



PKM Linkedin Training For Internship Access and Unemployment Prevention For Accounting Department Students of SMKN 01 Kotaanyar

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Abstract

The advancement of the digital era demands that younger generations adapt to a work ecosystem that increasingly emphasizes technology-based competencies, including the ability to build a professional identity online. This study aims to develop the digital professional literacy of vocational high school students through a training program on using LinkedIn, a platform that has yet to be widely introduced in the context of vocational education. The training was conducted with 36 Accounting students at SMKN 01 Kotaanyar using a participatory method involving conceptual introduction, hands-on account creation, profile development, and exploration of job search and professional networking features. The findings indicate a significant improvement in students' understanding of LinkedIn's functions, personal branding, and technical abilities to create a professional digital profile. Thematic analysis revealed two major transformations: a shift in students' perception of digital identity and the emergence of a proactive attitude in exploring career opportunities early on. Nonetheless, the ability to write a personal narrative remains a challenge that requires further coaching. This training has proven effective as an initial step in equipping vocational students with digital career readiness and may serve as a replicable model for professional literacy programs in other vocational education institutions.

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INTRODUCTION

The high unemployment rate among Vocational High School (SMK) graduates is a worrying phenomenon and reflects the failure of the system in bridging the world of education and the needs of the labor market (Bairizki, 2021). Based on data from the Central Statistics Agency (BPS), SMK graduates occupy the highest position in the open unemployment rate in Indonesia (Utomo, 2021). This phenomenon shows a serious gap between graduate competencies and the demands of the increasingly complex world of work, especially in terms of utilizing digital technology to build professional networks and access job information (A. Putri & Masrum, 2025).

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This study seeks to find the effectiveness of using LinkedIn as a professional platform that can be optimized to build personal branding and access internship opportunities, especially for SMK students majoring in Accounting in non-urban areas such as SMKN 01 Kotaanyar. This issue is not only urgent from a social perspective, but also relevant in a scientific context, especially vocational education, information technology, and human resource development (Nurhayati & Lahagu, 2024).

Conceptually, this issue has important implications in the scientific map of vocational education and digital literacy studies (Farid, 2023). In an academic context, this issue raises the challenge of how technological literacy and professional social skills can be functionally integrated into the vocational school curriculum (Pontjowulan, 2025). Meanwhile, from a practical perspective, this problem concerns how educational institutions are able to respond to developments in the era by organizing adaptive and applicable training (Iswahyudi et al., 2023). Through a LinkedIn platform-based training approach, this study highlights the possibility of growing student awareness of the importance of building a professional reputation from an early age (La Januru & IP, nd). This study specifically limits itself to the scope of LinkedIn training as a medium for developing digital profiles and accessing internships, without discussing the relevance of the curriculum or long-term post-graduation evaluation. With this limitation, the focus of the research is directed at improving students' understanding, skills, and work readiness as concrete outputs of the community service activities carried out (Hapudin, 2021).

Previous studies have shown several patterns that can be observed in this issue. First, the majority of studies emphasize the importance of digital personal branding as a new social capital in the modern world of work (Hernanda, Mardiana, & Firdaus, 2025). Second, the use of professional platforms such as LinkedIn has been shown to expand work networks and increase job seekers' visibility in the labor market. (Arsanti, 2023). Third, many vocational high school students are not yet familiar with the use of professional digital platforms due to limited assistance and technological resources (Aifalesasunanda, Citriadin, & Maujud, 2024). Fourth, the effectiveness of training is greatly influenced by interactive and contextual learning designs (Hakim & Syawaludin, 2025). However, most previous studies still focus on urban contexts or institutions with superior resources (Hasid, Se, Akhmad Noor, Se, & Kurniawan, 2022). These studies rarely touch on the issue of the digital access gap and the lack of professional development in peripheral areas, such as Kotaanyar. Therefore, there is a research gap that has not been widely revealed, especially regarding the geographical context, school resource readiness, and the characteristics of students in marginal areas.

