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The Influence of Digital Marketing on Training Selection Decisions and Productivity at The Bandung Vocational Training and Productivity Center

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Abstract: Advancements in information technology in the digital era have encouraged vocational training institutions to implement digital-based marketing strategies to enhance promotional effectiveness and reach potential participants more broadly. This study aims to analyze the influence of digital marketing on training selection decisions and participant productivity at the Balai Besar Pelatihan Vokasi dan Produktivitas (BBPVP) Bandung. The research employed a quantitative approach with a cross-sectional survey design and involved a sample of 67 respondents selected using purposive sampling techniques. Data were collected through a Likert-scale questionnaire (1–5) and processed using SPSS version 25 through validity, reliability, normality tests, and Spearman correlation analysis. The results indicate that the implementation of digital marketing has a positive and significant effect on training selection decisions ($r = 0.621$; $p = 0.000$) and also significantly influences participant productivity ($r = 0.635$; $p = 0.000$). Furthermore, training selection decisions have a very strong relationship with increased participant productivity ($r = 0.989$; $p = 0.000$). The mean scores of all variables fall into the high category, indicating that digital marketing is considered effective in attracting public interest and improving training outcomes. Thus, digital marketing strategies play an essential role in increasing participation and competence among training participants at BBPVP Bandung. This study recommends optimizing the use of digital media as an effort to enhance the attractiveness and effectiveness of vocational training implementation.

Keyword: Digital Marketing, Decision Making, Social Media, Training Programs.

INTRODUCTION

The advancements in information and communication technology in the current digital era have significantly impacted various sectors of life, including the promotional strategies of vocational training institutions. The implementation of digital marketing is becoming an effective way to widely introduce training programs to the public. By utilizing various digital media such as social media, websites, and search engines, institutions can reach potential participants faster, more broadly, and more efficiently (Halim et al., 2023).

As a government institution that plays a role in enhancing community competence and employment skills, the Balai Latihan Kerja (BLK) Bandung (Bandung Vocational Training Center) has also adapted to these technological developments. By implementing a digital marketing strategy, BLK Bandung can expand the dissemination of information about available training programs, increase public interest in joining, and strengthen the institution's positive image in the public eye (Kadek Novayanti Kusuma Dewi & Luh Putu Mahyuni, 2022).

Trainees in the marketing field still face challenges, such as low understanding and ability to formulate strategies for establishing partnerships with local businesses through digital marketing implementation. Although they possess theoretical knowledge of basic marketing concepts, there remains a gap in implementing these strategies in the digital realm. At a time when business communication and interaction are increasingly shifting to digital platforms, trainees are often unable to optimize the use of social media, websites, and various other digital tools to strengthen relationships and collaboration with local businesses (Karina et al., 2024).

Furthermore, the utilization of digital marketing allows the BLK to communicate directly with prospective participants, convey the latest information, and adjust promotional strategies according to public response and needs. Therefore, digital marketing plays an important role in increasing participant enrollment while strengthening the effectiveness of communication between the institution and the community.

This study aims to examine the extent of the influence of digital marketing implementation on increasing the number of participants at the Bandung Vocational Training Center, and to determine the type of digital media that is most influential in attracting public interest to participate in the training.

Digital marketing is a form of marketing that uses information and communication technology as a means to promote and offer a company's products or services to consumers (Marjukah, 2022; Suyono, 2023). BLK training is part of education; the training is specific, practical, and fast. Training is intended to improve and enhance expertise or work quality in a relatively short time to meet the high demands of the labor market or employers. The Medan Vocational Training and Productivity Center is an entity used as a platform for the implementation of various training programs. The main goal of the Vocational Training and Productivity Center is to provide, improve, and develop skills, productivity, discipline, work attitude, and work ethic. Its primary focus is on practical aspects rather than theory, so the training is directed more towards direct application (Sihombing, 2025).

METHOD

Research Type

This study uses a quantitative approach with the aim of testing the cause-and-effect relationship between digital marketing and training selection decisions and participant productivity at the Balai Besar Pelatihan Vokasi dan Produktivitas (BBPVP) Bandung.

Research Design

The research design employed is a cross-sectional survey, where data are collected at a single point in time from respondents who meet the research criteria, to simultaneously obtain an overview of the influence of the independent variable on the dependent variables without researcher intervention.

Population and Sample

The population in this study consists of training participants in the multimedia competency programs at BBPVP Bandung, which include: Videotron Operation, Basic Multimedia, and Visual Content Design. These three types of training were chosen because they have a strong relevance to the research focus on the influence of digital marketing on training selection decisions and participant productivity. The average number of participants in each training class is 16 people per batch, and the training is conducted several times between June and November 2024 with a training period of 6 months. Considering the cumulative total of participants from several training batches, the estimated population size during the research period reaches approximately 80 participants.

