

Youth Life Skills Development Through *Digital Marketing* Training

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Abstract: Life skills education is an education that must be passed by everyone without exception. In order to support the realization of life skills education for all, we try to facilitate youth capacity building through *digital marketing* training. This program is a limited program because it is intended for young people who graduated from high school but have never interned or worked. To be able to survive in the community again after graduating from high school or termination of employment (layoffs) after the COVID-19 pandemic, at least young people have the life skills to find or open up new livelihoods. Therefore, young people must be equipped with skills that are in line with the needs of the current job market. *Digital marketing* skills are one of the most popular and needed skills at this time, so this skill was chosen as a life skills education option that can be offered by the implementing team in this year's service.

Keywords: *digital marketing*, life skills education, youth

Introduction

Since the COVID-19 pandemic that has hit the world, it has expanded and increased economic and social losses to the human population in general, including to youth in Indonesia. Layoffs due to limited company operations aggravated and increased the unemployment rate which was quite significant in various countries. The impacts that have emerged since the pandemic will certainly drive long-term structural changes in education and the employment market (Sarah O'Shea, Paul Koshy & Catherine Drane, 2021). So that skills education efforts become one of the basic needs that must be met in an effort to facilitate and as a process of helping a person to re-adapt to society. Study and work are fundamental mandatory human rights exercises, despite the inherent limitations of imprisonment, yet must be enjoyed by the person deprived of his freedom.

Life skills education is seen as a provider of the means of living and human growth to deal with future challenges or shocks (Tones and Green, 2014). Among the effective skills and attitudes that are essential to living a successful and happy life is the ability to learn, collaborate, cooperate, and work with others. This is certainly a necessity for young people to be able to adapt to the new environment. The negative stigma that will be attached to an unemployed person or someone who is unemployed is unavoidable, requiring individuals to have the skills and skills to reintegrate with society.

Youth has been described as a time in life that can offer the most valuable opportunities to learn life skills and cultivate self-identity (Perret-Clermont 2004). In general, young people have a basic level of education and skills so they need a skills stimulus through community-based life skills education. Life skills education provides knowledge, skills, values and attitudes through four pillars of learning: learning to know, learning to do, learning to live together and with others, and learning to be (Delors et al. 1996). Thus, community-based skills education programs are expected to be able to encourage one's self-proficiency to master a skill. This is a joint responsibility between the managers of educational services for the community, non-formal educational institutions, educational practitioners, and the community in providing skills education services in accordance with the needs of learning citizens.

Empirically, the implementation of community-based life skills education programs allows for the identification of learning needs so that the training to be carried out runs in a directed manner. In other words, youth life skills education must be intentional and structured so that learning objectives can be achieved. This means that life skills education should be provided to young people in a deliberate way, through their participation in programs that have a specific purpose. These findings are in line with other studies that show the efficacy of teaching life skills to young people (Papacharisis et al. 2005; Weiss 2006;

Brunelle, Denmark, and Forneris 2007). In an effort to implement educational programs, identification of learning needs is the first thing to do. Once the information is collected through the identification of the learning, the education service provider will discover the real learning needs. And in the end, this can minimize obstacles in program implementation and support the success of the program.

Obstacles that become problems of partner institutions in improving the skills of learning residents include the lack of enthusiasm of young people to learn, the belief that they want to work today and immediately make a lot of money, the incompatibility of available skills with the needs of the business world, and the lack of cooperation with educational institutions that are relevant to the available courses and training programs. Seeing these conditions, universities play a role in applying the *tri dharma* of higher education, namely as research, education and service. Through this service together with LP2M-PMP majoring in community education in collaboration with LPK Syabaabul Fikri, Tasikmalaya Regency, strives to facilitate the improvement of youth skills through service activities. The life skills education program through *digital marketing* training at LPK Syabaabul Fikri, Tasikmalaya Regency is intended for young people with the aim of encouraging them to acquire skills and have readiness to adapt in society after dismissal. This service is also shown to be limited to young people who have graduated from high school but have not worked or have never had an internship. Departing from these two premises, we propose to implement a prison-based community service program. In order to build science and technology for community development, we proposed a service title, namely "Fostering Youth Life Skills through *Digital Marketing Training* at LKP Syaabul Fikri, Tasikmalaya Regency".

Theoretical Foundations

WHO (1999) has defined life skills as the ability to adaptive and positive behaviors that allow individuals to effectively deal with the demands and challenges of everyday life. In other words, life skills are abilities that facilitate the physical, mental, and emotional well-being of an individual. Life skills can be defined as skills that can be learned and used in everyday life and that allow people to succeed in different environments (Danish et al. 2004). In particular, "life skills can facilitate the development of psychological skills needed with the demands and challenges of everyday life" (Papacharisis et al. 2005).

