SERVITIUM RESEARCH:
Community Service Journal
E-ISSN: 3109-2470
P-ISSN: 3109-7820
DINASTI PUBLISHER
https://journal.e-dinasti.org/SERVITIUM dinasti.info@gmail.com +62 811 7404 455

DOI: https://doi.org/10.38035/servitium.v1i2.73
https://creativecommons.org/licenses/by/4.0/
Received: 25 May 2026 | **Revised:** 11 June 2026 | **Accepted:** 25 June 2026

Developing Digital Marketing Competencies through Industry-Based Learning in the Publishing and Printing Industry: An International Community Service Program at Karangkraf Malaysia

Muhammad Iqbal Ismail[1*], Denies Susanto[2], Latif[3]
[1]Universitas Pamulang, Tangerang Selatan, Indonesia, dosen03423@unpam.ac.id
[2]Universitas Pamulang, Tangerang Selatan, Indonesia, dosen02890@unpam.ac.id
[3]Universitas Pamulang, Tangerang Selatan, Indonesia, dosen02867@unpam.ac.id

[*]Corresponding Author: dosen03423@unpam.ac.id[1]

Abstract: Digital transformation requires marketing educators to connect concepts with industrial practice. This community service program at Karangkraf Malaysia used preparation, academic–industry discussion, an industrial visit, knowledge sharing, reflective evaluation, and follow-up planning. Academics presented digital marketing and creative-industry concepts, while practitioners explained publishing management and business practices. Participants observed editorial work, design, printing, and distribution and discussed social media, product innovation, and publishing business models. Immediate outputs included practical insights, initial institutional communication, publication materials, and curriculum recommendations. Competency development is reported qualitatively, without measured learning gains. The program connected marketing knowledge with publishing operations and initiated continuing academic–industry cooperation.

Keywords: digital marketing competencies, industry-based learning, publishing and printing, community service, academic–industry collaboration.

Indonesian Abstract: *Transformasi digital menuntut pendidik pemasaran menghubungkan konsep dengan praktik industri. Program pengabdian kepada masyarakat di Karangkraf Malaysia dilaksanakan melalui persiapan, diskusi akademik–industri, kunjungan industri, berbagi pengetahuan, evaluasi reflektif, dan perencanaan tindak lanjut. Akademisi menyampaikan konsep pemasaran digital dan industri kreatif, sedangkan praktisi menjelaskan manajemen penerbitan dan praktik bisnis. Peserta mengamati proses editorial, desain, pencetakan, dan distribusi serta mendiskusikan media sosial, inovasi produk, dan model bisnis penerbitan. Luaran langsung mencakup wawasan praktis, komunikasi awal antarlembaga, bahan publikasi, dan rekomendasi kurikulum. Pengembangan kompetensi dilaporkan secara kualitatif tanpa pengukuran peningkatan belajar. Program ini menghubungkan pengetahuan pemasaran dengan operasional penerbitan dan merintis kerja sama akademik–industri berkelanjutan.*

Kata kunci: *kompetensi pemasaran digital, pembelajaran berbasis industry, penerbitan dan percetakan, pengabdian kepada masyarakat, kolaborasi akademik–industry.*

INTRODUCTION

Publishing and printing connect creative content, production capacity, distribution, and relationships with readers. Digital marketing in this setting requires an understanding of how a publication is developed and delivered, as well as how it is promoted. Accounts of publishing change and international publishing statistics provide the sectoral context for this connection (Phillips & Clark, 2025; Thompson, 2021; World Intellectual Property Organization, 2023). Creative-economy and cultural-policy reports also place skills, collaboration, and the circulation of creative works within wider development concerns (UNCTAD, 2024; UNESCO, 2022).

Marketing education therefore needs opportunities for educators to encounter industrial practice directly. Digital transformation involves organizational processes and business models, while social media strategy requires decisions about audiences, content, and relationships (Hanelt et al., 2021; Kraus et al., 2022; Li et al., 2021; Verhoef et al., 2021). Digital marketing textbooks explain the integration of these decisions across channels and customer journeys (Chaffey et al., 2025; Kingsnorth, 2025). An industrial visit can supply a concrete setting in which academic knowledge is discussed with the practitioners who manage those processes.