To determine the sample size, the researcher used the Slovin Formula with a margin of error (e) of 5% (e = 0.05), resulting in the following calculation:

$$n = \frac{N}{1+N(e)}^2$$

With $(N = 80)$ *and* $(e = 0.05)$

$$n = \frac{80}{1+80(0.05)}^2$$

$$n = \frac{80}{1+80(0.0025)}$$

$$n = \frac{80}{1+0.2}$$

$$n = \frac{80}{1.2} = 66,67 \approx 67$$

Based on the calculation of the Slovin formula with a population of 80 participants and a 5% error rate, the minimum sample size obtained is 66.67 respondents. However, to enhance the power of data analysis and broaden respondent representation, the sample size used in this study was set at 67 respondents. The sample was selected from participants attending the Videotron Operation, Basic Multimedia, and Visual Content Design training. The selection of respondents was carried out using the purposive sampling technique, which means selecting individuals who were willing to participate, met the training relevance criteria, and completed the questionnaire.

Sampling Technique

Sampling was conducted using the purposive sampling technique, which involved selecting respondents based on specific criteria, namely individuals who had seen, obtained information, or considered BBPVP training through digital channels.

Variables and Operational Definition

The independent variable in this study is Digital Marketing (X), while the dependent variables are Training Selection Decision (Y1) and Participant Productivity (Y2). Each variable was operationalized with indicators measurable using a Likert scale questionnaire (1-5). The operational definitions and variable indicators are explained in detail to facilitate measurement and analysis.

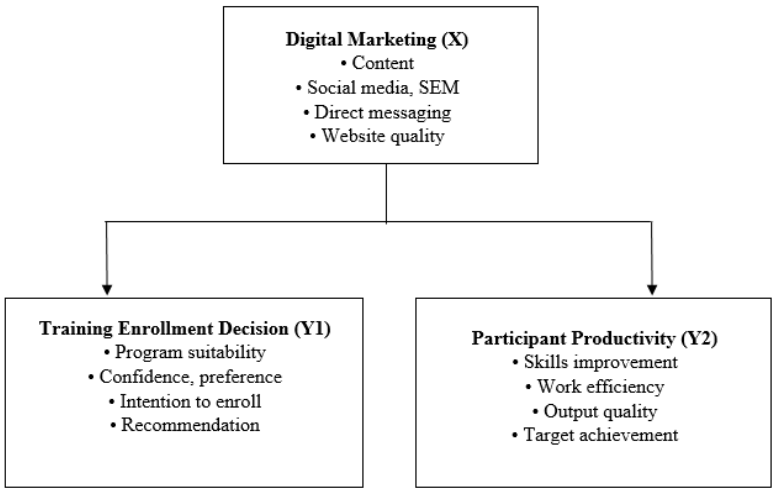
Table 1. Variable Operationalization

Variable	Operational Definition	Number of Items	Scale
Digital Marketing (X)	Promotional activities of BBPVP through digital media that influence the perception and decision of training participants.	23	Likert 1–5

Training Selection Decision (Y1)	The process and result of participants determining their choice of training at BBPVP.	22	Likert 1–5
Participant Productivity (Y2)	The level of effectiveness and work results of participants after attending the training.	22	Likert 1–5

Research Paradigm

This study examines the influence of Digital Marketing (X) on Training Selection Decision (Y1) and Participant Productivity (Y2), as well as the influence of Training Selection Decision (Y1) on Participant Productivity (Y2).



Gambar 1. Paradigma Penelitian

Data collection techniques were carried out by distributing an online questionnaire to selected respondents. The Data Analysis Technique was performed using SPSS version 25 software. The analysis process began with the validity test to ensure the legitimacy of the instrument items, followed by the reliability test to examine the internal consistency of the instrument. Subsequently, Correlation analysis using a bivariate test was performed to determine the relationship between the Digital Marketing variable and Training Selection Decision and Participant Productivity (Darma, 2021).

The analysis includes the following statistical tests:

a) Validity Test: Using corrected item-total correlation with a minimum threshold of 0.20..
b) Reliability Test: Using Cronbach's alpha with a minimum value of 0.70 to declare the instrument reliable.
c) Correlation Analysis: To test the relationship between the independent and dependent variables

RESULT AND DISCUSSION

Respondent Characteristics

The total number of respondents in this study was 67, consisting of prospective participants, active participants, and alumni of the training at BBPVP Bandung. Respondent characteristics include age, gender, last education, training participation status, and

occupation. This demographic data is used to describe the representativeness of the sample and provide context for interpreting the results.

