to integrate local wisdom values into learning (Syarif, 2019). Learning local wisdom can be done by utilizing local wisdom in the environment around students so that students can create social awareness towards a society that has responsibility and a sense of love for local wisdom in their area (Praja et al., 2020; Rahayu, 2022). Various learning models that can improve students' skills can be supported by learning media. To design an effective lesson that facilitates the learning process, it is necessary to examine various instructional design models. Based

on the orientation of the model's use, learning design models can be divided into three categories: classroom-oriented models, product-oriented models, and systems-oriented models (Branch, 2009).

The ability of teachers to have an important role in utilizing technology as a learning medium in the implementation of learning increases the creative and innovative power of students to produce local wisdom products that have local characteristics so that they can be marketed online (Serdyukov 2017). The local wisdom product of the Sambas district, which has become a hereditary heritage, is the Sambas Songket weaving, which has become an icon of the people of the Sambas district. Based on initial observations and interviews with the teachers, the learning media used in retail business materials use online e-marketing applications that already exist on social media, so they are not innovations from teachers, and the limitations of students are only consumers, not business people. The number of products produced by students who have difficulty marketing them regularly except when participating in bazaar activities carried out by certain agencies, according to the interview with a teacher in the school. A simple survey was also conducted on 87 students in class X of the Marketing Department in a public vocational school regarding infrastructure and activities using applications on social media carried out by students, as presented in the following table:

Table 1. Infrastructure Facilities Owned by Students

Infrastructure	Percentage (%)
Smartphone Ownership	98 %
Access e-marketing applications	98%

Based on Table 1, it shows that the response rate to questions regarding the infrastructure owned by students is 98%, stating that they are in the form of smartphones, and access to e-marketing applications states that 98% are also carried out by students. Thus, students have the facilities to utilize internet devices and e-marketing applications used in the learning process. In addition, in the learning process, there are still many students who are less active and fully accept what is conveyed by the teacher, meaning that students do not participate actively and do not have the creative power to create innovations during the learning process. In response to this, teachers always strive to improve the quality of learning in the classroom so that students can achieve competency skills that should be possessed following current developments, namely the development of e-marketing learning media based on the local wisdom of Sambas Songket weaving.

The researchers are trying to provide ways to help teachers and students solve problems to increase the competency skills of students to develop retail businesses independently. Students are expected to be able to apply business economics and master e-marketing analysis, while the expected learning outcomes are that teachers and students can utilize e-marketing learning media with the ADDIE development model based on the local wisdom of Sambas Songket weaving. The learning design model is organized using the ADDIE model. The ADDIE model (Analysis, Design, Develop, Implement, and Evaluate) is the main component of the systems approach to learning development and development procedures in systems-oriented learning. The ADDIE model appeared in the 1990s, developed by Reiser and Mollenda. This model uses 5 stages of development, namely: 1) analysis; 2) design; 3) development; 4) implementation; and 5) evaluation (Branch, 2009).

Implementation of learning through the development of e-marketing learning media based on the local wisdom of Sambas Songket weaving has the goal of making students active, creative, and innovative. As one of the works, it will be able to create e-marketing learning media that can be used in the learning process of marketing expertise programs on material issues that arise and disappear in the future related to the world of marketing, such as digital marketing, e-commerce, marketplaces, social media, and its kind. Based on the explanation in this background, the authors are interested in conducting research on how to develop e-marketing learning media based on local wisdom Songket sambas weaving. The general research problem is "How is the Development of E-Marketing Learning Media Based on Local Wisdom of Sambas Songket Weaving at SMK Negeri 1 Sambas?" Based on general problems, the sub-problems of this research are as follows: What is the analysis of e-marketing learning media based on the local wisdom of Sambas Songket weaving at SMK Negeri 1 Sambas? How is the planning (design) of e-marketing learning media based on the local wisdom of Sambas Songket weaving at SMK Negeri 1 Sambas? How did the local knowledge of Sambas Songket weaving at SMK Negeri 1 Sambas influence the development of e-marketing learning media? How does the implementation of e-marketing learning media at SMK Negeri 1 Sambas use the local knowledge of Sambas Songket weaving? What is the assessment of e-marketing learning media at SMK Negeri 1 Sambas based on the local knowledge of Sambas Songket weaving? Based on the description above, the position of the research on the development of e-marketing learning media based on local wisdom, Sambas Songket weaving at SMK Negeri 1 Sambas, is an interesting new research topic to study.