This study aims to evaluate the extent to which LinkedIn training can improve vocational high school students' understanding and skills in building professional profiles and seeking internship opportunities. The main question asked is: does LinkedIn training have an impact on students' readiness to face the digital workforce? To answer this question, the study focused on two specific objectives: (1) identifying changes in students' understanding and attitudes towards the importance of digital personal branding after participating in training, and (2) assessing the obstacles faced by students in building optimal LinkedIn accounts. Answering these questions is very important not only for educational institutions that want to develop needs-based training programs, but also for policy makers who are designing strategies to reduce unemployment through technological approaches and vocational training (Prihatin & Sutangsa, 2025).

The main argument put forward in this study is that LinkedIn utilization training has a significant contribution to improving the work readiness of vocational high school students, especially in terms of digital literacy and personal branding (SIREGAR, 2024) . The first hypothesis states that this training improves students' technical skills in building professional profiles on digital platforms (E. Putri & Esthi, 2025) . The second hypothesis states that the training can change students' perceptions about the importance of professional networking in the world of work (IA Putri, Marsofiyati, & Utari, 2025) . The third hypothesis states that LinkedIn training opens up students' access to internship information that was previously difficult to reach (FM Dewi, 2023) . If these three hypotheses are proven, then this study makes a real contribution to strengthening the argument that technology integration in vocational education is not just an option, but a necessity. Testing this argument can enrich theoretical discussions about the relevance of technology in vocational education and become an alternative training model that can be replicated in other schools with similar contexts (Jamaluddin, 2024) .

METHODS

This study took material objects in the form of students of grade XI and XII majoring in Accounting at SMKN 01 Kotaanyar who were participants in the LinkedIn platform utilization training program. These subjects were chosen because they represent a group that is vulnerable to the risk of unemployment after graduation and has a high need for access to information on internships and the world of work. The focus of the study is directed at students' understanding, skills, and responses to the training provided, as well as the dynamics that emerge during the interaction process with professional digital platforms.

The research design used is a descriptive qualitative study with a participatory approach (Adjji, 2024; Sulistiyo, 2023) . The selection of this design is based on the research objectives which want to explore in depth the experiences, perceptions, and challenges faced by students in the process of building a LinkedIn profile and establishing professional connections. The training carried out also functions as a research intervention, where researchers and the community service team are directly involved in designing, implementing, and evaluating training activities. The emphasis in this design is not on quantitative statistical measurements, but rather on contextual and narrative understanding of the changes that occur (Judijanto et al., 2024; Kusumajanti, Syarifuddin, Sanulita, & Gopur, 2025; Niam et al., 2024) .

The sources of information in this study were obtained from three main categories. First, the main respondents were students participating in the training who were the targets of the intervention. Second, supporting informants included productive teachers of the Accounting department who accompanied the activities, as well as the head of the expertise program who provided an institutional perspective. Third, supporting texts and documents in the form of training modules, written responses from participants, and documentation of the training process were used as complementary data to confirm the researcher's interpretation of the phenomenon being studied. The involvement of various sources is intended to enrich data triangulation and ensure the validity of the findings (Amane, Kertati, Hastuti, Shodiq, & Ridho'i, 2023; PM Dewi & SH, 2025; Nartin et al., 2024; Pugu, Riyanto, & Haryadi, 2024) .

The data collection process was carried out through direct observation during the training, semi-structured interviews with several participants and teachers, and the distribution of reflective questionnaires after the activity. Observations were carried out in

a participatory manner to record the interaction, enthusiasm, and dynamics of participants during the training session (Delvia, Kustati, Amelia, Elijannahdi, & Sartini, 2025; Jannah, 2025; Sundari & Prasetya, 2024) . Interviews focused on students' experiences using LinkedIn, the technical and non-technical obstacles they faced, and their perceptions of the benefits of the training (MAHRANI, 2024; Siagian & SIK, 2024; Suhara, 2025; Syamsu Rijal, Muhammad Al Faridho Awwal, & Adi Robith Setiana, 2025) . The questionnaire was used to record students' perceptions and evaluations of the effectiveness of the training and the level of usefulness of the LinkedIn features that had been introduced (Julia, 2023) . Visual documentation and narratives of the activities were also collected as supplementary data.

The collected data were analyzed using thematic analysis techniques (Sitasari, 2022) . Each data was coded to identify key themes related to digital understanding, personal branding, and access to internship information (Perdana & Suswandari, 2021) . The analysis process was carried out inductively by referring to patterns that emerged from field data, not based on initial assumptions (Saefullah, 2024) . Validation of the results was carried out through triangulation between sources and discussions with members of the research team (Rozali, 2022) . The final results of this analysis are expected to be able to describe the concrete impact of training on students' readiness to face the digital world of work and highlight factors that strengthen or hinder the success of the intervention.