Table 2. Frequency Distribution of Overall Respondent Data Completing the Questionnaire

	Frequency	Percent	Valid Percent
Age			
18-20 Years	16	23,9	23,9
21-25 Years	34	50,7	50,7
26-28 Years	14	20,9	20,9
28-30 Years	3	4,5	4,5
Total	67	100,0	100,0
Gender			
Female	29	43,3	43,3
Male	38	56,7	56,7
Total	67	100,0	100,0
Last Education			
Junior High School (SMP)	3	4,5	4,5
Senior High School/Vocational school (SMA/SMK)	41	61,2	61,2
Diploma 3 (D3)	15	22,4	22,4
Bachelor (S1)	7	10,4	10,4
Master (S2)	1	1,5	1,5
Total	67	100,0	100,0
Status			
Prospective Participant	10	14,9	14,9
	Frequency	**Percent**	**Valid Percent**
Participant	25	37,3	37,3
Alumni	32	47,8	47,8
Total	67	100,0	100,0
Occupation			
Student	18	26,9	26,9
Unemployed	21	31,3	31,3
Employed	11	16,4	16,4
Enterpreneur	3	4,5	4,5
Other	14	20,9	20,9
Total	67	100,0	100,0

Table 1 shows that the majority of respondents are in the 21–25 years age category, totaling 34 people (50.7%). This is followed by the 18–20 years group with 16 people (23.9%), 26–28 years with 14 people (20.9%), and 28–30 years with 3 people (4.5%). This data indicates that most respondents are in the early productive age group, who are generally seeking opportunities for skill development and preparing to enter the workforce. This also shows that the training programs at BBPVP Bandung are highly popular among the youth.

Respondents are dominated by males with 38 people (56.7%), while females number 29 people (43.3%). This proportion suggests that vocational training at BBPVP Bandung is more frequently attended by males, likely related to the characteristics of the training programs, which often involve technical and industrial practical skills.

The majority of respondents are SMA/SMK (Senior High School/Vocational School) graduates with 41 people (61.2%), followed by D3 (Diploma 3) with 15 people (22.4%), S1 (Bachelor) with 7 people (10.4%), S2 (Master) with 1 person (1.5%), and SMP (Junior High School) with 3 people (4.5%). This indicates that training at BBPVP Bandung is a primary choice for secondary education graduates as a way to enhance skills before entering the workforce or continuing education. The dominance of vocational graduates also shows the relevance of the training to the need for improved work competencies.

Respondents consist of alumni with 32 people (47.8%), active participants with 25 people (37.3%), and prospective participants with 10 people (14.9%). This composition shows that the majority of respondents already have actual training experience, so the perception of digital marketing and productivity can be assessed based on real experience.

Most respondents are unemployed with 21 people (31.3%), followed by students with 18 people (26.9%), others with 14 people (20.9%), employed with 11 people (16.4%), and entrepreneurs with 3 people (4.5%). This condition demonstrates that the training at BBPVP Bandung serves as a means of skill enhancement for individuals preparing to enter the workforce or improve economic opportunities

Descriptive Statistics

Descriptive statistical analysis was conducted to determine the general overview of the mean score, minimum–maximum range, and standard deviation of each variable studied. The variables analyzed include Digital Marketing (X), Training Selection Decision (Y1), and Participant Productivity (Y2) with a total of 67 respondents.

Table 3. Descriptive Statisctics for the 3 Variables

	N	Minimum	Maximum	Mean	Std. Deviation
Digital Marketing (X)	67	3,00	5,00	4,6275	0,38236
Training Selection Decision (Y1)	67	3,00	5,00	4,6554	0,41540
Participant Productivity (Y2)	67	3,00	5,00	4,6703	0,40194
Valid N (listwise)	67				

The Digital Marketing variable has a minimum value of 3.00 and a maximum value of 5.00, with a mean score of 4.63 and a standard deviation of 0.38. The high mean score indicates that most respondents gave a positive assessment of the digital marketing implementation carried out by BBPVP Bandung. This suggests that the use of digital media such as the website, social media, and training information content is considered effective and relevant in attracting prospective participants.

The Training Selection Decision variable has a mean score of 4.66 with a value range from 3.00 to 5.00 and a standard deviation of 0.42. The high mean score indicates that respondents have a strong tendency to choose to attend the training based on the information received through digital marketing. This means that the digital marketing strategy plays an important role in shaping the interest, confidence, and final decision of respondents to participate in the training.

