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## The Utilization of Digital Promotion as an Effort to Improve the Quality of Services and Training at the Center for Vocational and Productivity Training-Bandung

Martinicha Pareda Tondonaung<sup>1</sup>, Prihartono Aksan Halim<sup>2</sup>

<sup>1</sup>Politeknik Piksi Ganesha, Bandung, Indonesia, [martinichatondonaung@gmail.com](mailto:martinichatondonaung@gmail.com)

<sup>2</sup>Politeknik Piksi Ganesha, Bandung, Indonesia, [prihartono@piksi.ac.id](mailto:prihartono@piksi.ac.id)

Corresponding Author: [martinichatondonaung@gmail.com](mailto:martinichatondonaung@gmail.com)<sup>1</sup>

**Abstract:** This study aims to analyze the utilization of digital promotion as a strategic effort to improve service quality and training quality at the Vocational and Productivity Training Center (BBPVP) Bandung. This research employed a quantitative descriptive analytical approach involving 28 respondents, consisting of prospective trainees, active participants, and alumni. Data were collected through observation and a Likert-scale questionnaire, and analyzed using validity and reliability testing, Spearman correlation, and multiple linear regression analysis. The results indicate that digital promotion is categorized as highly effective (mean = 4.50), as well as service quality (mean = 4.36) and training quality (mean = 4.46). The correlation analysis revealed a very strong and significant relationship between digital promotion and service quality ( $r = 0.987$ ), and training quality ( $r = 0.897$ ). The multiple linear regression model shows that service quality and training quality significantly influence digital promotion, with a contribution value of  $R^2 = 0.986$ , where service quality is the most dominant variable. These findings confirm that digital promotion not only functions as a medium for information dissemination, but also represents service excellence and training value, thereby playing an essential role in strengthening positive perceptions and enhancing institutional competitiveness.

**Keyword:** digital promotion, service quality, training quality, vocational

### INTRODUCTION

Vocational education and training (VET) plays an important role in preparing competent human resources to face the Industrial Revolution 4.0 and Society 5.0 (Ministry of Education and Education, 2025; Zukna & Sassi, 2024). BBPVP Bandung as a government training institution has the responsibility to improve the competence of the workforce, so that it is not only required to provide training that is relevant to the needs of the industry, but also to provide optimal quality of service and information for the community.

In practice, the quality of service is the main indicator of the success of the training institution. Aspects such as transparency, responsiveness, and ease of access to information greatly determine participants' perception of services (M. F. Fauzan, 2025). In the digital era,

conventional promotional methods are no longer effective, while digital marketing strategies are considered faster, interactive, and more efficient (Irfani et al., 2020). This makes digital promotion an important need for training institutions to improve competitiveness and service quality.

BBPVP Bandung still faces obstacles in the delivery of information, such as changes in schedules or registration mechanisms that are not conveyed quickly and evenly, thus affecting the perception of service quality (Milala & Fakhri, 2022). The lack of consistency in digital content management or the absence of a special promotional team is also a common weakness in training institutions (Sinta Amanda & Kisworo, 2024). The inconsistency between promotional information and the actual condition of the service even has the potential to reduce participants' perception of the quality of training (Dwi Fatmaningsih et al., 2025). Digital promotion is developing into a key strategy for educational and training institutions in reaching a wide audience through platforms such as Instagram, YouTube, and WhatsApp that allow for the delivery of information in an interactive and easily accessible manner (Sinta Amanda & Kisworo, 2024). For BBPVP Bandung, this strategy supports increasing the reach of information, the reputation of the institution, and interaction with potential participants. Content such as educational videos, alumni testimonials, and training profiles has been proven to increase participants' interest through the formation of a positive image (Dwi Fatmaningsih et al., 2025; Tarigan et al., 2023).

Apart from being a marketing tool, digital promotion reflects the quality of digital services (e-service quality). The speed of the admin's response in responding to participants' questions shows the quality of service that can affect the decision of prospective participants (Sadeli & Aritonang, 2025).

