

The Influence of Digital Literacy and Learning Motivation on Digital Marketing Content Creation Competency in Grade X and Xi Students of Digital Business at Smks Budi Agung Medan

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Abstract

Keywords:

*Digital Literacy, Learning
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This study aims to determine the influence of digital literacy and learning motivation on the competence of digital marketing content creation in students in grades X and XI of the Digital Business Skills Program at SMKS Budi Agung Medan. This study uses a quantitative approach with a survey method. Data collection techniques are carried out through questionnaires, observations, and documentation. The questionnaire instrument was compiled using the Likert scale to measure digital literacy levels, learning motivation, and digital marketing content creation competencies. The population in this study is 55 students in grades X and XI of the Digital Business Skills Program. Because the population is relatively small, all members of the population are sampled using the saturated sampling technique.

The results of the study show that digital literacy and learning motivation have a positive and significant influence on students' digital marketing content creation competence. These findings indicate that the better the students' ability to utilize digital technology and the higher their motivation to learn, the better their competence in producing digital marketing content. Conversely, low digital literacy and learning motivation can have an impact on declining students' ability to develop content that suits digital marketing needs. Thus, strengthening digital literacy and increasing learning motivation are important factors that need to be considered in an effort to improve the competence of digital marketing content creation in students of the Digital Business Expertise Program.

INTRODUCTION

The development of information and communication technology has changed various aspects of life, including the learning process in the world of education. Digital transformation requires students to have the ability to use technology effectively in obtaining, managing, and producing information. UNESCO (2021) emphasizes that education needs to adapt to technological developments in order to prepare competent human resources in accordance with the demands of the 21st century. In the context of vocational education, Vocational High Schools (SMK) have an important role in equipping students with skills that are relevant to the needs of the world of work and industry (Sumarno et al., 2022; Ustanti, 2021).

One of the competencies that is increasingly needed in the digital era is the ability to create digital marketing content. This competency includes the ability to design, develop, and present content that is engaging and in accordance with marketing goals through various digital platforms. The mastery of these competencies is inseparable from the digital literacy skills possessed by students. Digital literacy allows students to access, understand, evaluate, and utilize digital information appropriately so that it can support the learning process and development of digital marketing skills.

In addition to digital literacy, learning motivation is also an important factor that affects students' success in mastering certain competencies. Learning motivation plays a role in encouraging students to actively participate in the learning process, increase engagement, and develop the skills needed. Research by Arsyad et al. (2023) shows that digital literacy and learning motivation together make a significant contribution to learning outcomes in digital-based learning. These findings are in line with the opinion of Fitriyani (2021) who stated that learning motivation is an important factor in the success of digital learning, and Schunk et al. (2022) who emphasized that motivation affects students' effort, perseverance, and involvement in learning new skills.

However, students' ability to create digital marketing content still requires attention, especially in the aspects of content creativity, the use of digital technology, and the understanding of marketing strategies. Therefore, this study was conducted to analyze the influence of digital literacy and learning motivation on the competence of digital marketing content creation in students in grades X and XI of the Digital Business Expertise Program at SMKS Budi Agung Medan. The results of the research are expected to contribute to the development of learning that supports the improvement of students' digital competencies in accordance with the needs of the world of work and the digital industry.

THEORETICAL FOUNDATION

Digital Literacy

Etymologically, literacy comes from the English word for discussion, namely literacy, which means the ability to read and write, which then develops into the ability to listen, see, speak and listen adjusted to a certain purpose. UNESCO as quoted in Rumata and Nugraha (2021) explains that digital literacy is a set of abilities that includes skills in accessing and managing digital information and data. This ability includes the process of accessing, managing, understanding, combining, evaluating and producing data or information safely and precisely, digital literacy not only plays a role in supporting work readiness and entrepreneurial activities, but also supports learning activities as a means to learn, create, and innovate, including in digital content creation activities. Nasrullah et al. (2022) interpret digital literacy as the ability and proficiency of individuals in managing digital media and devices, including technological networks, to find, evaluate, create, and utilize information responsibly. Digital literacy in this view emphasizes not only the technical aspect, but also on the ability to build healthy and ethical communication in daily life through digital media. This opinion is strengthened by the fact that digital literacy is not only interpreted as the ability to operate technological devices, but also includes skills in accessing, evaluating, analyzing, and producing information critically through various digital media (Wahyuningrum & Purwanti, 2025). These abilities need to be supported by an understanding of various types of digital technology and the ability to use them according to certain needs and goals.