Participant Productivity has the highest mean score, 4.67, with a minimum value of 3.00 and a maximum of 5.00, and a standard deviation of 0.40. This value shows that participants experienced an improvement in abilities, skills, and performance after attending the training. In other words, the provided training is considered effective and has a positive impact on participant competence.

Instrument Test results

1. Validity

Table 4. Validity Test Results

No	Variable	R-calculated	R-table
1	Digital Marketing (X)	0,575	0,200
2	Digital Marketing (X)	0,338	0,200
3	Digital Marketing (X)	0,457	0,200
4	Digital Marketing (X)	0,524	0,200
5	Digital Marketing (X)	0,509	0,200
6	Digital Marketing (X)	0,554	0,200
7	Digital Marketing (X)	0,349	0,200
8	Digital Marketing (X)	0,212	0,200
9	Digital Marketing (X)	0,484	0,200
10	Digital Marketing (X)	0,403	0,200
11	Digital Marketing (X)	0,295	0,200
12	Digital Marketing (X)	0,421	0,200
13	Digital Marketing (X)	0,570	0,200
No	Variable	R-calculated	R-table
14	Digital Marketing (X)	0,588	0,200
15	Digital Marketing (X)	0,594	0,200
16	Digital Marketing (X)	0,566	0,200
17	Digital Marketing (X)	0,603	0,200
18	Digital Marketing (X)	0,550	0,200
19	Digital Marketing (X)	0,515	0,200
20	Digital Marketing (X)	0,742	0,200
21	Digital Marketing (X)	0,667	0,200
22	Digital Marketing (X)	0,571	0,200
23	Digital Marketing (X)	0,621	0,200
24	Training Selection Decision (Y1)	0,623	0,200
25	Training Selection Decision (Y1)	0,539	0,200
26	Training Selection Decision (Y1)	0,440	0,200
27	Training Selection Decision (Y1)	0,706	0,200
28	Training Selection Decision (Y1)	0,621	0,200
29	Training Selection Decision (Y1)	0,655	0,200

30	Training Selection Decision (Y1)	0,652	0,200
31	Training Selection Decision (Y1)	0,742	0,200
32	Training Selection Decision (Y1)	0,667	0,200
33	Training Selection Decision (Y1)	0,571	0,200
34	Training Selection Decision (Y1)	0,621	0,200
35	Training Selection Decision (Y1)	0,623	0,200
36	Training Selection Decision (Y1)	0,539	0,200
37	Training Selection Decision (Y1)	0,440	0,200
38	Training Selection Decision (Y1)	0,706	0,200
39	Training Selection Decision (Y1)	0,621	0,200
40	Training Selection Decision (Y1)	0,655	0,200
41	Training Selection Decision (Y1)	0,652	0,200
42	Training Selection Decision (Y1)	0,594	0,200
43	Training Selection Decision (Y1)	0,566	0,200
44	Training Selection Decision (Y1)	0,706	0,200
No	Variable	R-calculated	R-table
45	Training Selection Decision (Y1)	0,742	0,200
46	Participant Productivity (Y2)	0,667	0,200
47	Participant Productivity (Y2)	0,571	0,200
48	Participant Productivity (Y2)	0,621	0,200
49	Participant Productivity (Y2)	0,623	0,200
50	Participant Productivity (Y2)	0,539	0,200
51	Participant Productivity (Y2)	0,440	0,200
52	Participant Productivity (Y2)	0,706	0,200
53	Participant Productivity (Y2)	0,621	0,200
54	Participant Productivity (Y2)	0,655	0,200
55	Participant Productivity (Y2)	0,652	0,200
56	Participant Productivity (Y2)	0,742	0,200
57	Participant Productivity (Y2)	0,667	0,200
58	Participant Productivity (Y2)	0,571	0,200
59	Participant Productivity (Y2)	0,621	0,200
60	Participant Productivity (Y2)	0,623	0,200
61	Participant Productivity (Y2)	0,539	0,200
62	Participant Productivity (Y2)	0,440	0,200
63	Participant Productivity (Y2)	0,706	0,200
64	Participant Productivity (Y2)	0,621	0,200
65	Participant Productivity (Y2)	0,655	0,200
66	Participant Productivity (Y2)	0,652	0,200
67	Participant Productivity (Y2)	0,594	0,200

From Table 4, all items on the variables of digital marketing (X), training selection decision (Y1), and participant productivity (Y2) have a correlation value (R-calculated) greater than the R-table (0.200) , thus it can be concluded that all items are valid. This indicates that the instrument is capable of measuring the variables as expected.