Previous research has also shown that digital promotion has a significant effect on satisfaction and decision to choose services (Dwi Fatmaningsih et al., 2025; M. F. Fauzan, 2025; N. Fauzan et al., 2025). Previous research has shown that digital promotion has a strong relationship with customer satisfaction and the decision to choose a service. Fauzan (2025) found that promotions have a positive and significant effect on customer satisfaction, which in turn has an impact on loyalty. Dwi Fatmaningsih et al (2025) stated that social media promotion has a positive effect on the reputation of the institution and the satisfaction of trainees. Meanwhile, research by Fauzan et al. (2025) also shows that promotions have a significant influence on consumers' decisions to choose training programs. However, research on digital promotion in the context of government training institutions such as BBPVP Bandung has not been widely conducted, especially related to the role of digital promotion as an effort to improve service quality and perception of training quality.

The research gap can be seen in the lack of studies that link digital promotion with improving the quality of digital services and the perception of training quality at BBPVP Bandung. This research aims to fill this gap through an analysis of the use of digital promotion as an effort to improve services and training. Thus, this study is focused on analyzing the digital promotion strategy implemented by BBPVP Bandung, examining its influence on service quality, and assessing its contribution to the perception of training quality and participants' interests.

## **METHOD**

This study employs a quantitative research methodology combined with a descriptive and analytical research strategy. The quantitative methodology is adopted to objectively measure the effect of digital promotion on service quality and training quality using numerical data and statistical analysis.

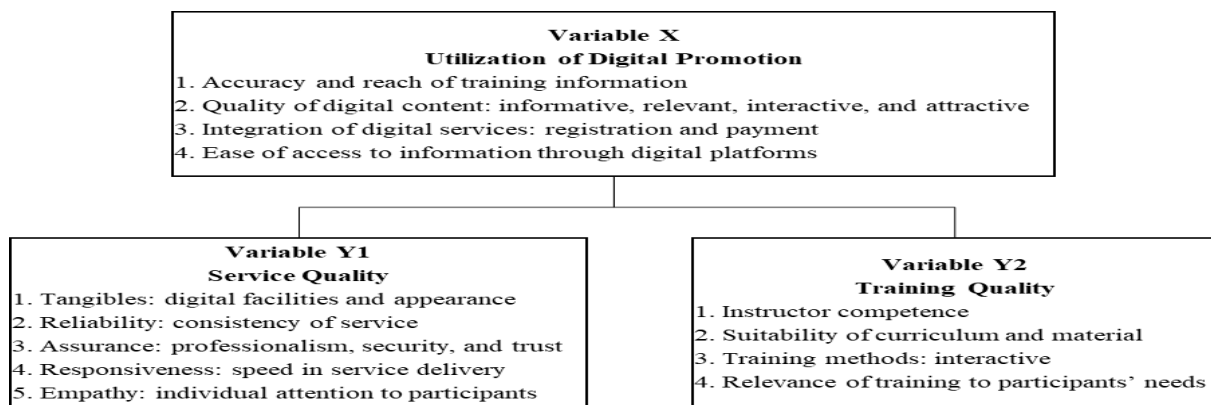
The descriptive strategy is used to explain the level of digital promotion utilization,

service quality, and training quality at BBPVP Bandung based on respondents' perceptions. Meanwhile, the analytical strategy is applied to examine the relationships and causal influences between variables through correlation and multiple linear regression analysis.

Digital promotion (X) is not merely a communication tool but represents the first point of contact between an institution and its stakeholders. According to digital marketing theory, promotional content delivered through digital platforms shapes users' expectations, trust, and perceived professionalism of an organization (Kotler & Keller, 2016). In the context of vocational training institutions, clear, consistent, and interactive digital promotion enhances transparency and responsiveness, which directly influences perceived service quality (Y1).

Furthermore, digital promotion also conveys the value proposition of training programs, including curriculum relevance, instructor competence, and training outcomes. Information such as training schedules, facilities, certifications, and alumni testimonials allows participants to form perceptions regarding training quality (Y2). Therefore, effective digital promotion logically affects both service quality and training quality perceptions, as it reflects institutional capability, reliability, and professionalism.

The relationships between the independent and dependent variables are illustrated through the following research paradigm.



**Figure 1. Paradigm of the Relationship Between Research Variables**

The conceptual framework of this study assumes that digital promotion (X) influences service quality (Y1) and training quality (Y2) simultaneously. Digital promotion serves as an external stimulus that shapes participants' perceptions of institutional services and training outcomes. Service quality and training quality are also conceptually interrelated, as high-quality services support effective training delivery, while well-designed training programs strengthen perceptions of service excellence.