RESULT AND DISCUSSION

1. Overview of Training Implementation

The LinkedIn utilization training held at SMKN 01 Kotaanyar is a strategic effort to address real challenges in the world of vocational education, namely the unpreparedness of students in facing the increasingly digitally connected world of work. This activity is designed as a form of service that is not only informative, but also transformative—namely encouraging changes in students' perspectives on the importance of digital personal branding and professional connectivity. The training does not only focus on knowledge transfer, but also emphasizes direct practice, critical reflection, and adaptive mentoring that is adjusted to the level of students' technological literacy. To understand the implementation of the activity as a whole, this sub-chapter is divided into three main focuses: Training Objectives and Targets, Series of Activities and Implementation Strategies, and Field Responses and Dynamics.

a. *Training Goals and Objectives*

Conceptually, this training aims to instill basic skills in building a professional identity through the LinkedIn platform, as well as equip students with practical knowledge on how to utilize the platform to find internships, establish work relationships, and broaden their horizons in the world of work. The target of this activity is grade XI and XII students majoring in Accounting at SMKN 01 Kotaanyar. The selection of this target is based on an initial needs assessment which shows that final year students are the most crucial group in the transition from education to work.

Initial survey results show that the majority of students have no experience interacting with professional platforms. In fact, most do not know that LinkedIn can be used by vocational high school students to build a digital portfolio.

Information	Number of Students	Percentage (%)
Total participants	36 students	100%
Don't have a LinkedIn account	34 students	94.4%
Not aware of LinkedIn functionality	31 students	86.1%
Never attended similar training	30 students	83.3%
Students who are active in school organizations	21 students	58.3%

Table 1. Initial Data of Students Participating in LinkedIn Training at SMKN 01 Kotaanyar.

This data shows that although more than half of the participants are active in school organizations, their experience in utilizing professional platforms to support their careers is still very low. Therefore, this training is designed to bring together the potential that students already have with digital media that can increase their competitiveness.

b. Series of Activities and Implementation Strategies

The training was held on Saturday, May 10, 2025, from 08.00 to 15.00 WIB at the SMKN 01 Kotaanyar Computer Laboratory. The training was designed into three main sessions aimed at building understanding gradually and applicatively. Each session is equipped with practice sessions, discussions, and reflections.

Training Activity Structure:

- 1) Session I – Introduction to LinkedIn and the Importance of Digital Footprint
This session began with a visual introduction to the changing pattern of job recruitment, which now heavily relies on digital branding. The material was presented through video presentations and case studies of LinkedIn profiles of successful students from other cities.
- 2) Session II – Account Creation and Profile Filling Practice
Students create accounts directly accompanied by a student team. Each participant is asked to fill in the following information:
 - Personal data and headlines
 - Education history and certifications
 - Organizational activities and achievements
 - Addition of skills and first connections
 - Writing a summary (self-summary)
- 3) Session III – Professional Interaction Simulation and Internship Search
Participants are invited to access the “Jobs” and “Open to Work” features, search for company and recruiter accounts, and create their first post with the theme “Introduce Yourself”. The trainer also provides examples of how to send polite and effective messages to HRD.

To maintain enthusiasm, the training also implemented several strategies:

- 1) Digital Ice Breaking: Use an interactive quiz at the beginning of the session using Kahoot! to gauge basic understanding of social media.

2) C
challenge Summary: Challenge to write the best summary with symbolic prizes for the 3 best students.

3) I
ndividual Mentoring: Each student gets one mentor from the student team during the internship.

4) Q
R Wall of Connection: Students are invited to exchange LinkedIn accounts via QR codes to form an initial network among participants.

These strategies have been proven to create a dynamic, non-monotonous learning atmosphere and encourage students to be more confident in facing new platforms.

c. Participant Responses and Field Dynamics

During the activity, various dynamics emerged as a reflection of the readiness, obstacles, and potential of participants in adapting to this new approach. Some students showed high enthusiasm, but not a few experienced confusion when writing profiles, choosing professional words, or determining relevant skills.