2. Reliability

Table 5. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
0,969	67

The Cronbach's Alpha value of 0.969 indicates that the research instrument is highly reliable and consistent in measuring the three variables overall. In other words, the questionnaire used is trustworthy for obtaining stable data.

Table 6. normality Test Results

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Digital Marketing (X)	0,240	67	0,000	0,820	67	0,000
Training Selection Decision (Y1)	0,252	67	0,000	0,799	67	0,000
Participant Productivity (Y2)	0,231	67	0,000	0,786	67	0,000

Based on Table 6, the data from the Kolmogorov-Smirnov and Shapiro-Wilk tests show a significance value (Sig.) of 0.000 for all variables (Digital Marketing, Training Selection Decision, and Participant Productivity) , which means the data is not normally distributed. This indicates that the assumption of residual normality is not met, so the use of non-parametric methods such as the Spearman correlation test needs to be considered for subsequent analysis

The Spearman's rho correlation test was performed to determine the relationship between the variables Digital Marketing (X), Training Selection Decision (Y1), and Participant Productivity (Y2). The use of the Spearman method was chosen because the normality test results indicated that the data was not normally distributed, thus requiring a non-parametric statistical approach.

Table 7 Spearman's Rho Correlation test Result

Spearman's rho	Digital Marketing (X)	Training Selection Decision (Y1)	Participant Productivity (Y2)
Digital Marketing (X)			
Correlation Coefficient	1	0.621	0.635
Sig. (2-tailed)		0	0
N	67	67	67
Training Selection Decision (Y1)			
Correlation Coefficient	0.621	1	0.989
Sig. (2-tailed)	0		0

N	67	67	67
Participant Productivity (Y2)			
Correlation Coefficient	0.635	0.989	1
Sig. (2-tailed)	0	0	
N	67	67	67

Based on Table 7, the correlation coefficient between Digital Marketing and Training Selection Decision is 0.621 with a significance value of 0.000 < 0.05. This shows a strong and significant positive relationship between the two variables. This means that the better the implementation of digital marketing at BBPVP Bandung, the higher the individual's tendency to make the decision to attend the training. Digital marketing strategies through social media, the website, and information publications are proven to effectively influence the interest and decision of prospective participants.

The correlation coefficient between Digital Marketing and Participant Productivity is 0.635 with a significance value of 0.000 < 0.05, which means there is a strong and significant positive relationship between the two variables. This suggests that the more effective digital marketing is in conveying the benefits of the training, the greater the motivation and engagement of participants, which ultimately increases productivity after the training is completed.

The correlation results show a coefficient value of 0.989 with a significance of 0.000 < 0.05. This value indicates a very strong and significant relationship between the training selection decision and participant productivity. This means that a person's decision to attend training, which is based on appropriate information considerations and needs, highly influences the success of the training process and the increase in productivity141. The more accurate the participant's decision in choosing the training program, the higher the results achieved.

Based on the overall research findings, it can be concluded that the implementation of digital marketing at BBPVP Bandung plays a very important role in enhancing training effectiveness, both in influencing prospective participants' decisions to attend and in increasing participant productivity after the training takes place. The findings show that the digital marketing strategy implemented is proven effective, as demonstrated by the high mean score of respondent assessments on all three variables and the Spearman correlation test results, which indicate a positive and significant relationship between digital marketing, training selection decision, and participant productivity. This reinforces that the better the quality of information and promotion of the training through digital media, the higher the interest, commitment, and results achieved by the participants. Thus, digital marketing is not only a means of promotion but also contributes directly to the successful organization of vocational training and the achievement of workforce competence enhancement goals.

CONCLUSION

This research concludes that digital marketing has a significant role in increasing the effectiveness of training at BBPVP Bandung. The results of the descriptive analysis show that all three research variables, namely Digital Marketing (X), Training Selection Decision (Y1), and Participant Productivity (Y2), are in the very high category, which indicates that respondents gave a positive assessment of the program implementation and digital marketing strategy.

The instrument tests showed that all questionnaire items were valid and reliable, making them suitable for use as data collection tools. The normality test indicated that the data was not normally distributed, leading to the use of the Spearman correlation test.

The correlation test results indicate a positive and significant relationship between digital marketing and training selection decision (r = 0.621), as well as digital marketing and participant productivity (r = 0.635). Furthermore, there is a very strong relationship between the training selection decision and participant productivity (r = 0.989).

Thus, the better the implementation of digital marketing, the higher the interest and decision of individuals to attend the training, and the greater the increase in participant productivity after the training. This finding confirms that digital marketing is a strategic element in supporting the improvement of vocational training quality and the success of human resource competence development.

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