**Population and Sample**

The research population consisted of prospective participants, active participants, and alumni who participated in Basic Multimedia Training and Visual Content Design at BBPVP Bandung (N = 30). Using the Taro-Yamane formula with an error rate of e = 0.05, a minimum sample requirement of 28 respondents was obtained:

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

With the total population N = 30 people and the margin of error e = 0.05 (5%), the results were obtained:

$$n = \frac{30}{1 + 30(0,05)^2} = \frac{30}{1 + 0,075} = \frac{30}{1,075} = 27,9 \approx 28 \text{ responden}$$

The sample size was determined using the **Taro Yamane formula**, which is commonly applied when the population size is known and relatively small, and when researchers aim to obtain a representative sample with a controlled margin of error (Yamane, 1967). This method is suitable for social science research, particularly survey-based studies, because it balances accuracy and feasibility while minimizing sampling bias. Considering the limited population size ( $N = 30$ ) at BBPVP Bandung, the use of the Taro Yamane formula ensures that the selected sample adequately represents the population with a confidence level of 95%. Of the 30 prospective respondents met, two respondents were expelled because the questionnaire was incomplete/invalid so the analysis was carried out on 28 valid respondents. Therefore, the entire statistical analysis (descriptive and inferential) uses  $n = 28$ . The sampling technique used is consecutive sampling until a minimum of 28 valid respondents are obtained. Data collection was carried out in the June-November 2024 period through direct and online questionnaires. The instrument consists of 30 statements; At the validity test stage, the two items were declared not to meet the criteria, so a rehabilitative and inferential analysis was carried out on 28 valid items.

### **Inclusion and Exclusion Criteria**

1. Inclusion Criteria: Respondents can be included in the study if they meet all of the following criteria:
  - a. Have participated in at least one training program at BBPVP Bandung in 2024. 2. Aged  $\geq 17$  years.
  - b. Fill out the questionnaire completely and validly.
  - c. Can access the questionnaire (either in person or through a digital/online form).
2. Exclusion Criteria: Respondents were not included in the analysis when:
  - a. Filling out the questionnaire incompletely, double entry, or invalid.
  - b. No or not candidates who will take part in training at BBPVP Bandung in the 2024 period.

The selection of variables in this study is grounded in established theories of marketing, service management, and vocational education. Digital promotion is based on digital marketing theory, which emphasizes the role of online platforms in influencing consumer perceptions and decision-making (Kotler & Keller, 2016; Irfani et al., 2020).

Service quality (Y1) is grounded in the SERVQUAL model developed by Parasuraman et al., which highlights dimensions such as tangibles, reliability, responsiveness, assurance, and empathy as key determinants of perceived service excellence.

Training quality (Y2) is based on vocational education quality theory, which emphasizes instructor competence, curriculum relevance, training methods, facilities, and alignment with labor market needs (Zukna & Sassi, 2024).

### **Research Instruments and Variable Operational Definitions**

The research instruments are compiled based on a grid of variables that have been determined. Variable X (Utilization of Digital Promotion) is measured through several indicators, namely the clarity and completeness of training information, the quality of digital content which includes creativity, relevance, and frequency of uploads, the level of digital interaction as seen from the responsiveness and involvement of participants, and the ease of access to information through the digital platform used by BBPVP Bandung.

**Table 1. Variable X - Utilization of Digital Promotions**

Digital promotion refers to the utilization of digital platforms to communicate value, information, and engagement with target audiences, aiming to influence perceptions and behavioral intentions (Kotler & Keller, 2016).

| Component                     | Explanation   |
|-------------------------------|---|
| <b>Operational Definition</b> | The level of use of digital promotional media by BBPVP Bandung in conveying training information, building interaction, and facilitating access to services for participants. |
| <b>Measurement Scale</b>      | Likert 1–5 (strongly disagree – strongly agree).  |
| <b>Instruments</b>            | Closed questionnaire (statements related to digital promotion).   |

The Y1 variable (Service Quality) refers to the SERVQUAL dimension, which includes tangible aspects such as facilities and digital service display, responsiveness or speed of service, reliability that reflects service consistency, assurance related to professional assurance and participant trust, and empathy that shows individual attention to trainees.

