

Marketplace and E-commerce Training as a Student Entrepreneurship Practice Container

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ABSTRAK

Perkembangan teknologi digital membawa peluang yang signifikan untuk Program Kemitraan Masyarakat (PKM) ini bertujuan untuk meningkatkan literasi kewirausahaan digital siswa melalui pelatihan penggunaan marketplace dan e-commerce sebagai media praktik bisnis. Kegiatan ini dilatarbelakangi oleh meningkatnya kebutuhan kompetensi kewirausahaan berbasis teknologi di era digital, di mana siswa perlu dibekali kemampuan memasarkan produk secara daring. Pelatihan dilaksanakan melalui metode ceramah interaktif, demonstrasi, serta praktik langsung pembuatan toko online pada platform marketplace yang telah ditentukan. Siswa dibimbing mulai dari pengenalan konsep e-commerce, teknik pengunggahan produk, penyusunan deskripsi barang, penentuan harga, hingga strategi promosi digital sederhana. Hasil kegiatan menunjukkan bahwa siswa mampu memahami alur kerja marketplace dan dapat membuat toko digital secara mandiri. Siswa juga menunjukkan peningkatan kreativitas dalam menyiapkan materi pemasaran, sekaligus memperoleh pengalaman praktis dalam memasarkan produk secara online. Secara keseluruhan, PKM ini memberikan dampak positif dalam membangun keterampilan kewirausahaan digital dan meningkatkan motivasi siswa untuk memanfaatkan platform e-commerce sebagai sarana pengembangan usaha. Program ini direkomendasikan untuk dilaksanakan secara berkelanjutan guna memperkuat kompetensi digital siswa dan mendukung pembelajaran berbasis kewirausahaan di sekolah

Kata Kunci: Marketplace, E-commerce, Kewirausahaan Digital, Pelatihan Siswa

ABSTRACT

This Community Partnership Program (PKM) aims to improve students' digital entrepreneurship literacy through training in the use of marketplaces and e-commerce as a medium for business practice. This activity is motivated by

the increasing need for technology-based entrepreneurial competencies in the digital era, where students need to be equipped with the ability to market products boldly. The training is conducted through interactive lectures, reflection, and hands-on practice in creating online stores on designated marketplace platforms. Students are guided from an introduction to e-commerce concepts, product upload techniques, compiling product descriptions, determining prices, and simple digital promotion strategies. The results of the activity indicate that students are able to understand the marketplace workflow and can create digital stores independently. Students also demonstrated increased creativity in preparing marketing materials, while gaining practical experience in marketing products online. Overall, this PKM has a positive impact on building digital entrepreneurship skills and increasing students' motivation to utilize e-commerce platforms as a means of business development. This program is recommended for ongoing implementation to strengthen students' digital competencies and support entrepreneurship-based learning in schools.

Keywords: Marketplace, E-commerce, Digital Entrepreneurship, Student Training

INTRODUCTION

Community service (PKM) is a tangible manifestation of the contribution of universities in answering the needs and challenges faced by the community, including educational institutions. One of the main challenges facing schools today is how to prepare students to have 21st century skills, especially in the fields of economics and entrepreneurship. During the rapid development of digital technology, the business world has undergone a significant transformation, so that the ability to utilize marketplace and e-commerce platforms is an important skill that needs to be introduced from an early age to students (Aprilianti, D. 2021).

Students as the younger generation have great potential to develop creativity, innovation, and entrepreneurial spirit. However, many students do not know or understand how digital business works, starting from creating a marketplace account, product management, marketing techniques, to customer service. In fact, these skills can be a valuable provision, both to support learning and as business opportunities that can be developed in the future. The lack of knowledge about the use of digital business technology causes students to still be fixated on traditional entrepreneurial mindsets that are less relevant to modern economic developments (Kusnandar, D. 2021).

Through this PKM activity, marketplace and e-commerce training is designed to provide direct experience to students in practicing business processes digitally. This training not only provides theoretical knowledge, but also practical assistance, from creating an online store, uploading products, compiling attractive descriptions, to simulating transactions. Thus, students

can fully understand the flow of digital business and be able to apply these skills in real life. A hands-on approach is important to instill a contextual and applicative learning experience according to students' interests and abilities.