The community service team from Universitas Pamulang conducted academic–industry discussions, an industrial visit, and knowledge-sharing activities with Karangkraf Malaysia. The activity responded to the need to connect marketing concepts with the working practices of a publishing and printing company. Its initial implementation was reported by Ismail, and Latif (Ismail et al., 2026). The present manuscript focuses on the activities undertaken and their contribution to digital marketing learning within that Karangkraf engagement.

The program treated academics and industry practitioners as a professional community exchanging complementary knowledge. Research on academic engagement helps explain the value of direct interaction, while experiential learning emphasizes the connection between experience and reflection (Morris, 2020; Perkmann et al., 2021). The objectives were to exchange knowledge on digital marketing in publishing, connect marketing concepts with the production and distribution processes observed at Karangkraf, and identify practical educational follow-up. Competency development here refers to the qualitative enrichment of professional understanding rather than a certified or statistically measured improvement.

METHODS

The program used a collaborative community service approach at Karangkraf, No. 1, Jalan Renggam 15/5, Off Persiaran Selangor, Seksyen 15, Shah Alam, Selangor, Malaysia. It involved the Universitas Pamulang community service team and Karangkraf management and practitioners. The activity took place in 2026. (Ikatan Dosen Republik Indonesia Provinsi Banten, 2026; Ismail et al., 2026; Universitas Pamulang, 2026).

Preparation consisted of internal team coordination, communication with the partner, allocation of responsibilities, preparation of discussion materials, and arrangements for the visit. The team gathered introductory information about Karangkraf to connect the academic contribution with the partner's publishing and printing activities. The focus was agreed around digital marketing, creative-industry development, publishing operations, and opportunities for academic–industry cooperation.

Implementation combined presentations and interactive discussion with direct observation of industrial operations. The academics presented digital marketing concepts and opportunities for creative-industry collaboration. Karangkraf practitioners shared publishing management and business experience. Participants visited operational facilities and observed editorial work, design and layout, printing, and distribution. Knowledge sharing addressed digital technology in marketing, social media strategies, product innovation, and modern publishing business models. The sequence allowed discussion of marketing to be related to the company's operational context.

Evaluation took the form of reflective discussion with the partner and qualitative participant feedback on the usefulness of the activity. Follow-up comprised reporting, preparation of publication material, curriculum recommendations, and discussion of possible guest lectures, internships, and joint research. The available evaluation information is qualitative and contains no standardized questionnaire results, individual competency scores, or commercial performance measures. Participant numbers and the detailed attendance register require author confirmation. The implementation logic is consistent with experience-based professional learning and reciprocal engagement (Aláez et al., 2022; Cruz Gutierrez, 2026; Zegwaard & Pretti, 2023).

RESULTS AND DISCUSSION

Preparation and Academic–Industry Exchange

The preparatory work brought the academic contribution and the partner's industrial experience into a shared agenda. Digital marketing and creative-industry development provided the entry point, while publishing management and printing operations supplied the practical setting. This alignment was important because the service involved discussion with an established industry partner whose knowledge extended beyond promotional techniques. Karangkraf's own company information identifies publishing and media activities as part of its organizational context (Karangkraf, n.d.).

The team opened the activity with academic–industry discussion. Academics presented concepts of digital marketing, development of the creative industry, and collaboration between higher education and business. Karangkraf management explained publishing practices, management systems, and business strategies used in responding to competition. This was a two-way exchange: the academic team contributed conceptual perspectives, and the partner supplied operational experience. The initial output was a common basis for discussing how marketing knowledge relates to an actual publishing organization.

The discussion connected marketing with the creation and delivery of value. Publishing products require decisions about content, audience, presentation, and availability; promotion must be understood in relation to those decisions. The marketing mix provides a useful language for this connection. Research on student entrepreneurial products illustrates the educational use of product, price, place, and promotion, although its findings cannot be transferred directly to Karangkraf's customers (Ismail et al., 2025). Marketing 5.0 further places technology within a broader account of customer value (Kotler et al., 2021).

The contribution of this stage lay in making classroom concepts available for professional dialogue. An industry presentation also exposed the academics to practical considerations that can be absent from a textbook example. Work-integrated learning research supports connecting education with professional contexts, but distinguishes different forms and intensities of participation (Jackson & Dean, 2023; Jackson & Rowe, 2023). The short activity contributed an initial experience of industry-based learning and knowledge exchange.