**Table 2. Variable Y1- Quality of Service**

Service quality is defined as the degree to which services meet or exceed customer expectations, measured through SERVQUAL dimensions (Parasuraman et al.)

| Component                     | Explanation   |
|-------------------------------|---|
| <b>Operational Definition</b> | Participants' perception of the quality of service provided by BBPVP Bandung based on the dimensions of SERVQUAL. |
| <b>Measurement Scale</b>      | Likert 1–5.   |
| <b>Instruments</b>            | Modified SERVQUAL questionnaire.  |

Furthermore, the Y2 variable (Training Quality) is measured through indicators of instructor competence, suitability of curriculum and training materials, effectiveness of the training methods used, completeness of training facilities, and the level of relevance of training to the needs of participants

**Table 3. Variable Y2- Training Quality**

Training quality refers to participants' perceptions of the effectiveness, relevance, and outcomes of training programs, including instructional delivery and learning resources (Zukna & Sassi, 2024).

| Component                     | Explanation   |
|-------------------------------|---|
| <b>Operational Definition</b> | Participants' perceptions of the quality of training activities provided by BBPVP Bandung from the aspects of instructors, materials, methods, facilities, and relevance. |
| <b>Measurement Scale</b>      | Likert 1–5.   |
| <b>Instruments</b>            | The questionnaire is closed according to the training indicators.   |

### Data Analysis Techniques

Data analysis was carried out through three stages using SPSS 25 software:

1. Descriptive analysis was used to describe the characteristics of respondents as well as the level of utilization of digital promotions, service quality, and training quality. The techniques used include mean, percentage, and frequency distribution (Akbar *et al.*, 2024).

#### 2. Validity and Reliability Tests

The validity test uses Corrected Item-Total Correlation. The statement is declared valid if the value of  $r > 0.30$ .

$$r_{xy} = \frac{(n\sum XY - (\sum X)(\sum Y))}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

Criterion: An item is declared valid if the value  $r$  is calculated  $> r$  of the table or  $r > 0.30$ .

3. The reliability test used Cronbach's Alpha, with a value of  $\alpha \geq 0.70$  as an indicator that the instrument is reliable (Akbar *et al.*, 2024).

$$r_{ii} = \frac{\kappa \sum}{\kappa - 1 \delta 1^2}$$

Information:

- a. Title: Instrument Reliability
- b.  $k$ : The number of questions
- c.  $\sum \delta 2$ : Number of questions
- d.  $\delta 12$ : Varians total

Criterion: The instrument is declared reliable if  $\alpha \geq 0.70$ .

#### 4. Hypothesis Testing

The relationship between variables was analyzed using Spearman's correlation (Spearman's rho) because the normality test showed that the data were not normally distributed at the variable level.

$$r_s = 1 - \frac{6\sum d_i^2}{n(n^2 - 1)}$$

Test criteria:

If the Sig.  $< 0.05 \rightarrow$  there is a significant relationship. A value of  $r$  indicates the strength of the relationship.

5. The effect of digital promotion on service quality and training quality was analyzed using multiple linear regression. All tests were carried out at a significance level of  $\alpha = 0.05$  (Yuliara, 2016). The formula for the Multiple Linear Regression Test (Influence of Variable X on Y1 & Y2) is as follows:

Model regresi linear berganda:

$$Y = a + b_1X_1 + b_2X_2 + \dots + b_nX_n$$

Model 1: Influence X  $\rightarrow$  Y1

$$Y_1 = a + bX$$

Model 2: Influence of X  $\rightarrow$  Y2

$$Y_2 = a + bX$$

Regression Coefficient Formula (b):

$$b = n \frac{\sum XY - \sum X \sum Y}{n\sum X^2 - (\sum X)^2}$$

Rumus Constant (A):

$$a = \frac{\sum Y - b\sum X}{n}$$

Formula of the t-test (Partial)

$$t = \frac{b}{SEb}$$

Criterion:

If Sig. < 0.05 or t calculate > t table' there is a significant influence. Test Formula F (Simultaneous)

$$F = \frac{(R^2/k)}{(1 - R^2)/(n - k - 1)}$$

Information:

- a. R2 = coefficient of determination
  - b. k = sum of independent variables
  - c. n = number of samples
- Criterion:
1. Sig. < 0, 05, model regresi signifikan.
  2. Determination Coefficient Formula (R<sup>2</sup>)

$$R^2 = \left( \frac{SSR}{SST} \right)$$

3. Estimated standard error formula (SEE)

$$SEE = \sqrt{\left( \frac{\sum(Y - \hat{Y})^2}{(n - k - 1)} \right)}$$

## RESULT AND DISCUSSION

Before proceeding to the inferential analysis stage, this study first presents a description of the characteristics of the respondents as a basis for understanding the composition of the sample involved. The presentation of these characteristics aims to provide an initial context to the data used and ensure that the respondents involved have adequately represented the research population. Thus, the initial description of the respondent's profile is an important foundation in interpreting the results of the analysis at the next stage.