METHODS

This study used the ADDIE model (Branch, 2009). The selection of participants was carried out by purposive sampling. Participants in this study referred to the subjects who were actively involved in this research or those who participated in multimedia and product development. The number of research participants was $n = 69$, consisting of product trial respondents ($n = 37$) and $n = 32$ students of Marketing Programme 1 at SMK Negeri 1 Sambas as an experimental class. It consisted of $n = 6$ validators (experts) and $n = 1$ teacher as a research companion. The development procedure consisted of three stages. The first stage was the preliminary study. This research was conducted in 2022 at SMK Negeri 1, Sambas, Sambas Regency, West Kalimantan Province, Indonesia. The research procedure for developing e-marketing learning media based on the local wisdom of Sambas Songket weaving to improve the skills of these students used the ADDIE model (Branch, 2009). The second stage was product prototype development. In the following, the research procedure for developing the ADDIE model is presented in the form of a modified scheme according to the needs of the researcher.

Table 2. Scheme of Development Research Procedures

ADDIE Model Design	Development Activities
A (<i>Analyze</i>)	1. Analysis of curriculum studies; 2. Relevant research studies; 3. Analysis of instructional objectives; 4. Analysis of the characteristics of students
D (<i>Design</i>)	1. Determine product specifications; 2. Making product designs
D (<i>Development</i>)	1. Initial product development 2. Expert validation 3. Analysis and revision 4. Initial product (1. Individual trials; 2. Analysis and revision; 3. Small class trials; 4. Analysis and revision; 5. Field trials; 6. Analysis and revision; 7. Final product)
I (<i>Implementation</i>)	Prepare teachers to use e-marketing learning media Prepare students to use e-marketing learning media
E (<i>Evaluate</i>)	1. Pretest; 2. Use of the final product; 3. Post-test; 4. t-test

The third stage is the Product Effectiveness Test. Processing the data collected from the results of validating and testing the effectiveness of e-marketing media and local wisdom-based products to improve students' skills was carried out using two data analysis techniques, namely, qualitative analysis and quantitative analysis.

RESULT AND DISCUSSION

Analysis of E-Marketing Learning Media Based on Local Wisdom of Sambas Songket Weaving

At this stage, the researcher collects information regarding the analysis of curriculum studies, the analysis of the flow of learning objectives, and the analysis of student characteristics. Students need interesting learning to improve their skills with learning media that are easy to understand so that they can understand and develop creativity and critical reasoning. Even though there are numerous e-marketing media on internet pages, they are sometimes perplexed as to how to put together e-marketing on the internet. Of course, students need direction and reinforcement from a teacher, whose role cannot be replaced by technology. Determining the Product Specifications produced in the form of e-marketing learning media based on the local wisdom of Sambas Songket weaving with the physical form of the resulting product is learning media in the form of e-marketing learning media, whose specifications are presented in Table 3.

Table 3. Specifications for e-marketing learning media based on the local wisdom of Sambas Songket weaving

No	Product Specifications
1	E-marketing learning media are designed according to learning objectives, namely, students can analyze developmental issues that will arise and disappear in the future related to the world of marketing, such as digital marketing, e-commerce, marketplace accounts, social media, and the like. With a load of material consisting of: 1)Flow of Learning Objectives; 2) Learning Outcomes; 3) Learning Objectives; 4) Definition of Marketing; 5) Marketing development; 6) Technology in digital marketing; 7) Issues related to marketing; 8) E-Marketing Media; 9) Steps to Start E-Marketing; 10) Strengths and Weaknesses of E-Marketing; 11) Sambas Songket Weaving; 12) Glossary This e-marketing learning medium contains the local wisdom of Sambas Songket weaving, which is a