Direct Observation of Publishing and Printing Operations

The activity continued with a visit to Karangkraf's facilities. Participants observed the operational sequence from editorial work and design to printing and distribution. This direct encounter placed marketing within the production system that makes a publishing promise deliverable. It also allowed the team to discuss the relationship between creative decisions, production processes, and market-facing activities. Table 1 summarizes the observed areas and their relevance to marketing education.

Table 1. Industrial processes encountered and their relevance to marketing learning

Observed area	Activity encountered	Marketing learning relevance
Editorial	Observation of the editorial stage	Understanding content as the basis of the publication's value proposition
Design and layout	Observation of design and layout processes	Connecting presentation and product identity with audience communication
Printing	Observation of printing operations and production technology	Relating product promises to quality and operational delivery
Distribution	Explanation and observation of the distribution stage	Connecting market access with the availability of publishing products

Source: Activities reported in the Karangkraf program; marketing relevance is the author's pedagogical interpretation (Ismail et al., 2026).



Figure 1. Participants attending the activity in Karangkraf's office
Source: Photograph reproduced from the Karangkraf community service report.

Editorial observation supplied a concrete reminder that digital communication depends on the content being offered. A publication's subject, purpose, and intended readership shape the message that can be communicated. The encounter placed the production of content within participants' understanding of marketing. Publishing literature similarly connects editorial decisions with the wider business of bringing content to readers (Phillips & Clark, 2025; Thompson, 2021).

Design and printing observations connected communication with product execution. Visual presentation forms part of the product encountered by an audience, while the printing stage makes operational capability visible. From an educational perspective, the sequence helped position marketing alongside the work of other functions. The discussion of integrated

management was therefore relevant to how educators explain coordination between promotion, creative work, and delivery. Digital transformation research also treats organizational integration as a central issue (Hanelt et al., 2021; Verhoef et al., 2021).

Distribution completed the connection between production and market access. A promotional message can generate interest, but access to the product remains part of customer value. The educational implication of the observed sequence is that digital marketing teaching should connect communication channels with the product and its route to users. Platform research and digital content marketing studies provide useful perspectives for interpreting these relationships (Rangaswamy et al., 2020; Terho et al., 2022).

The studio photograph shows participants in a professional media setting during the program. Together with the operational visit, this encounter situated digital communication within the wider publishing and media environment. Its value as a learning resource comes from the real setting and the accompanying practitioner explanations. The photograph provides a concrete visual record of the professional setting and participants' involvement.

Knowledge Sharing on Digital Marketing and Publishing Innovation

The interactive session addressed four stated topics: digital technology in publishing marketing, social media marketing strategies, innovation in creative-industry products, and modern publishing business models. The academics and practitioners exchanged perspectives on these topics in relation to industry practice. This discussion broadened the visit beyond an introduction to machinery by connecting operational experience with the marketing and management questions relevant to the participants.

Social media was a substantive topic in the exchange. Its educational relevance lies in decisions about which audience is addressed, what content is useful, and how communication supports a relationship over time. Social media research and teaching texts distinguish a strategy from the isolated act of posting content (Dwivedi et al., 2021; Li et al., 2021; Tuten, 2024). The program's discussion gave academics an industry context for these decisions.

The relationship between communication and commercial outcomes requires similar care. Research has investigated connections between social media activity, website traffic, orders, and sales, but these outcomes depend on the setting and the measures used (Dolega et al., 2021). Business-to-business studies further explain the strategic role of social media and the importance of content across a customer journey (Cartwright et al., 2021; Terho et al., 2022). These studies help explain the educational value of relating social media decisions to clearly specified organizational objectives.

Trust provides another useful interpretation of the marketing discussion. Research by Ismail, Sova, and Ahamed examines trust in relation to reviews, website quality, price perceptions, and purchase decisions (Ismail, Sova, et al., 2026). In the Karangkraf setting, this perspective highlights the educational importance of accurate information and credible product communication. The practical contribution was access to a publishing context in which such concepts could be considered.