**Table 4. Characteristics of respondents by age, gender, education, status, occupation**

|                  | Frequency | Percent | Cumulative Percent |
|------------------|-----------|---------|--------------------|
| <b>age</b>       |           |         |                    |
| 18-20 Years      | 7         | 25,0    | 25,0               |
| 21-22 Years      | 7         | 25,0    | 50,0               |
| 23-24 Year       | 9         | 32,1    | 82,1               |
| 25-27 Year       | 3         | 10,7    | 92,9               |
| 28-30 Year       | 2         | 7,1     | 100,0              |
| Total            | 28        | 100,0   |                    |
| <b>gender</b>    |           |         |                    |
| Male - Male      | 16        | 57,1    | 57,1               |
| Woman            | 12        | 42,9    | 100,0              |
| Total            | 28        | 100,0   |                    |
| <b>Education</b> |           |         |                    |
| SMP              | 2         | 7,1     | 7,1                |
| SMA/SMK          | 16        | 57,1    | 64,3               |
| D3               | 4         | 14,3    | 78,6               |
| S1               | 6         | 21,4    | 100,0              |
| Total            | 28        | 100,0   |                    |

**Status**

|                          |    |       |       |       |
|--------------------------|----|-------|-------|-------|
| Prospective Participants | 9  | 32,1  | 32,1  | 32,1  |
| Participants             | 10 | 35,7  | 35,7  | 67,9  |
| Alumni                   | 9  | 32,1  | 32,1  | 100,0 |
| Total                    | 28 | 100,0 | 100,0 |       |

**Work**

|                 |    |       |       |       |
|-----------------|----|-------|-------|-------|
| Student/Student | 11 | 39,3  | 39,3  | 39,3  |
| Work            | 7  | 25,0  | 25,0  | 64,3  |
| Not Working     | 6  | 21,4  | 21,4  | 85,7  |
| Entrepreneurial | 1  | 3,6   | 3,6   | 89,3  |
| Other           | 3  | 10,7  | 10,7  | 100,0 |
| Total           | 28 | 100,0 | 100,0 |       |

The results of the descriptive analysis showed that this study involved 28 respondents with diverse demographic characteristics. Based on age group, respondents were dominated by the age range of 23–24 years old at 32.1%, followed by the age group of 18–20 years and 21–22 years old at 25.0% respectively. Furthermore, the age group of 25–27 years is 10.7% and 28–30 years old is 7.1%. Based on gender, the majority of respondents were male at 57.1%, while women amounted to 42.9%. From the education aspect, most of the respondents had a high school/vocational education by 57.1%, then S1 by 21.4%, D3 by 14.3%, and junior high school by 7.1%. The status of respondents in the training was relatively balanced, consisting of active participants of 35.7%, and prospective participants and alumni of 32.1% each. Meanwhile, the job category showed that students/students were the largest group with a percentage of 39.3%, followed by working respondents at 25.0%, unemployed at 21.4%, entrepreneurs at 3.6%, and other categories at 10.7%. These findings indicate that the respondents involved are mostly productive age individuals who are still studying and have high involvement and adaptation to digital technology.

**Table 5. Descriptive Statistics of Digital Promotion Utilization, Service Quality, and Training Quality Variables**

| N  | Minimum | Maximum | Mean | Std. Deviation |
|--|---------|---------|------|----------------|
| Variable X – Digital Promotion Utilization | 28      | 3.00    | 5.00 | 4.5000         |
| Variable Y1 – Service Quality (SERVQUAL)   | 28      | 3.00    | 5.00 | 4.3571         |
| Variable Y2 – Training Quality             | 28      | 3.00    | 5.00 | 4.4643         |
| Valid N (listwise)                         | 28      |         |      |                |