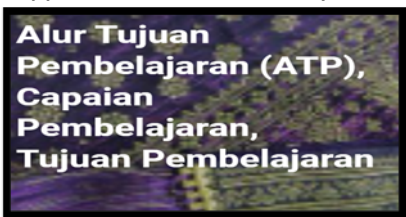
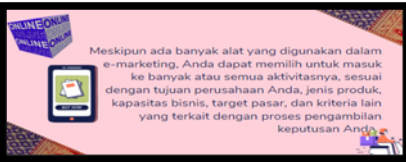
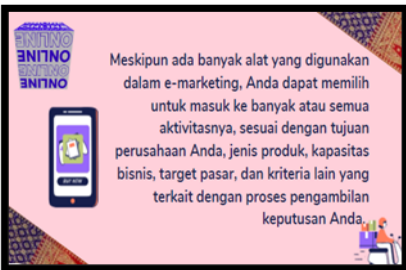
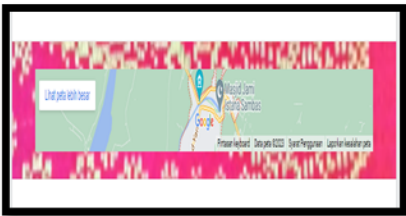
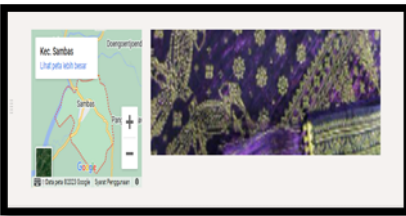
cultural heritage of the people of Sambas Regency in the student environment as part of the national culture. E-marketing learning media is designed to be able to help teachers present learning material, and students can think at a high level by finding, analyzing, and solving problems from the e-marketing learning media presented.

- 2 E-marketing learning media produced and packaged in interactive multimedia equipped with a flow of learning objectives, learning outcomes, learning objectives, and a summary of material issues that arise and disappear in the future related to the world of marketing such as digital marketing, e-commerce, marketplace, social media, and the like
- 3 The applications used to create products in this development research are making websites for Google Sites, Google Drive, Canva, and PowerPoint applications.

Development of E-Marketing Learning Media Based on the Local Wisdom of Sambas Songket Weaving

The development stage was carried out by realizing the initial product in the form of developing e-marketing learning media at SMK Negeri 1 Sambas based on the local wisdom of Sambas Songket weaving. The development stage starts with initial product development, expert validation, and revision, as well as individual trials, small group trials, and field trials, which are also accompanied by revisions to produce the final product. Some of these stages are described as follows: Based on the results of suggestions for improvement provided by media validation experts, the researchers improved the media aspects of e-marketing learning media based on the local wisdom of Sambas Songket weaving that had been made at the revision stage. The aspects of the media before and after the revision based on the suggestions for improvement given by the experts are as follows:

Table 4. Aspects of Media Before and After Expert Revision

Before Media Revision	After Media Revision
The learning media displayed are interesting but need to be supplemented with more dynamic media 	Adding moving animated image media to ATP, CP, and learning objectives videos 
Overall, this media can be used for learning, but it needs a few changes or adjustments to the display regarding the selection of letters and backgrounds. 	Changing the letters used in e-marketing media 
The images for the Sambas Songket weaving motif are taken from several camera angles 	The Sambas Songket weaving image has been repaired by replacing a new image 
Overall this web can and is quite petrified in student learning. It needs to be improved so that it is interesting to visit.	Improve the appearance by adding images to the material on the strengths and weaknesses of e-marketing



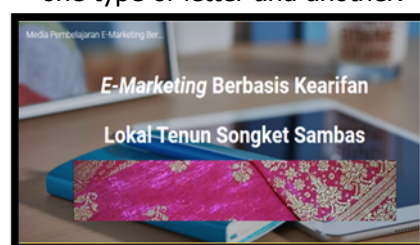
The selection of images should be of good quality, it takes contrast between one type of letter and another.