The exchange on product innovation and business models helped position digital marketing within organizational change. Publishing faces questions about content formats, ways of reaching readers, and the relationship between established operations and digital opportunities. Reviews of digital transformation and management research explain why these questions involve strategy and organizational adaptation (Hanelt et al., 2021; Kraus et al., 2022). The program created a forum for discussing these questions with practitioners.

The discussion also has implications for content planning. Research on timely delivery of business-to-business content connects the usefulness of a message with its place in a customer's journey (Salonen et al., 2024). For teaching, the publishing visit supplies examples of how content creation and distribution can be discussed together. The resulting

recommendation is to teach content decisions alongside the product and audience context. This recommendation follows from the connection between the visit and the knowledge-sharing session.

Other community service experience helps place the social media topic in perspective. Asri and colleagues reported marketing activity for healthy food products in a school canteen (Asri et al., 2025). The setting differs from professional publishing, but both activities bring marketing concepts into contact with a specific product and community. The relevant connection is the value of contextual knowledge exchange. Comparison therefore concerns the value of contextual learning in different service settings.

Contribution to Digital Marketing Competencies

The principal learning contribution was a more concrete understanding of the relationship between digital marketing and publishing operations. Participants encountered practitioners' explanations, observed work processes, and discussed marketing-related issues in the industry setting. The earlier implementation report describes broader participant insights and competencies (Ismail et al., 2026). In this manuscript, that result is interpreted as qualitative professional learning, because individual baseline scores and post-activity performance records are unavailable.

Table 2. Activities completed and the corresponding qualitative learning contribution

Completed activity	Learning contribution	Extent of the reported result
Academic–industry discussion	Connecting digital marketing concepts with publishing management	Exchange of concepts and practitioner experience
Industrial visit	Understanding the operational setting of marketing decisions	Direct exposure to editorial, design, printing, and distribution
Interactive knowledge sharing	Relating social media and innovation to a specific industry	Discussion-based enrichment of professional understanding
Cooperation discussion	Identifying ways to continue industry-based learning	Initial communication and proposed educational cooperation

Source: Implementation activities and qualitative outputs of the program (Ismail et al., 2026).

Recent competency literature helps identify why these experiences matter. Empirical work on digital marketing competencies and studies using job postings point to the need for education that responds to professional requirements (Gonela et al., 2025; Minga & Przybylska, 2024). Research on university marketing courses likewise raises questions about the provision of digital skills (Spada et al., 2022). The Karangkraf activity contributes a professional context for curriculum reflection, while these studies supply a wider rationale for translating that experience into teaching.

Digital competence also includes understanding information, communication, and responsible participation. DigComp 2.2 and the OECD Skills Outlook provide broader reference points for such learning (OECD, 2025; Vuorikari et al., 2022). Research on connectivity capabilities and heuristic thinking among marketing students adds a student-learning perspective (Ru-Zhue et al., 2025). The activity itself involved academic and industry participants; a direct improvement in student performance would require subsequent teaching and assessment.

Measurement literacy is an appropriate next step. Digital marketing literature describes performance metrics and the role of data, while research on social media demonstrates the need to specify which outcome is being considered (Dolega et al., 2021; Saura, 2021). The service team's exposure to industry can inform future lessons about interpreting such metrics. Future

educational follow-up can connect this professional exposure with practical exercises in selecting and interpreting appropriate measures.

The rapid development of artificial intelligence creates another follow-up need for educators. Marketing studies discuss strategic uses of artificial intelligence, consumer experience, and generative systems (Grewal et al., 2025; Huang & Rust, 2021; Puntoni et al., 2021). Education guidance emphasizes responsible use (Miao & Holmes, 2023).

These sources support a recommendation to extend future professional development to critical evaluation of such tools. This is a future development priority extending beyond the topics delivered during the Karangkraf session.

Institutional Outputs and Continuing Cooperation

The program established initial communication between the academic team and the industry partner. Discussion addressed possible international guest lectures, student internships, joint research, and an industry-informed curriculum. The activity also generated publication materials and curriculum recommendations. These are immediate service outputs: a professional exchange took place and possible avenues for continuation were identified. Their completion as later programs requires separate agreements, scheduling, and implementation.