The descriptive statistical analysis of the research variables indicates that respondents provided generally very positive assessments of all measured variables. The Digital Promotion Utilization variable (X) has a mean value of 4.50 with a standard deviation of 0.63828, indicating that respondents perceive the digital promotion activities carried out by BBPVP Bandung as very effective and relatively consistent across respondents. The Service Quality variable (Y1) obtained a mean value of 4.3571 with a standard deviation of 0.73102, suggesting that the services received are perceived as very good. Meanwhile, the Training Quality variable (Y2) shows a mean value of 4.4643 with a standard deviation of 0.69293, reflecting a high level of appreciation for the quality of training provided. Standard deviation values for all variables being below 1 indicate a relatively low level of response variation, meaning that respondents’ perceptions of all variables are stable and homogeneous.

**Table 6. Results of Instrument Validity Test Variables Utilization of Digital Promotions, Service Quality Variables, Training Quality**

| no | variable                                       | r-count | r-table |
|----|--|---------|---------|
| 1  | Variable X – Utilization of Digital Promotions | .646**  | 0,361   |
| 2  | Variable X – Utilization of Digital Promotions | .792**  | 0,361   |
| 3  | Variable X – Utilization of Digital Promotions | .732**  | 0,361   |
| 4  | Variable X – Utilization of Digital Promotions | .863**  | 0,361   |
| 5  | Variable X – Utilization of Digital Promotions | .626**  | 0,361   |
| 6  | Variable X – Utilization of Digital Promotions | .530**  | 0,361   |
| 7  | Variable X – Utilization of Digital Promotions | .728**  | 0,361   |
| 8  | Variable X – Utilization of Digital Promotions | .493**  | 0,361   |
| 9  | Variable X – Utilization of Digital Promotions | .706**  | 0,361   |
| 10 | Variable X – Utilization of Digital Promotions | .758**  | 0,361   |
| 11 | Variable Y1 – Quality of Service (SERVQUAL)    | .734**  | 0,361   |
| 12 | Variable Y1 – Quality of Service (SERVQUAL)    | .601**  | 0,361   |
| 13 | Variable Y1 – Quality of Service (SERVQUAL)    | .797**  | 0,361   |
| 14 | Variable Y1 – Quality of Service (SERVQUAL)    | .745**  | 0,361   |
| 15 | Variable Y1 – Quality of Service (SERVQUAL)    | .792**  | 0,361   |
| 16 | Variable Y1 – Quality of Service (SERVQUAL)    | .824**  | 0,361   |
| 17 | Variable Y1 – Quality of Service (SERVQUAL)    | .808**  | 0,361   |
| 18 | Variable Y1 – Quality of Service (SERVQUAL)    | .774**  | 0,361   |
| 19 | Variable Y1 – Quality of Service (SERVQUAL)    | .810**  | 0,361   |
| 20 | Variable Y2 – Training Quality                 | .693**  | 0,361   |
| 21 | Variable Y2 – Training Quality                 | .709**  | 0,361   |
| 22 | Variable Y2 – Training Quality                 | .855**  | 0,361   |
| 23 | Variable Y2 – Training Quality                 | .721**  | 0,361   |
| 24 | Variable Y2 – Training Quality                 | .705**  | 0,361   |
| 25 | Variable Y2 – Training Quality                 | .678**  | 0,361   |
| 26 | Variable Y2 – Training Quality                 | .855**  | 0,361   |
| 27 | Variable Y2 – Training Quality                 | .698**  | 0,361   |
| 28 | Variable Y2 – Training Quality                 | .626**  | 0,361   |

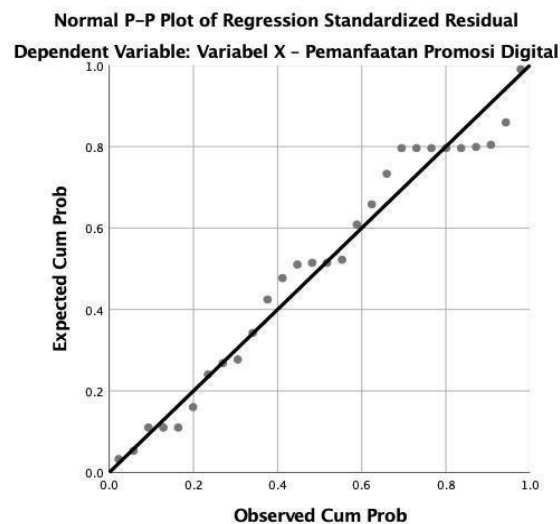
**Table 7. Reliability Test Results of Digital Promotion Utilization Instruments, Service Quality Variables, Training Quality**

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| 0,964                  | 28         |

At the instrument testing stage, all statement items were proven to be valid because they had a Corrected Item-Total Correlation value greater than 0.361. Thus, each question item is able to represent the variables being measured. In addition, the results of the reliability test showed a Cronbach's Alpha value of 0.964, which is far beyond the minimum limit of 0.70. This confirms that the research instrument has a very high level of internal consistency and is suitable for use in advanced analysis.