In addition to providing technical understanding, this activity also encourages the development of critical thinking skills, creativity, communication, and collaboration. These soft skills are needed not only in the business world, but also in the self-development and readiness of students to face global competition. By understanding how marketplaces and e-commerce work, students can see that entrepreneurship is not only about selling products, but also about building strategies, analyzing the market, and maintaining positive interactions with customers (Rahmawati, S. 2021).

This training is also expected to be the first step in forming an entrepreneurial ecosystem in the school environment. With continuous training and mentoring, schools can develop entrepreneurship-based activities, such as digital bazaars, online student product exhibitions, and e-commerce-based school store management. This ecosystem will be a sustainable tool that trains students to apply the skills they have learned while still receiving support from teachers and schools.

In the long term, this PKM activity is expected to be able to give birth to a young generation that is adaptive to technological developments, has creative economy competence, and is ready to compete in the digital era. With an understanding and ability to utilize marketplaces and e-commerce, students are expected to have greater opportunities to develop sustainable creative micro businesses, both individually and in groups. This is in line with national efforts to grow the digital economy and encourage the growth of creative businesses managed by the younger generation.

Thus, marketplace and e-commerce training as a forum for students' entrepreneurial practices is not only a means of learning, but also a strategic effort in preparing superior, innovative, and competitive human resources in the face of increasingly digital developments.

METHOD OF IMPLEMENTATION OF ACTIVITIES

The implementation of the Community Partnership Program (PKM) uses a participatory approach method that actively involves students in the entire series of activities. The stages begin with a needs analysis through initial observation and discussion with the school to identify the level of digital literacy and students' readiness to understand the concept of marketplace and e-commerce. Based on the results of the analysis, the PKM team prepared training materials that included an introduction to the basics of e-commerce, marketplace functions, simple digital marketing techniques, as well as the practice of creating a store account and managing product storefronts. The training method is carried out through interactive lectures, live demonstrations, and group discussions to ensure each student can comprehensively understand the concept.

The next stage is the implementation practice, where students are given the opportunity to create a simulated online store on one of the marketplace platforms. At this stage, mentoring is carried out intensively by the PKM team so that students can implement the steps of product upload, pricing, product description management, and simple promotional strategies. The evaluation of the success of the training was carried out through the assessment of digital products produced by students as well as reflection on activities by looking at the level of understanding, enthusiasm, and new skills that emerged. This method is expected to build students' digital entrepreneurship skills while providing hands-on practical experience in utilizing the marketplace as a means of business actualization.

IMPLEMENTATION OF ACTIVITIES AND DISCUSSIONS

The implementation of the Community Service Program (PKM) with the title *"Marketplace and E-commerce Training as a Container for Student Entrepreneurship Practice"* took place in several series of interrelated activities. The activity began with an opening session attended by the school, accompanying teachers, and training participants. At this stage, the PKM team explains the program's objectives, benefits for students, and an overview of the flow of activities to be carried out. This opening session was interactive because students were given the opportunity to convey their expectations regarding the training, where the majority hoped to be able to practice directly how to open a digital business. The results of the opening session showed that the enthusiasm of the students was very high, and most of them had never attended a similar training.

The first stage of the core training begins with the provision of material on the development of the digital economy and the importance of marketplaces in modern industries. Students are introduced to the concept of e-commerce, online business trends, business opportunities for students, and examples of successful MSMEs through digital platforms. The material was delivered using presentation media, short videos, and group discussions. The results of this stage show that students begin to understand the role of the marketplace as a business forum that is easily accessible and minimal capital. Based on the initial questionnaire, around 70% of students admitted that they only knew the details of the marketplace's function after participating in this session. They are also even more interested when shown an example of a beginner online store revenue that utilizes a simple marketing strategy.