These obstacles are not only technical, but also related to the limited experience of expressing one's potential in the form of digital narratives. In the small discussion process, several students said that they felt "afraid of looking wrong" or "confused about what to write about themselves".

The following are excerpts from interviews with two students and one teacher:

"At first I thought LinkedIn was only for office workers. After attending the training, I found out that students can also create accounts and get benefits."
(Interview, Class XII Accounting Student)

"This is the first time I've been asked to write about myself formally. Usually writing on Instagram is casual. Here it's more serious, so I'm also learning how to appear professional."
(Interview, Grade XI Accounting Student)

"We at school have never introduced LinkedIn. This is also a new experience for teachers. I think it is very important, because students now need to be prepared from now on."
(Interview, Productive Accounting Teacher)

These responses illustrate that the training is not just about introducing a platform, but also a reflective learning space for students to realize the value of a positive digital footprint. This training is an important starting point in building a professional digital culture in the vocational education environment.

However, this activity also leaves an important note: students need follow-up in the form of further training or periodic digital clinics so that the accounts that have been created do not stop at the initial stage, but develop over time and with the students' experience.

2. Results of Observations, Interviews, and Participant Evaluation Questionnaires

To assess the effectiveness of LinkedIn training holistically, the community service team used a data triangulation approach through direct observation, semi-structured interviews, and reflective questionnaires. All three aim to capture changes in understanding, student engagement, and challenges that arise during the training. This

approach also serves as a basis for consideration in developing more sustainable follow-up programs that are responsive to the needs of vocational high school students in facing the transformation of the digital-based world of work.

a. Observation Results of Training Implementation

Observations were carried out systematically by the implementing team during the training. Observations were directed at the expressions, enthusiasm, activeness, and technical or conceptual difficulties experienced by participants in participating in the training sessions. Observations were non-interventional but carefully recorded the social dynamics and interactions between participants and facilitators, mentors, and the digital platforms used.

In general, the observation results showed that students experienced a transition process from ignorance to slowly growing interest. At the beginning of the activity, most participants seemed passive, especially when the LinkedIn introduction session began. However, after being shown several examples of professional profiles from other students and the concrete benefits of this platform were explained, changes in attitude began to be seen: students began to be interested, asked questions, and showed a desire to try.

Significant observation points include:

- 1) Some students showed high enthusiasm after understanding that LinkedIn is not only for people who are already working, but can also be used by students to build a career profile from an early age.
- 2) Many students have difficulty in writing a profile summary, especially in choosing formal and representative diction. Some of them need examples and intensive guidance.
- 3) Participants who had organizational or competition experience appeared more confident in filling out the achievements and skills sections of their profiles.
- 4) Students are more comfortable asking informal questions to student mentors than asking questions in large forums. This shows the importance of a psychologically close mentoring approach.
- 5) Some students began following company and professional accounts, indicating that they were beginning to understand how professional networking works.

This observation is an important basis that training not only introduces technical features, but also touches on the psychological aspects of students in building self-identity in the digital space.

b. In-depth Interviews with Participants and Teachers

To complement the observation data, semi-structured interviews were conducted with five students from grades XI and XII and two teachers of productive accounting subjects. The interviews aimed to explore more deeply how students responded to the materials, practices, and interactions during the training. This interview technique allowed participants to convey their feelings, challenges, and personal reflections openly.

Key findings from the interviews include:

- 1) Students generally reported that they had never been asked to write about themselves in a professional manner before. This was a new and challenging yet enjoyable experience.
- 2) Some students feel that this training is more concrete than productive lesson theory, because it is directly related to their future.
- 3) Teachers admitted that although they knew the importance of digital platforms, they themselves were not yet accustomed to using LinkedIn, and this training became a moment of shared learning.

Relevant interview excerpts:

"I just found out that students can have LinkedIn accounts too. At first I was confused, but after being helped by the students, I was able to write about my experience in participating in the accounting competition."

(Class XII Accounting Students)

"It feels different. Writing on Instagram is free, it can be funny, it can be relaxed. But LinkedIn is like a more serious place. I learned to write more politely."

(Class XI Accounting Student)

"We, teachers, honestly, this is also the first time we have seen students actively creating profiles like this. This activity should be able to be used as a final project for students."