**Table 8. Normality Test Results**

|  |       |       |       |       |    |       |
|--|-------|-------|-------|-------|----|-------|
| Variable X – Utilization of Digital Promotions | 0,167 | 28    | 0,045 | 0,908 | 28 | 0,017 |
| Variable Y1 – Quality Service (SERVQUAL)       | 0,148 | of 28 | 0,117 | 0,892 | 28 | 0,008 |
| Variable Y2 – Training Quality                 | 0,172 | 28    | 0,033 | 0,897 | 28 | 0,010 |



**Figure 2. Normal P-P Plot From Regression Test Results**

The results of the normality test conducted using Kolmogorov–Smirnov and Shapiro–Wilk showed that the three research variables, namely the Utilization of Digital Promotion (X), Service Quality (Y1), and Training Quality (Y2), had a Shapiro–Wilk significance value of less than 0.05 ( $p < 0.05$ ). These findings indicate that individually each variable is not normally distributed. However, it should be understood that the Shapiro–Wilk normality test has a high sensitivity to small sample sizes, including in this study which only involved 28 respondents, so small deviations from the normal distribution can result in significance values that are below 0.05 (Akbar et al., 2024). This condition does not necessarily abort the feasibility of using multiple linear regression analysis, since the main assumption of normality in regression does not lie in the distribution of each variable, but in the residual distribution of the regression model. Therefore, follow-up examination through the Normal P–P Plot of Regression Standardized Residual is used to ensure the fulfillment of the residual normality assumption. Based on the visualization in Figure 2, it can be seen that the residual points are spread along a diagonal line relatively consistently, which indicates that the residual is normally distributed. Thus, even though the raw data of abnormal variables based on the Shapiro Wilk test, the fulfillment of residual normality confirms that the regression model remains valid and feasible for further hypothesis testing (Akbar et al., 2024).

**Table 9. Results of the Pearson Correlation Test between Research Variables**

|                |  |                            | Variable X –<br>Utilization of<br>Digital<br>Promotions | Variable Y1 –<br>Quality of<br>Service<br>(SERVQUAL) | Variable<br>Y2 – Training<br>Quality |
|----------------|--|----------------------------|---|--|--------------------------------------|
| Spearman's rho | Variable X –<br>Utilization of Digital<br>Promotions | Correlation<br>Coefficient | 1,000   | .987**   | .897**                               |
|                | N  | Sig. (2-tailed)            |   |  | 0,0000,000                           |
|                |  |                            | 28  | 28   | 28                                   |
|                | Variable Y1 – Quality<br>of Service<br>(SERVQUAL)    | Correlation<br>Coefficient | .987**  | 1,000  | .842**                               |
|                | N  | Sig. (2-tailed)            | 0,000   |  | 0,000                                |
|                |  |                            |   | 28   | 28                                   |

The relationship between variables was analyzed using the Spearman's rho correlation test because the data were not normally distributed based on the results of the previous normality test. The results of the analysis showed a very strong and significant positive relationship between the Utilization of Digital Promotion (X) and the two dependent variables. The correlation between digital promotion and Service Quality (Y1) has a coefficient of 0.987 with a significance value of  $p = 0.000$ , so it can be concluded that the relationship between the two variables is very strong and statistically significant. In addition, digital promotion also correlated very strongly with Training Quality (Y2) with a coefficient of 0.897 and a significance of  $p = 0.000$ . Meanwhile, the correlation between Quality of Service (Y1) and Quality of Training (Y2) also showed a very strong relationship, with a coefficient of 0.842 and a significance of  $p = 0.000$ . These findings indicate that the more optimal the use of digital promotions carried out, the higher the respondents' perception of service quality and training quality. Thus, digital promotion plays an important role in improving participants' assessment of the quality of training.