Figure 2. Presentation of community service documents by the academic team and Karangkraf
Source: Photograph reproduced from the Karangkraf community service report.

The photograph records the community service document interaction described in the earlier report as document signing. It supports the account of institutional engagement. The institutional result was initial cooperation and communication. Academic engagement literature supports treating the relationship as a continuing process involving the exchange of knowledge and the coordination of expectations (Perkmann et al., 2021).

The curriculum recommendation is to connect digital marketing teaching with authentic publishing processes. This can help academics explain how content, design, production, and distribution relate to communication with audiences. Studies on employability and work-integrated learning provide reasons to continue such connections over time (Jackson & Bridgstock, 2021; Zegwaard & Pretti, 2023). Guest lectures and internships were identified as opportunities for subsequent implementation.

Regional developments make continuing exchange relevant. The ASEAN digital agenda and Malaysian statistics on enterprise use of information technology and e-commerce supply a wider policy and business context (ASEAN Secretariat, 2021; Department of Statistics Malaysia, 2026). They support the relevance of continuing professional updating. Within higher education, digital education policy also emphasizes the need for coherent educational ecosystems rather than the isolated introduction of technology (OECD, 2023).

Reflective Evaluation and Community Service Value

Reflective discussion and participant feedback formed the program's evaluation approach. The implementation report identifies broader industry insight, knowledge transfer, and opportunities for cooperation as its qualitative results. No verbatim feedback, respondent distribution, or numerical rating is available for presentation. The defensible conclusion is that the activity provided direct professional interaction and industry exposure and generated educational follow-up ideas. The magnitude and durability of individual competency change remain unmeasured.

The community served directly comprised the participating academics and industry practitioners. The service contribution was reciprocal access to knowledge: academics contributed marketing and educational perspectives, and practitioners shared industry experience. Service-learning literature places attention on reciprocity and institutional continuity (Aláez et al., 2022; Cruz Gutierrez, 2026). In this program, those concerns point toward maintaining the professional relationship and checking that any later academic activity also responds to the partner's interests.

The international setting added an opportunity to encounter professional practice across national contexts. Research on intercultural collaboration and internationalization for society provides a rationale for connecting international engagement with educational and community purposes (de Wit & Altbach, 2021; Guillén-Yparrea & Ramírez-Montoya, 2023; Jones et al., 2021). The activity supported cross-border contact and professional exchange. Its public value should therefore be expressed through the actual exchange and the educational work it can subsequently inform.

The distinctive contribution of the program was the connection of digital marketing discussion with direct exposure to the publishing workflow and initial institutional cooperation. This combination gave the academic team a concrete industry reference for professional learning and curriculum recommendations. Continuing it requires partner participation, accessible learning opportunities, and assessment appropriate to any future teaching program. The broader educational purpose is consistent with the emphasis on cooperation and shared knowledge in the Futures of Education report (International Commission on the Futures of Education, 2021).

CONCLUSION AND RECOMMENDATIONS

Conclusion

The Karangkraf community service program carried out academic–industry discussion, observation of publishing and printing operations, interactive knowledge sharing, and initial cooperation development. These activities connected digital marketing concepts with editorial, design, production, and distribution practices. The immediate contribution was qualitative professional learning, publication material, and recommendations for industry-informed education. The program thus addressed its objectives through direct engagement with the partner and identified practical opportunities to continue the relationship.

Limitations

The short activity did not measure individual competencies before and after participation or track later teaching, business performance, or student outcomes. The exact implementation date and attendance details require confirmation. The results concern the participants and setting of this program and cannot establish a causal effect on digital marketing performance.

Recommendations

The team and partner should translate the identified cooperation opportunities into a jointly agreed follow-up plan. Future activities should retain direct practitioner interaction,

introduce a small applied learning task where appropriate, and assess its completion with a clear rubric. Attendance, session materials, consent for photographs, and follow-up actions should be recorded so that later competency and institutional outcomes can be reported accurately.

Author Contributions

Muhammad Iqbal Ismail coordinated the international community service assignment and prepared this manuscript with Denies Susanto and Latif. The contributions of other activity team members to the final authorship list require confirmation before submission.

AI Disclosure Statement

AI was used to assist with restructuring, English drafting, translation, and reference formatting. Verification of the activity account, factual accuracy, authorship, and approval of the final manuscript remain the responsibility of the submitting author.