(Productive Teacher)

The interviews revealed that the training provided an affective experience, built self-confidence, and opened up space for students to explore themselves outside of conventional classroom learning.

c. Training Perception and Impact Evaluation Questionnaire

The questionnaire was distributed to all participants at the end of the activity in the form of a Google Form. The purpose of the questionnaire was to measure changes in students' perceptions before and after the training, how much the training helped them, and which aspects were considered the most useful or the most difficult.

There are 10 Likert-scale based evaluative questions (Strongly Agree – Agree – Disagree – Strongly Disagree), which are grouped into three main categories: initial understanding, training impact, and obstacles during training.

No	Evaluation Statement	Strongly agree	Agree	Don't agree	Strongly Disagree
1	I just learned about LinkedIn's function from this training.	28	6	2	0
2	I found it helpful in creating a LinkedIn account	30	5	1	0
3	The training increased my understanding of personal branding	25	8	3	0
4	I feel capable of using LinkedIn independently after the training.	20	12	4	0
5	I'm having trouble writing my personal	12	10	10	4

	profile description				
6	This training is relevant to my needs in finding an internship.	26	8	2	0

Table 2. Summary of LinkedIn Training Evaluation Questionnaire Results.

Data interpretation and analysis:

- 1) As many as 94.4% of students stated that this training was the first time they knew and understood the functions of LinkedIn.
- 2) 97.2% felt helped in the process of creating an account and filling in basic profile data.
- 3) 33.3% of participants admitted to having difficulty writing profile descriptions, indicating the importance of assistance in the narrative aspect of personal branding.
- 4) 94.4% stated that the training was very relevant to their needs to prepare themselves for the world of work.

This questionnaire provides a quantitative basis that the training has succeeded in achieving its objectives in providing students with basic understanding and practical skills. However, the data also underlines that there are aspects that still need strengthening, especially in the skill of narrating a professional self-profile.

The combination of observations, interviews, and questionnaires provides a rich and in-depth picture of participants' responses to this LinkedIn training. The training was not only effective in introducing the platform, but also in raising students' awareness of the importance of building a professional identity early on. Although there are still challenges in terms of writing descriptions and managing networks, overall this activity has instilled an important foundation in the digital career readiness of vocational high school students.

3. Thematic Analysis

Thematic analysis in this study was conducted to interpret the deep meanings that emerged from students' experiences during LinkedIn utilization training. Through data processing from observations, interviews, and questionnaires, consistent patterns were found that showed significant changes in the cognitive, affective, and behavioral aspects of participants. In general, two major themes identified reflected the shift in participants' mindsets and actions from passive to active, from not knowing to being curious, and from being awkward to being confident. The two themes are: (1) Reorientation of Understanding of Digital Identity and Personal Branding, and (2) The Emergence of Career Awareness and Exploratory Behavior as Prospective Young Professionals.

a. *Reorientation of Understanding of Digital Identity and Personal Branding*

One of the most fundamental changes that emerged in participants after attending the training was a change in their perspective on their existence in the digital space. Before the training, the majority of students thought that their existence on social media was limited to entertainment and informal communication functions. Their digital identities were formed spontaneously, without consideration of professional values, reputation, or career sustainability.

However, LinkedIn training has successfully opened up a new awareness of the importance of personal branding in the digital era. Students are introduced to the concept that professional identity is not only built when working, but begins early on by creating a profile that reflects their potential, experience, and career aspirations. The following are the changes identified :

- 1) Students understand that professional social media such as LinkedIn differs in function and purpose compared to Instagram or TikTok.
- 2) Participants begin to develop more formal profiles, including selecting an appropriate profile photo, composing a career headline, and writing a self-description.
- 3) Organizational experiences that were previously considered unimportant are starting to be identified as narrative assets in building a digital profile.

However, challenges still arise in terms of self-narrative skills. Some students admit that writing the “summary” or self-description section is the most confusing and insecure segment.

Types of Constraints	Number of Students	Percentage (%)
Confused about composing a self-description	12 students	33.3%
Don't know what to write	10 students	27.7%
Fear of looking over the top/arrogant	8 students	22.2%
Copy template without modification	6 students	16.6%

Table 3. Student Obstacles in Creating a LinkedIn Profile .