The Web should be used as an example of digital marketing directly



Use quality images so that the contrast between one type of letter and another.



Add digital marketing for Sambas Songket weaving with a link
<https://Songketsambas6.wordpress.com/>

Application of E-Marketing Learning Media Based on Local Wisdom of Sambas Songket Weaving

The final product that has gone through expert validation, individual trials, small group trials, and field trials can be applied to the learning process. At this stage, the preparation of teachers and students is the main thing in using e-marketing learning media products based on the wisdom of Sambas Songket weaving.

Table 5. Implementation Plan for Teacher Training in the Implementation of e-marketing learning media based on the local wisdom of Sambas Songket weaving

Identification	Teachers will have: • Ability to open links to e-marketing learning media products based on the local wisdom of Sambas Songket weaving • Ability to use the navigation of each menu in e-marketing learning media based on the local wisdom of Sambas Songket weaving • Overall ability to use e-marketing learning media products based on the local wisdom of Sambas Songket weaving.
Tools and materials	Ability to design learning activities using e-marketing learning media based on the local wisdom of Sambas Songket weaving Laptops, Android Phones, Infocus, Stationery
Time Allocation	The teacher training was conducted for 3 hours at Sambas 1 Public High School on 7 November 2022
Training For Teachers	Teachers must take part in training on the use of e-marketing learning media products based on the local wisdom of Sambas Songket weaving before implementing them in classroom learning. The training topics are attached according to the teacher's training schedule.

In the evaluation stage, each stage of the analysis, design, development, and implementation of the ADDIE model always has an evaluation stage. The evaluation results carried out at each stage will improve the quality of development at the next stage. Thus, the results of the final evaluation in this study focused more on the results of effectiveness after using e-marketing learning media products based on the local wisdom of Sambas Songket weaving. Product effectiveness results can be seen in detail in the results of the effectiveness test. The effectiveness of this study was to determine student responses and student learning outcomes after using the e-marketing learning media products that the researchers developed. The results of the average student response values to the animated video media developed by the researcher amounted to 95.45%, namely $85 < R_s \text{ media} <$ with the criteria "Very Positive" in class X, thus the response of class X students in SMK Negeri 1 Sambas towards e-marketing learning media was stated to be very positive.

After each item is analyzed, questions that can be used or said to be valid are used as pretest and posttest questions to see student learning outcomes after using learning video media. As for questions that need to be revised, they will be corrected first, and then they can be used as pretest and posttest questions. The pretest was carried out by giving 20 multiple-choice questions to 32 students in class X at SMK Negeri 1 Sambas. Students are given 45 minutes to work on the pretest questions, and then at the posttest stage, they are given the same 45 minutes. The following are the learning outcomes of students at the pretest and posttest stages that have been implemented. The graph of the data on the average value of the pre-posttest results of SMK Negeri 1 Sambas is as follows:

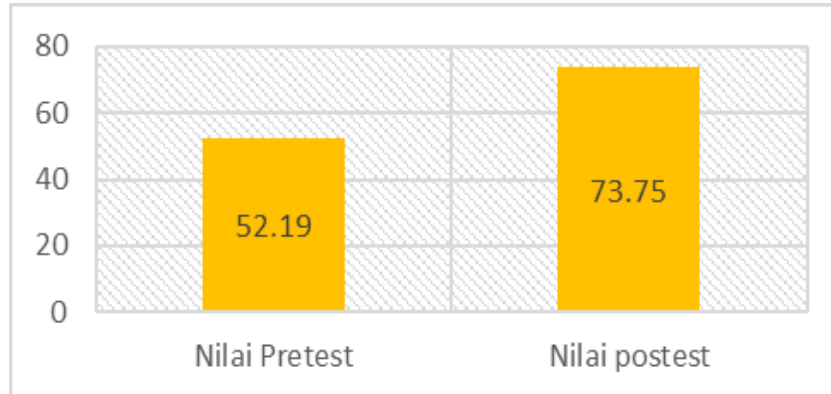


Figure 1. Average Pretest and Posttest Results

The mean value is the average value of each variable. From the descriptive paired simple test statistics, it can be seen that the pre-test value is 52.19, which has an average smaller than the post-test value, which is 73.75, so descriptively there is a difference between the pre-test and post-test values. Based on the results of the analysis, it is known that the sig (2-tailed) value is 0.00 < 0.05. Then H_0 is rejected and H_a is accepted. In other words, there are differences in the learning process before and after the use of e-marketing media based on the local wisdom of Sambas Songket weaving to improve competency skills. Based on a significant value, namely: if the probability or sig (2-tailed) value < 0.05, then H_a is accepted or there are differences in learning outcomes before and after the use of e-marketing learning media in the basics of marketing subject with material developmental issues that appear and disappear in the future related to the world of marketing, such as digital marketing, e-commerce, marketplaces, social media, and the like. Conversely, if the probability or sig (2-tailed) value is > 0.05, then H_0 is rejected or there is no difference in learning outcomes before and after the use of e-marketing learning media based on the local wisdom of Sambas Songket weaving.

The difference in the cultural background of the students is relatively homogeneous because the students who study at SMK Negeri 1 Sambas are residents who live around Sambas. This is the impact of the zoning policy on the acceptance of new students. So, the majority of students at SMK Negeri 1 Sambas are Malay people. This information is very important for the development of e-marketing learning media based on the local wisdom of Sambas Songket weaving, especially in terms of the content to be displayed. The teacher expresses students' learning difficulties in interviews due to a variety of issues, one of which is the teacher's less varied teaching style. Students need interesting learning with easy-to-understand media (Puspitarini & Hanif, 2019). Therefore, media development is more appropriate for overcoming this problem.

Product design begins with determining specifications in the form of e-marketing learning media based on the local wisdom of Sambas Songket weaving. The product results are learning media in the form of e-marketing packaged in interactive multimedia using the Google Sites, Google Drive, and YouTube applications. This research is supported by research results (Lafifa et al., 2022) which develop learning media. Furthermore, designing e-marketing learning media products based on the local wisdom of Sambas Songket weaving creates a storyboard to determine the flow, location, shape, appearance, input, output, audio, and video of each element and form in the developed e-marketing learning media.

Although the results of the validation by design experts have declared materials and media valid and suitable for use, there are several suggestions from experts for the perfection of e-marketing learning media based on the local wisdom of Sambas Songket weaving. All suggestions from the validators were immediately followed up by revising the product before the trial phase was carried out. Individual trials were carried out on 3 Sambas and 1 Vocational High School student with low, medium, and high abilities. Individual trials obtained an average student response score to e-marketing learning media based on the local wisdom of Sambas Songket weaving developed by researchers, which was 88, 57% with "positive" criteria. While the small group test pad was carried out on six students at SMKN-1 Sambas with low, medium, and high abilities, the average value of student responses to e-marketing learning media based on the local wisdom of Sambas Songket weaving

developed by researchers was 97.38%, namely "Very Positive". The field trial phase involved 28 students at SMKN-1 Sambas with low, medium, and high abilities. The average value of student responses to e-marketing learning media based on the local wisdom of Sambas Songket weaving developed by researchers is 97.09%, namely with the criteria "Very Positive". Even though the trial phase obtained very positive criteria, input, and suggestions for improvement from individual trials, small group trials, and field trials were revised according to the suggestions for improvement given and the results of these revisions, the final product of the development was completed. The results of this development are supported by research (Baiti et al., 2021; Romanvican et al., 2020). After product development is complete, then the application stage continues.

On the first day of the meeting, students were given a pretest of 20 multiple-choice questions. After students work on the questions, they carry out activities to observe, find, and record information from e-marketing learning media based on the local wisdom of Sambas Songket weaving. The teacher uses the problem-based learning (PBL) learning model, and students are divided into five groups to discuss digital marketing material. In the second meeting, each group presented the results of the group discussion, namely: group 1 discussed the understanding and development of marketing, group 2 discussed technology in marketing and issues related to e-marketing, group 3 discussed e-marketing media and steps to start e-marketing, group 4 discussed the advantages and disadvantages of e-marketing, Sambas Songket weaving, and group 5 discussed making e-marketing media.