Acknowledgment

The author acknowledges Karangkraf Malaysia for facilitating the professional exchange and industrial visit, and Universitas Pamulang and IDRI Banten for their support for international community service.

REFERENCES

Aláez, M., Díaz-Iso, A., Eizaguirre, A., & García-Feijoo, M. (2022). Bridging generation gaps through service-learning in higher education: A systematic review. *Frontiers in Education, 7*, 841482. https://doi.org/10.3389/feduc.2022.841482

ASEAN Secretariat. (2021). *ASEAN digital masterplan 2025*. https://asean.org/wp-content/uploads/2021/08/ASEAN-Digital-Masterplan-2025.pdf

Asri, S., Novitasari, E., Delfiyanti, S., & Ismail, M. I. (2025). Strategi pemasaran produk makanan sehat untuk meningkatkan penjualan menggunakan media sosial di kantin SMKN 1 Ciruas. *Kreativitas Pada Pengabdian Masyarakat (Krepa), 7*(4), 1271–1280. https://cibjournal.com/index.php/krepa/article/view/2250

Cartwright, S., Liu, H., & Raddats, C. (2021). Strategic use of social media within business-to-business (B2B) marketing: A systematic literature review. *Industrial Marketing Management, 97*, 35–58. https://doi.org/10.1016/j.indmarman.2021.06.005

Chaffey, D., Ellis-Chadwick, F., & Abed-Rabbo, M. (2025). *Digital marketing* (9th ed.). Pearson.

Cruz Gutierrez, W. H. (2026). Systematic review of the institutionalization of service learning in higher education. *ASEAN Journal of Community Engagement, 10*(1), 5–29. https://doi.org/10.7454/ajce.v10i1.1458

de Wit, H., & Altbach, P. G. (2021). Internationalization in higher education: Global trends and recommendations for its future. *Policy Reviews in Higher Education, 5*(1), 28–46. https://doi.org/10.1080/23322969.2020.1820898

Department of Statistics Malaysia. (2026). *Usage of ICT and e-commerce by establishment 2025*. https://www.dosm.gov.my/portal-main/release-content/usage-of-ict-and-e-commerce-by-establishment2025

Dolega, L., Rowe, F., & Branagan, E. (2021). Going digital? The impact of social media marketing on retail website traffic, orders and sales. *Journal of Retailing and Consumer Services, 60*, 102501. https://doi.org/10.1016/j.jretconser.2021.102501

Dwivedi, Y. K., Ismagilova, E., Hughes, D. L., Carlson, J., Filieri, R., Jacobson, J., Jain, V., Karjaluoto, H., Kefi, H., Krishen, A. S., Kumar, V., Rahman, M. M., Raman, R., Rauschnabel, P. A., Rowley, J., Salo, J., Tran, G. A., & Wang, Y. (2021). Setting the future of digital and social media marketing research: Perspectives and research propositions. *International Journal of Information Management, 59*, 102168. https://doi.org/10.1016/j.ijinfomgt.2020.102168

Gonela, V., Mukherjee, S., & Khoja, F. (2025). Identifying industry-relevant digital marketing competencies using text mining of job postings. *Journal of Marketing Development and Competitiveness, 19*(2), 39–53. https://doi.org/10.33423/jmdc.v19i2.7687

Grewal, D., Satornino, C. B., Davenport, T., & Guha, A. (2025). How generative AI is shaping the future of marketing. *Journal of the Academy of Marketing Science, 53*(3), 702–722. https://doi.org/10.1007/s11747-024-01064-3

Guillén-Yparrea, N., & Ramírez-Montoya, M. S. (2023). A review of collaboration through intercultural competencies in higher education. *Cogent Education, 10*(2), 2281845. https://doi.org/10.1080/2331186x.2023.2281845

Hanelt, A., Bohnsack, R., Marz, D., & Antunes Marante, C. (2021). A systematic review of the literature on digital transformation: Insights and implications for strategy and organizational change. *Journal of Management Studies, 58*(5), 1159–1197. https://doi.org/10.1111/joms.12639

Huang, M. H., & Rust, R. T. (2021). A strategic framework for artificial intelligence in marketing. *Journal of the Academy of Marketing Science, 49*(1), 30–50. https://doi.org/10.1007/s11747-020-00749-9

Ikatan Dosen Republik Indonesia Provinsi Banten. (2026). *Surat tugas dan sertifikat PKM internasional Malaysia dan Singapura nomor 002/B/IDRI/PKM/II/2026*. [Assignment letter, February 4, 2026, and participation certificate].