Figure 1. Marketplace Account Creation

The next stage is technical briefing on the creation of marketplace accounts and online stores. Students are guided step by step starting from downloading the marketplace application, creating an account, verifying identity, to arranging the store's appearance. This activity is carried out in direct practice using laptops and smartphones. The PKM team and accompanying teachers provide individual guidance to ensure that all students can follow the stages well. The results of the implementation showed that all participants managed to create a seller account independently. In fact, 85% of students are able to manage store details such as creating banners, uploading simple logos, and writing attractive store descriptions. This success is an indicator that students can adapt quickly in the use of digital platforms.

Furthermore, the activity was focused on product management training (product listing). In this session, students bring examples of simple products such as handicrafts, snacks, or accessory items they have. The PKM team teaches good product photo taking techniques by utilizing natural lighting and simple backgrounds. Students are also trained to create informative and persuasive product descriptions, including pricing based on simple calculations such as capital and profit margin. The results of the implementation looked very satisfactory, where students were able to produce photos of products that were worthy of being marketed. Some students even started to show creativity by creating more attractive photo styles and giving variety to their product descriptions. At the end of this session, all students managed to upload at least 2-3 products to their respective online stores.

The next stage is digital marketing strategy training, including the use of promotional features, product title arrangement, keyword utilization (SEO marketplace), and marketing through social media such as Instagram, WhatsApp Business, and TikTok. Students are taught how to create simple

promotional content such as digital posters and short videos. The results of the activities show that students are able to produce creative promotional content that can be used directly to attract customers. Some students were even able to practice making short videos using their phones, which received positive feedback from other participants. By the end of the session, the majority of students begin to understand the importance of branding and content consistency in increasing sales.



Figure 2. Transaction Simulation

The activity continued with transaction simulation and customer service. In this simulation, students are asked to make fictitious buying and selling transactions between students as buyers and sellers. They learn to respond to buyer chats, confirm stock, process orders, set up shipping packages, and create transaction receipts. The PKM team assesses students' skills in terms of response speed, message clarity, and professional attitude during interactions. The simulation results showed that students were able to mimic the flow of transactions well and showed a significant improvement in customer service communication skills. Students begin to understand that communication ethics and hospitality are important aspects in maintaining consumer satisfaction.

The evaluation stage is carried out by providing pre-tests and post-tests to measure the improvement of student competence. The results of the evaluation showed that there was an increase in the average score by 32%, which indicates that the training has a real impact on students' understanding of marketplaces and e-commerce. In addition to the written evaluation, the PKM team also provided feedback sheets to students. As a result, 92% of students stated that the training was very useful, 89% felt more confident to try selling independently, and 76% intended to continue managing the online store they had created.

Overall, the results of the implementation of PKM show that students gain real experience in running a digital business and are able to apply the concept of entrepreneurship directly. The school gives high appreciation and hopes that this activity can be used as an annual program or developed into a digital entrepreneurship extracurricular. In addition, some students have even started to receive real orders from the surrounding environment after the training, which is proof that PKM activities have a positive and applicable impact on students.

CONCLUSION

The implementation of the Community Partnership Program (PKM) uses a participatory approach method that actively involves students in the entire series of activities. The stages begin with a needs analysis through initial observation and discussion with the school to identify the level of digital literacy and students' readiness to understand the concept of marketplace and e-commerce. Based on the results of the analysis, the PKM team prepared training materials that included an introduction to the basics of e-commerce, marketplace functions, simple digital marketing techniques, as well as the practice of creating a store account and managing product storefronts. The training method is carried out through interactive lectures, live demonstrations, and group discussions to ensure each student can comprehensively understand the concept.

The next stage is the implementation practice, where students are given the opportunity to create a simulated online store on one of the marketplace platforms. At this stage, mentoring is carried out intensively by the PKM team so that students are able to implement the steps of product upload, pricing, product description management, and simple promotional strategies. The evaluation of the success of the training was carried out through the assessment of digital products produced by students as well as reflection on activities by looking at the level of understanding, enthusiasm, and new skills that emerged. This method is expected to build students' digital entrepreneurship skills while providing hands-on practical experience in utilizing the marketplace as a means of business actualization.

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