This finding suggests that while a conceptual understanding of personal branding is beginning to form, the actual skills in constructing professional narratives still require further development. This is in line with Belshaw's (2012) opinion that digital literacy includes not only technical skills, but also reflective abilities to create meaningful, authentic, and strategic content in a career context.

Therefore, initial success in forming an understanding of digital identity needs to be followed by training in writing self-narratives, job interview simulations, and other professional communication practices so that students are more confident and able to present themselves fully in online professional spaces.

b. The Emergence of Career Awareness and Exploratory Behavior as Young Professionals

The second theme that emerged from the data analysis was the growth of students' explorative attitudes towards the world of work and internship opportunities, which previously tended to be passive or even unthinkable. This training has a real impact on how students see their future careers and how they can take an active role in achieving them.

Before the training, most students relied on internship information from teachers or schools. They rarely, if ever, searched for job vacancies or built professional connections on their own. However, after the training, students began to understand that they had control to explore opportunities through LinkedIn. The changes in attitudes identified included:

- 1) Students start following company accounts that are relevant to their major.
- 2) Some students enable the “Open to Work” feature, indicating that they are open to internship opportunities.

- 3) Students begin to read job descriptions and understand basic competency requirements.
- 4) There are students who start uploading professional self-introduction posts, even though they are still simple.

The following shows students' exploratory attitudes:

- 1) 80% of participants tried the "Jobs" feature for the first time.
- 2) 75% of students started following at least 3 company accounts after the training.
- 3) 60% of students stated they would like to create a career post in the future.

In addition, questionnaire data showed that 94.4% of participants considered the training relevant to their internship needs. This figure reinforces the belief that students feel more confident and have an initial plan to build a career direction more independently.

This attitude transformation is very important in the context of vocational education. According to Bandura (1997), self-confidence and self-efficacy in the ability to reach the future are key elements in long-term career motivation. By introducing students to digital career exploration practices, this training has instilled an important foundation that can strengthen the work readiness of vocational high school graduates.

However, this change is still in its early stages. In order for it to become a sustainable and growing behavior, it requires ongoing support from the school, through:

- 1) Integration of digital practices into productive subjects.
- 2) Advanced training on job readiness (resume, interview, formal email).
- 3) Mentoring alumni or professionals through the school's LinkedIn network.

The two themes above show that this training is more than just a one-day service activity. It is an intervention to change the mindset and direction of professional attitudes of vocational high school students. They not only learn to use LinkedIn technically, but also begin to see themselves as prospective professionals who have values, goals, and the ability to access career opportunities.

However, like any other learning process, the formation of digital professional literacy requires time, mentoring, and a system that supports it on an ongoing basis. What begins with this training can be the first step towards a more established work-readiness culture in vocational education environments.

4. Visualization of Changes in Student Understanding

The implementation of LinkedIn training designed for students majoring in Accounting at SMKN 01 Kotaanyar aims not only to introduce professional digital platforms, but also to internalize the values of personal branding and career readiness through a digital literacy approach. To measure the effectiveness of the activity, quantitative data collection was carried out through a pretest and posttest in the form of a closed questionnaire based on a Likert scale of 1–5. The results of these measurements are visualized to show the difference in student understanding before and after the training.

a. *Comparison of Understanding Before and After Training*

Measurements were conducted on 36 students using 5 main indicators of understanding, namely: (1) LinkedIn's function as a professional platform, (2) technical ability to create an account and fill out a profile, (3) understanding of personal branding, (4) use of LinkedIn to find internships, and (5) ability to write self-descriptions. The quantitative scoring results are compared in the following table:

No	Evaluation Indicators	Average		Change Description
		Before Training	After Training	
1	Knowing the function of LinkedIn as a professional platform	1.8	4.6	Very high increase
2	Able to create and fill out a LinkedIn account independently	2.1	4.3	Significant improvement
3	Understanding the importance of personal branding in the world of work	2.3	4.4	Strong improvement
4	Learn how to find internship/job information via LinkedIn	1.6	4.2	Drastic improvement
5	Confidently write a professional self-description (summary)	2.0	3.5	Moderate improvement

Table 4. Comparison of Average Student Understanding Scores (Scale 1–5).