International Commission on the Futures of Education. (2021). *Reimagining our futures together: A new social contract for education*. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000379707

Ismail, M. I., Juhaeri, & Susanto, D. (2025). The influence of marketing mix (4P) on purchase intention student entrepreneurial products at SMKS Al-Ma'arif Cikande–Serang. *Journal of Innovative and Creativity (Joecy), 5*(3), 14223–14235. https://doi.org/10.31004/joecy.v5i3.5042

Ismail, M. I., Sova, M., & Ahamed, F. (2026). Trust as mediator of online reviews, price perception, website quality, and purchase decisions. *Journal of Business and Economics Research (JBE), 7*(2), 347–354. https://doi.org/10.47065/jbe.v7i2.9990

Ismail, M. I., Susanto, D., & Latif. (2026). Penguatan kolaborasi akademik dan industri dalam pengembangan penerbitan dan percetakan internasional di Karangkraf Malaysia. *Kreativitas Pada Pengabdian Masyarakat (Krepa), 7*(8), 41–50. https://cibangsa.com/index.php/krepa/article/view/8669

Jackson, D., & Bridgstock, R. (2021). What actually works to enhance graduate employability? The relative value of curricular, co-curricular, and extra-curricular learning and paid work. *Higher Education, 81*(4), 723–739. https://doi.org/10.1007/s10734-020-00570-x

Jackson, D., & Dean, B. A. (2023). The contribution of different types of work-integrated learning to graduate employability. *Higher Education Research & Development, 42*(1), 93–110. https://doi.org/10.1080/07294360.2022.2048638

Jackson, D., & Rowe, A. (2023). Impact of work-integrated learning and co-curricular activities on graduate labour force outcomes. *Studies in Higher Education, 48*(3), 490–506. https://doi.org/10.1080/03075079.2022.2145465

Jones, E., Leask, B., Brandenburg, U., & de Wit, H. (2021). Global social responsibility and the internationalisation of higher education for society. *Journal of Studies in International Education, 25*(4), 330–347. https://doi.org/10.1177/10283153211031679

Karangkraf. (n.d.). *Karangkraf: Membarakan jiwa & minda*. Retrieved October 19, 2026, from https://karangkraf.com/

Kingsnorth, S. (2025). *Digital marketing strategy: An integrated approach to online marketing* (4th ed.). Kogan Page.

Kotler, P., Kartajaya, H., & Setiawan, I. (2021). *Marketing 5.0: Technology for humanity*. Wiley.

Kraus, S., Durst, S., Ferreira, J. J., Veiga, P., Kailer, N., & Weinmann, A. (2022). Digital transformation in business and management research: An overview of the current status quo. *International Journal of Information Management, 63*, 102466. https://doi.org/10.1016/j.ijinfomgt.2021.102466

Li, F., Larimo, J., & Leonidou, L. C. (2021). Social media marketing strategy: Definition, conceptualization, taxonomy, validation, and future agenda. *Journal of the Academy of Marketing Science, 49*(1), 51–70. https://doi.org/10.1007/s11747-020-00733-3

Miao, F., & Holmes, W. (2023). *Guidance for generative AI in education and research*. UNESCO. https://doi.org/10.54675/EWZM9535

Minga, Z., & Przybylska, N. (2024). Essential competencies in digital marketing: Empirical exploration. *Research on Enterprise in Modern Economy, 2*(39), 5–27. https://doi.org/10.19253/reme.2024.02.001

Morris, T. H. (2020). Experiential learning – a systematic review and revision of Kolb's model. *Interactive Learning Environments, 28*(8), 1064–1077. https://doi.org/10.1080/10494820.2019.1570279

OECD. (2023). *OECD digital education outlook 2023: Towards an effective digital education ecosystem*. OECD Publishing. https://doi.org/10.1787/c74f03de-en

OECD. (2025). *OECD skills outlook 2025: Building the skills of the 21st century for all*. OECD Publishing. https://doi.org/10.1787/26163cd3-en

Perkmann, M., Salandra, R., Tartari, V., McKelvey, M., & Hughes, A. (2021). Academic engagement: A review of the literature 2011-2019. *Research Policy, 50*(1), 104114. https://doi.org/10.1016/j.respol.2020.104114

Phillips, A., & Clark, G. (2025). *Inside book publishing* (7th ed.). Routledge.