2. Learning Motivation

According to Hasica et al. (2023), motivation is one of the factors that affect human behavior. Motivation can be understood as encouragement, desire, support, and needs that are able to arouse an individual's enthusiasm so as to encourage him to control and fulfill his internal impulses. Through motivation, a person will be driven to act and behave in certain ways that lead to the achievement of optimal results. According to Rahman (2021:5), learning motivation is a condition that encourages students to carry out learning activities because of the desire to achieve learning goals and achieve success in learning. Learning motivation can be understood as any form of encouragement given to arouse one's enthusiasm in participating in learning activities to become more active and achieve better learning outcomes. Therefore, students who have high learning motivation are generally able to achieve optimal learning outcomes. On the other hand, students with low motivation and enthusiasm for learning tend to have difficulty in achieving learning goals to the maximum. This low motivation to learn can indirectly have an impact on declining student

learning achievement. This is in line with the opinion of Djarwo (2023:1) who states that a decline in learning achievement occurs because learning goals cannot be achieved optimally. In other words, learning motivation is an important factor that influences students' success in achieving learning goals and improving their academic achievement. Therefore, in teaching and learning activities, motivation needs to be explained and instilled consciously so that students understand the importance of motivation as a basis for achieving learning goals and improving the quality of learning outcomes.

3. Digital Marketing Content Creation Competencies

Rachmaniza (2022) explained that competence is a fundamental characteristic inherent in a person and is directly related to the level of effectiveness of individual performance in their work. These characteristics have a cause-and-effect relationship with the performance criteria used as a reference, so competence can be a determining factor whether a person is able to show superior performance or not in certain situations and work environments. Noe (in Tarigan & Setiawan, 2021) stated that competence is an individual's ability to carry out his professional duties which is formed from a combination of knowledge, skills, and attitudes. These three elements complement each other and form the basis for individuals to work professionally, adaptively, and responsibly in carrying out their roles. Kotler et al. (2021) explain that digital marketing provides an opportunity for companies to build two-way communication directly with customers. Through the use of digital technology, companies can provide a more personalized experience according to consumer needs and preferences, while increasing effectiveness in reaching a wider market without space and time limitations. Social media such as Instagram, Facebook, and Tiktok are considered very effective in reaching a wider audience, especially the younger generation, because they are able to present interactive, interesting, and easily accessible content (Hasibuan, 2021). Thus, digital marketing content can be understood as a strategic effort that relies on creativity and content relevance to build interaction with audiences and support the achievement of marketing goals through digital media.

RESEARCH METHODOLOGY

This study uses a quantitative approach with the aim of analyzing the influence of digital literacy and learning motivation on the competence of digital marketing content creation in students in grades X and XI of the Digital Business Skills Program at SMKS Budi Agung Medan. The population in this study amounted to 55 students, all of whom were used as research samples using saturated sampling techniques. Data collection was carried out through questionnaires, observations, and documentation. The questionnaire was compiled using a Likert scale with four alternative answers, namely Strongly Agree (SS) with a score of 4, Agree (S) with a score of 3, Disagree (TS) with a score of 2, and Strongly Disagree (STS) with a score of 1. The research instrument was used to measure the variables of digital literacy, learning motivation, and digital marketing content creation competencies.

The research data was analyzed using the help of the Statistical Package for the Social Sciences (SPSS) program. Before hypothesis testing, the research instrument is tested through validity tests and reliability tests to ensure the feasibility of the instrument. Furthermore, a classical assumption test was carried out which included the normality test, the linearity test, and the multicollinearity test. Hypothesis testing was carried out using multiple linear regression analysis. The t-test was used to determine the partial influence of each independent variable on the bound variable, while the F-test was used to determine the simultaneous influence of digital literacy and learning motivation on digital marketing content creation competence. In addition, the determination coefficient (R^2) is used to measure the magnitude of the contribution of independent variables in explaining bound variables.

RESEARCH RESULTS

Normality Test

Before hypothesis testing, the research data is first tested through classical assumption tests. The results of the normality test using the Kolmogorov-Smirnov showed a significance value of 0.200. The value is greater than 0.05, so the research data is declared to be normally distributed and eligible for regression analysis.

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			55
Normal Parameters, b	Red		0,0000000
	Std. Deviation		4,28343410
	Absolute		0,072
	Positive		0,062
	Negative		-0,072
Test Statistic			0,072
Asymp. Sig. (2-tailed)			.200d
Monte Carlo Sig. (2-tailed)	Sig		.681
	99%Confidence Interval	Lower Bund	0,669
		Upper Bound	0,693

Linearity Test

The results of the linearity test showed that the relationship between digital literacy and digital marketing content creation competence was linear with a significance value of 0.208 (>0.05). Similarly, the relationship between learning motivation and digital marketing content creation competency also showed a linear pattern with a significance value of 0.545 (>0.05). These results indicate that the two independent variables have a linear relationship with the dependent variable.