According to Choudhary et al. (2015) the life skills approach is an interactive educational methodology that not only focuses on the transmission of knowledge but also aims to shape attitudes and develop interpersonal skills. The main goal of the life skills approach is to improve adolescents' ability to take responsibility in making healthier choices, resisting negative pressure, and avoiding risky behaviors. There are benefits to providing life skills training to adolescents in an educational context (A. Rui Gomes & Brazelina Marques, 2013). In today's society where it is necessary to know how to deal with change, it is very important for children and adolescents to play an active role in their own learning and development process. The society of the 20th century demands an independent, responsible and active human being capable of making controlled and autonomous decisions. By taking a positive approach to youth development, intervention programs should be seen as an opportunity to increase confidence about the future and to strengthen the control that people feel over themselves and their environment. Furthermore, life skills training has also emerged as a significant preventive strategy to help young people adjust to diverse social contexts (Petipas et al. 2005).

Method Of Execution

1. **Preparatory stage.** In the preparatory stage carried out by the community service team by making preliminary observations to the LKP Syaabul Fikir Tasikmalaya City. This observation aims to find out the information needed starting from the number of learning citizens, gender, age, last education, training that is usually carried out, to the learning needs of learning residents. Together with the manager of LKP Syaabul Fikir Tasikmalaya City, we tried to identify the learning needs of the assisted residents and the characteristics of students in the LKP. This is done in order to match the situation of learning strategies and learning citizens with the needs of the industrial world or the business world. In addition, the identification of learning needs is needed in planning educational programs, one of which is skills education that will be provided in the process of coaching towards independence. Identification of learning needs is also possible to minimize obstacles in the

implementation of educational programs. At this stage of preparation, the service team observes carefully regarding the learning needs of the fostered residents at this time. The observation stage is carried out by using ten benchmarks of community education, namely: (1) learning citizens, (2) learning yeast / learning motivation, (3) learning resources, (4) activity groups, (5) learning services, (6) places of learning, (7) learning facilities, (8) learning funds, (9) learning activity programs, and (10) learning outcomes. Through the ten benchmarks of dikmas, it will make it easier for the service team in the preparation stage of learning to be planned.

2. **Implementation Stage.** To make it easier for the service team in the implementation stage of youth life skills education through digital marketing training, it can be seen in detail in figure 1 below:

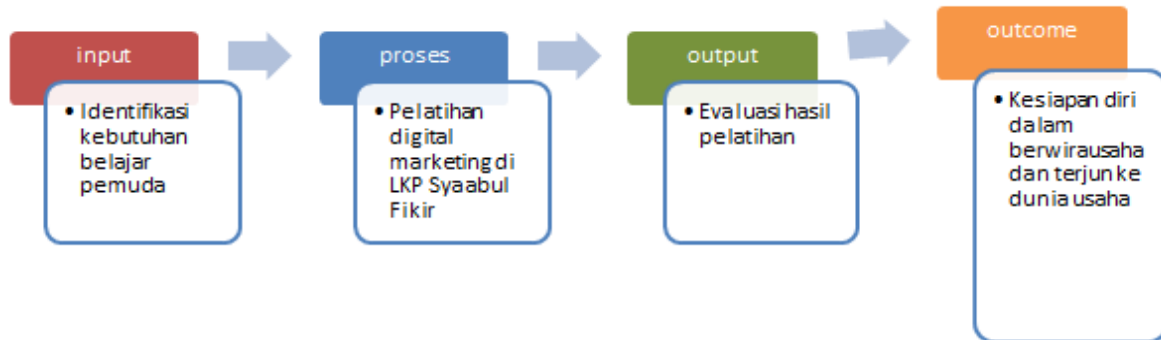


Figure 1. Devotion Design

The implementation stage begins with analyzing the results of identifying the learning needs of the assisted residents in accordance with the procedures in the preparation stage. At the implementation stage, it begins with the identification of learning needs, then mapping is carried out related to learning priorities that are the needs of the assisted residents. Furthermore, the service team designed a learning program and then discussed with partners. Various learning programs are offered to the LKP Syaabul Fikir management with consideration because the management is more aware of the carrying capacity of the learning environment to be implemented. After the partner agrees with the learning program offered, then we develop a learning plan that contains the material and duration of the study. Then after the training is carried out, an evaluation is carried out so that it is expected to encourage the achievement of the outcomes of the learning carried out.

3. **Work Procedure.** The work procedures carried out by the community service team begin with the stage of identifying the learning needs of target residents in the field. The learning needs of young people are certainly very complex considering that prospective students are homogeneous or diverse groups so as to allow differences in learning needs. However, the implementation team only focuses on urgent learning needs and needs to be handled appropriately according to the needs of the world of work. The implementation team chose the fostered science and technology scheme for the community because they saw opportunities from problems related to learning needs that sometimes felt unsatisfactory. This happens because the learning programs offered have obstacles so that the objectives of the educational program are not achieved. In addition, there is a shift in the sigma in society for the unemployed (post-PKHK) which requires young people to fight hard to be accepted back into society. Not a few young people who change professions to other professions, but are constrained by the skills they have. Therefore, a skills coaching program that is suitable for learning needs and the needs of the labor market is needed. Education and training is one way that can support the process. The work procedure of the implementation team in devotion can be seen in figure 2 below:

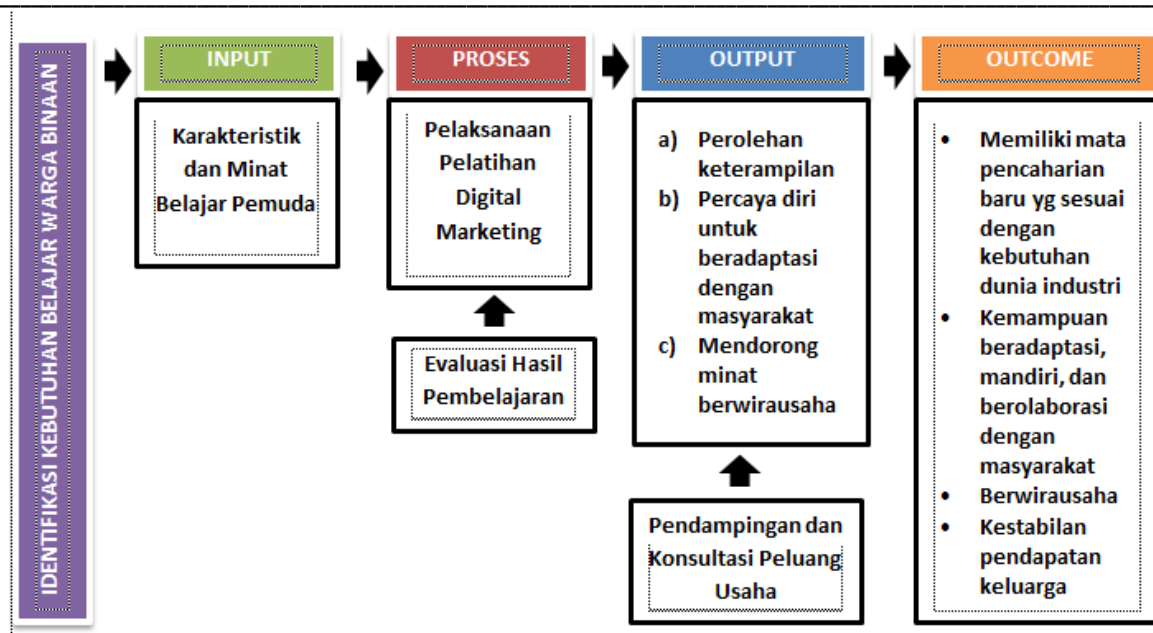


Figure 2. Work Procedures for Service Activities

Based on figure 2 above, each component can be explained through the following exposure:

- Input:* The input component contains human resources (characteristics and interests in learning) from students at LPK Syaabul Fikir Tasikmalaya City at this time. This determination is the result of the identification of learning needs carried out in the previous stage (planning stage).
- Process:* The process component is the actualization of the implementation of the program in the field, namely digital marketing learning for approximately five times and monitoring and evaluation are carried out in the third month of each month;
- Output:* The output component is the result that the service implementation team wants to achieve through a digital marketing training program with three time periods. The expected results after the implementation of this service activity are the acquisition of skills in accordance with the needs of the business world (short term), the growth of a confident attitude to be accepted back in the community and the confidence to collaborate with the community (medium term), as well as the growth of self-readiness to open new businesses or entrepreneurship. (long-term). After the completion of the learning carried out, it is followed up with mentoring and consulting business opportunities;
- Outcome:* This component is the impact of the service activities that have been carried out. Through this service activity, it is hoped that the youth will be able to: 1) have a new livelihood that is in accordance with the needs of the industrial world; 2) able to adapt, be independent, and collaborate with society; 3) entrepreneurship; and 4) the stability of family income.

Results And Discussion

This service activity will be carried out in August – September 2022, located at LKP Syaabul Fikir, Tasikmalaya Regency. The implementation begins with the delivery of material on the introduction of businesses that use digital marketing services, thematic digital marketing training materials 1, and thematic digital marketing training materials 2. This training is intended for young people who graduated from high school but have never interned or worked. To be able to survive in the community again after graduating from high school, at least young people have life skills to find or even open up new livelihoods. The training participants were 20 young people who graduated from high school. The documentation of trainees and service teams can be seen in figure 1 below:



Figure 1. Service Documentation in 2022
(Source: Personal Documentation)

In the second stage after the delivery of the material continued in practice. The facilities used for practical materials in this training are computer facilities available at LKP Syaabul Fikir located in Ds. Mandalajaya, Cikalong District, Tasikmalaya Regency. The duration of the material presented in this service activity is as follows: (1) Material introduction to businesses that use digital marketing services (3 x 50 minutes); (2) Thematic digital marketing training materials 1 (3 x 50 minutes); (3) Thematic digital marketing training materials 2 (3 x 50 minutes).

Conclusion

Based on the results of community service activities through digital marketing training for these young people, it can be concluded that almost large number of trainees expect this training to be carried out periodically to improve the skills of trainees and encourage interest in entrepreneurship. The trainees also agreed that this training is in accordance with the needs of today's society so it is important to continue to be held.

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