Students in their groups collect all the information records in the e-marketing learning media and look for further supporting data to answer the various problems found, then analyze the results of the information they collect to draw a conclusion. In the discussion process, students are always reminded to respect each other and work well together. The teacher always monitors and directs students to think analytically and explore problems so that solutions can be found. After finishing the discussion, each group presented their work in front of the class, with the time set by the teacher according to the learning scenario. The students were then given a posttest and questionnaire responses. The posttest contained 20 multiple choice questions and a student response questionnaire on the use of e-marketing learning media based on local wisdom of Sambas Songket weaving was given to all students present in class, up to 32 students, after which the teacher ended the meeting by closing the lesson. The success of this application stage is supported by previous researchers (Bulkani et al., 2022). In the evaluation stage, each stage of the analysis, design, development, and implementation of the ADDIE model has a simultaneous evaluation stage. The results of the final evaluation in this study focused more on the results of effectiveness after using e-marketing learning media based on the local wisdom of Sambas Songket weaving in the form of processing learning outcomes and student responses. The effectiveness results can be seen in detail in the results of the effectiveness test. The effectiveness of this study was to see student responses and student learning outcomes before and after using e-marketing learning media based on the local wisdom of Sambas Songket weaving. The details of these activities are as follows:

In the response of students to the use of e-marketing learning media based on local wisdom of Sambas Songket weaving, it is very positive, it means that students are motivated and feel happy in the learning process of the basics of marketing, as evidenced by the average student response value of 97.10%. namely $85 < R_s \text{ media} <$ with the criteria "Very Positive" in class X Marketing 1 SMKN I Sambas. Thus, the response of students to e-marketing learning media based on local wisdom of Sambas Songket weaving was very high, students felt happy, motivated, and interested in learning by using e-marketing learning media based on local wisdom of Sambas Songket weaving. This finding is supported by previous research namely (Humaidi et al., 2021; Mellisa & Yanda, 2019). Furthermore, the T-test to test the difference between the two values of the students' pretest and posttest results. Based on the results of the analysis, it is known that the sig (2-tailed) value is $0.00 < 0.05$. Then H_0 is rejected and H_a is accepted. namely "there are differences in learning outcomes before and after the use of e-marketing learning media based on local wisdom of Sambas Songket weaving". Thus it can be concluded that there are differences in the learning process before and after the use of e-marketing media based on the local wisdom of to improve competency skills. The results of this study are in line with the research (Lacka et al., 2021; Ozdamli & Cavus, 2021). Referring the results of the effect size test of 1.869, it can be categorized as "Strong Effect". Thus the development of e-marketing learning media based on the local wisdom of Sambas Songket weaving has a strong influence on student learning outcomes. This finding is in line with research (Kusumaningrum & Masruro 2022), that digital comic flipbook learning media based on local wisdom can increase students' interest in learning.

CONCLUSION

The application of the use of e-marketing media based on the local wisdom of Sambas Songket weaving is carried out through teacher training and preparing students to carry out the learning process using e-marketing learning media based on the wisdom of Sambas Songket weaving. The student response was very positive, which meant that the students were motivated and happy in the process of learning the basics of

marketing, as evidenced by the average student response value of 97.10%, namely $85 < R_s \text{ media} <$ with the criteria "Very Positive". In addition, there is an increase in learning outcomes that can be seen in the average pretest, namely 52.19, and posttest, namely 73.75, which means there is an increase of 21.56. This finding contributes first, adding to the function of using the ADDIE development model in learning media based on local wisdom. Second, e-marketing learning media products based on the local wisdom of Sambas Songket weaving developed at SMK Negeri 1 have proven to help students and teachers learn. Third, apart from contributing to learning, this product also invites students to think about promoting Sambas Songket weaving.

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