Multicollinearity Test

Models		<i>Collinearity Statistics</i>	
		<i>Tolerance</i>	VIVID
1	Digital Literacy	0,739	1,353
	Learning Motivation	0,739	1,353

Furthermore, the results of the multicollinearity test showed that the variables of digital literacy and learning motivation had a Tolerance value of 0.739 and a Variance Inflation Factor (VIF) value of 1.353. The value has met the criteria of Tolerance > 0.10 and VIF < 10, so it can be concluded that there are no symptoms of multicollinearity in the regression model used.

Multiple Linear Regression Results

Models		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	27,374	6,186		4,425	0,000		
	Digital Literacy	0,288	0,109	0,349	2,630	0,011	0,739	1,353
	Learning Motivation	0,318	0,109	0,387	2,912	0,005	0,739	1,353

Multiple linear regression analysis yields the following regression equations:

$$Y = 27.374 + 0.288X_1 + 0.318X_2 + e$$

The equation shows that digital literacy and learning motivation have a positive relationship with digital marketing content creation competence. The digital literacy regression coefficient of 0.288 indicates that every increase in one unit of digital literacy will increase the competence of digital marketing content creation by 0.288 units. Meanwhile, the learning motivation regression coefficient of 0.318 shows that every increase of one unit of learning motivation will increase the competence of digital marketing content creation by 0.318 units, assuming other variables remain the same.

Coefficient of Determination Test (R²)

Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.663a	0,439	0,418	4,14406

The results of the determination coefficient analysis showed an R² value of 0.439. These findings indicate that digital literacy and learning motivation together were able to explain the variation in digital marketing content creation competencies of 43.9%, while the remaining 56.1% were influenced by other factors outside the research model.

Test F

Models		<i>Sum of Squares</i>	Df	<i>Red Square</i>	F	Sig.
1	<i>Regression</i>	699,976	2	349,988	20,380	.000b
	<i>Residual</i>	893,006	52	17,173		
	<i>Total</i>	1592,982	54			

Simultaneous hypothesis testing using the F test yielded an Fcal value of 20.380 with a significance level of 0.000. The value is greater than the Ftable of 3.175 and has a significance of less than 0.05. These results show that digital literacy and learning motivation simultaneously have a positive and significant effect on the competence of digital marketing content creation of students in grades X and XI of the Digital Business Skills Program at SMKS Budi Agung Medan.

T Test

Models		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	T	Sig.	<i>Collinearity Statistics</i>	
		B	<i>Std. Error</i>	Beta			<i>Tolerance</i>	VIVID
1	<i>(Constant)</i>	27,374	6,186		4,425	0,000		
	Digital Literacy	0,288	0,109	0,349	2,630	0,011	0,739	1,353
	Learning Motivation	0,318	0,109	0,387	2,912	0,005	0,739	1,353

Partially, the results of the t-test showed that digital literacy had a positive and significant influence on the competence of digital marketing content creation with a tcal value of 2.630 and a significance of 0.011 (<0.05). In addition, learning motivation was also proven to have a positive and significant effect on the competence of digital marketing content creation with a tcal value of 2.912 and a significance of 0.005 (<0.05). These findings suggest that improving students' digital literacy skills and learning motivation can support increased competencies in digital marketing content creation.

Discussion

The results of the study show that digital literacy has a positive and significant effect on students' digital marketing content creation competence. The higher the ability of students to utilize digital technology and information, the better the competencies they have in creating digital marketing content. These findings are in line with UNESCO (2021) and Arsyad et al. (2023) who affirm the importance of digital literacy in supporting the mastery of technology-based skills. In addition, learning motivation also has a positive and significant effect on the competence of digital marketing content creation. Students who have high learning motivation tend to be more active, diligent, and passionate in developing digital skills. These results support the research of

Fitriyani (2021) and Schunk et al. (2022) who stated that learning motivation plays an important role in learning success.

Simultaneously, digital literacy and learning motivation have a positive and significant effect on the competence of digital marketing content creation. Both variables were able to explain 43.9% of the variation in student competence, while the other 56.1% were influenced by other factors outside the study. Thus, improving the competence of digital marketing content creation needs to be supported by strengthening digital literacy and student learning motivation.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that digital literacy has a positive and significant effect on the competence of digital marketing content creation in students in grades X and XI of the Digital Business Expertise Program at SMKS Budi Agung Medan. This shows that the better the ability of students to utilize digital technology and information, the higher the competence they have in producing digital marketing content.

Learning motivation has also been proven to have a positive and significant effect on the competence of digital marketing content creation. Students who have high motivation to learn tend to be more active in the learning process, more diligent in developing skills, and better able to produce quality digital marketing content. In addition, digital literacy and learning motivation simultaneously have a positive and significant effect on the competence of digital marketing content creation. These findings show that the improvement of digital marketing content creation competencies is not only determined by students' ability to utilize digital technology, but also by their learning motivation in following the learning process. Digital literacy and learning motivation together contributed 43.9% to the competence of digital marketing content creation, while the rest were influenced by other factors outside of this study.

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