Puntoni, S., Reczek, R. W., Giesler, M., & Botti, S. (2021). Consumers and artificial intelligence: An experiential perspective. *Journal of Marketing, 85*(1), 131–151. https://doi.org/10.1177/0022242920953847

Rangaswamy, A., Moch, N., Felten, C., Van Bruggen, G., Wieringa, J. E., & Wirtz, J. (2020). The role of marketing in digital business platforms. *Journal of Interactive Marketing, 51*(1), 72–90. https://doi.org/10.1016/j.intmar.2020.04.006

Ru-Zhue, J., Imjai, N., Yordudom, T., Kongrode, J., Sumiati, S., & Aujirapongpan, S. (2025). How do the role of digital connectivity capabilities and heuristic thinking skills shape the development of digital marketing competency in Gen Z marketing students? *The International Journal of Management Education, 23*(2), 101157. https://doi.org/10.1016/j.ijme.2025.101157

Salonen, A., Mero, J., Munnukka, J., Zimmer, M., & Karjaluoto, H. (2024). Digital content marketing on social media along the B2B customer journey: The effect of timely content delivery on customer engagement. *Industrial Marketing Management, 118*, 12–26. https://doi.org/10.1016/j.indmarman.2024.02.002

Saura, J. R. (2021). Using data sciences in digital marketing: Framework, methods, and performance metrics. *Journal of Innovation & Knowledge, 6*(2), 92–102. https://doi.org/10.1016/j.jik.2020.08.001

Spada, I., Chiarello, F., Barandoni, S., Ruggi, G., Martini, A., & Fantoni, G. (2022). Are universities ready to deliver digital skills and competences? A text mining-based case study of marketing courses in Italy. *Technological Forecasting and Social Change, 182*, 121869. https://doi.org/10.1016/j.techfore.2022.121869

Terho, H., Mero, J., Siutla, L., & Jaakkola, E. (2022). Digital content marketing in business markets: Activities, consequences, and contingencies along the customer journey. *Industrial Marketing Management, 105*, 294–310. https://doi.org/10.1016/j.indmarman.2022.06.006

Thompson, J. B. (2021). *Book wars: The digital revolution in publishing*. Polity.

Tuten, T. L. (2024). *Social media marketing* (5th ed.). SAGE.

UNCTAD. (2024). *Creative economy outlook 2024*. United Nations. https://unctad.org/publication/creative-economy-outlook-2024

UNESCO. (2022). *Re|shaping policies for creativity: Addressing culture as a global public good*. https://www.unesco.org/reports/reshaping-creativity/2022/en

Universitas Pamulang, Program Studi Manajemen Kampus Serang. (2026). *Surat tugas nomor 385a/C.1/UNPAM-SERANG/LL/I/2026*. [Assignment letter, January 15, 2026].

Verhoef, P. C., Broekhuizen, T., Bart, Y., Bhattacharya, A., Qi Dong, J., Fabian, N., & Haenlein, M. (2021). Digital transformation: A multidisciplinary reflection and research agenda. *Journal of Business Research, 122*, 889–901. https://doi.org/10.1016/j.jbusres.2019.09.022

Vuorikari, R., Kluzer, S., & Punie, Y. (2022). *DigComp 2.2: The digital competence framework for citizens—With new examples of knowledge, skills and attitudes*. Publications Office of the European Union. https://doi.org/10.2760/115376

World Intellectual Property Organization. (2023). *The global publishing industry in 2022*. https://doi.org/10.34667/tind.48714

Zegwaard, K. E., & Pretti, T. J. (Eds.). (2023). *The Routledge international handbook of work-integrated learning* (3rd ed.). Routledge. https://doi.org/10.4324/9781003156420