**Table 10. Multiple Linear Regression Test (Summary Model)**

| Model | R                 | R Square | Adjusted R Square | Error of the Estimate |
|-------|-------------------|----------|-------------------|-----------------------|
| 1     | .993 <sup>a</sup> | 0,986    | 0,985             | 0,541                 |

- a. Predictors: (Constant), Variable Y2 – Training Quality, Variable Y1 – Quality of Service (SERVQUAL)
- b. Dependent Variable: Variable X – Utilization of Digital Promotion

**Table 11. Multiple Linear Regression Test (ANOVA<sup>a</sup>)**

| Model        | Sum of Squares | df | Mean Square | F       | Sig.              |
|--------------|----------------|----|-------------|---------|-------------------|
| 1 Regression | 526,916        | 2  | 263,458     | 901,680 | .000 <sup>b</sup> |
| Residual     |                |    |             |         |                   |
| Total        | 7,305          | 25 | 0,292       |         |                   |
|              | 534,221        | 27 |             |         |                   |

- a. Dependent Variable: Variable X – Utilization of Digital Promotion

b. Predictors: (Constant), Variable Y2 – Training Quality, Variable Y1 – Quality of Service (SERVQUAL)

**Table 12. Multiple Linear Regression Test (Regression Coefficient)**

| Model                                       | Unstandardized Coefficients |            | Standardized Coefficients Beta | t      | Sig.  |
|---|-----------------------------|------------|--------------------------------|--------|-------|
|   | B                           | Std. Error |                                |        |       |
| 1 (Constant)                                | 16,661                      | 0,734      |                                | 22,691 | 0,000 |
| Variable Y1 – Quality of Service (SERVQUAL) | 0,434                       | 0,026      | 0,727                          | 16,855 | 0,000 |
| Variable Y2 – Training Quality              | 0,207                       | 0,030      | 0,301                          | 6,978  | 0,000 |

a. Dependent Variable: Variable X – Utilization of Digital Promotion

The results of multiple linear regression analysis showed that the regression model built had a very strong relationship between the variables of Service Quality (Y1) and Training Quality (Y2) to the Utilization of Digital Promotion (X). The value of the double correlation coefficient (R) of 0.993 indicates a very strong relationship between the two independent variables and the dependent variables. Meanwhile, the R Square value of 0.986 indicates that 98.6% of the variation in Digital Promotion Utilization can be explained by both predictor variables, while the remaining 1.4% is influenced by other factors outside the model. The Adjusted R Square value of 0.985 also confirms the consistency and stability of the regression model.

The results of the ANOVA test showed an F value of 901.680 with a significance level of  $p = 0.000$ , which means that the regression model used is statistically significant and feasible for use in hypothesis testing. In the regression coefficient results, the Service Quality variable (Y1) had the greatest influence on the Utilization of Digital Promotions, with values of  $\text{Beta} = 0.727$ ,  $t = 16.855$ , and  $p = 0.000$ . Meanwhile, the Training Quality variable (Y2) also had a significant effect with values  $\text{Beta} = 0.301$ ,  $t = 6.978$ , and  $p = 0.000$ . This shows that improving the quality of service contributes more to increasing the use of digital promotions than improving the quality of training, although both have a positive and significant effect.

## CONCLUSION

The results of this study show that the use of digital promotion at BBPVP Bandung is at a very effective level and has a significant relationship with improving service quality and training quality. Digital promotion acts as the starting door for shaping participants' perception of the professionalism of the institution through clarity of information, admin responsiveness, and quality of published content. Based on the results of the Spearman correlation test, there was a very strong relationship between the use of digital promotions and service quality ( $r = 0.987$ ;  $p = 0.000$ ) and training quality ( $r = 0.897$ ;  $p = 0.000$ ). In addition, the quality of service and the quality of training also showed a strong relationship with each other ( $r = 0.842$ ;  $p = 0.000$ ). These findings indicate that the more optimal the digital promotion strategy carried out, the better the respondents' perception of the quality of services and training provided.

Overall, this study emphasizes that professional digital promotion management is able to strengthen access to information, improve the image of the institution, and improve participants' experience of training services and processes. Therefore, the optimization of digital promotions needs to continue to be developed as a strategy to increase competitiveness, credibility, and the quality of training at BBPVP Bandung.

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