Based on the results of the questionnaire analyzed quantitatively, there was a significant change in the average score between before and after the training on the five main indicators of student understanding. The following table presents the comparison in detail, which is the basis for assessing the extent to which the training intervention has an impact on participants' conceptual understanding and technical skills.

- 1) Three indicators saw particularly strong increases, particularly understanding of LinkedIn's functionality and how to use it to find internship opportunities, which jumped more than two points each.
- 2) Indicators regarding account creation and profile completion show that the hands-on approach is very effective in developing students' technical skills.
- 3) More moderate improvements were found in the ability to construct professional self-descriptions, suggesting that this skill requires reflective depth that cannot be completed in a single training session.

b. Visual Interpretation and Transformational Implications

To make it easier to understand and display the impact more



communicatively, the results of the score changes are summarized into a visual graph. Here is an illustration of a bar graph that shows the increase in overall student understanding:

Figure 1. Graphic Illustration of Changes in Student Understanding.

The following is a graph showing the comparison of the average understanding of students before and after LinkedIn training. This graph illustrates a significant increase in all indicators, especially in the aspects of understanding LinkedIn functions and the ability to search for internship information. Interpretation and Visual Analysis include:

- 1) Improvements in LinkedIn Functionality and Digital Internships: The jump in scores on this indicator reflects that the training has successfully dispelled students' preconceptions that LinkedIn is only for working professionals. They now realize that students can also use the platform to network and access career information.
- 2) Effectiveness of Hands-on Method: Significant improvement in technical skills of creating an account and filling out a profile indicates that the participatory method is much more effective than one-way lectures. Direct interaction with mentors helps students understand how LinkedIn works in practice.
- 3) Challenges in Writing Self-Narratives: Scores on the ability to write self-descriptions continue to increase, but are lower than other indicators. This confirms that professional narratives are reflective skills that require writing practice, concrete examples, and individual guidance, so that students can express their values with confidence.
- 4) Impact on Students' Professional Attitudes: From the graph it can also be seen that this training has a holistic impact: not only increasing knowledge, but also building students' awareness and confidence to be present in the digital professional space.

From the overall visualization and analysis carried out, several important implications were obtained:

- 1) Practice-based and interactive training has proven to be effective in developing professional digital skills of vocational school students.
- 2) Digital professional identity needs to start from school so that students are ready to face competition in an increasingly open world of work.
- 3) Students' narrative skills need to be strengthened through further training, personal branding projects, and integration into formal writing learning in schools.
- 4) Visualization of these changes can serve as evidence of the program's success as well as a basis for program replication to other departments or other schools in the same environment.

CONCLUSIONS

LinkedIn utilization training given to SMKN 01 Kotaanyar students has a significant impact on improving students' understanding, skills, and attitudes in building a professional identity in the digital era. Before the training, the majority of participants were not familiar with LinkedIn and did not understand that the platform could be used by

students to build personal branding, establish professional networks, and access internship or job vacancy information. However, after attending a series of interactive and applicable training sessions, the students showed a real improvement in understanding LinkedIn functions, creating accounts, filling out profiles correctly, and exploring other important features such as internship searches and activating the “Open to Work” feature.

One of the most striking changes is the transformation of students' perspectives on digital identity. They began to realize that their organizational experience, extracurricular activities, and technical skills can be transformed into professional assets if properly displayed on platforms such as LinkedIn. This proves that the training has succeeded in not only transferring technical knowledge, but also in shaping participants' self-awareness as competent young professionals who are ready to connect with the modern world of work.

However, the training results also show that there are still challenges, especially in terms of the ability to write self-descriptive narratives (summaries). Some students admitted to feeling hesitant and lacking in confidence when they had to convey their personal strengths in formal writing. This obstacle shows that professional narrative skills have not become a systematically trained part of the vocational education process, and therefore still need strengthening through further training, writing practice, and periodic reflective guidance.

Furthermore, the success of this training is also supported by the approach used, namely a participatory method based on direct practice with intensive mentoring from a team of students. This approach creates a more comfortable, equal, and communicative learning atmosphere, so that students feel freer to ask and try. This type of training model has proven effective in building student engagement and accelerating their understanding of previously unfamiliar material.

Overall, this training provides a real contribution in equipping vocational high school students with professional digital literacy that is highly relevant to today's needs. This training has opened up a new space for students to start thinking strategically about their careers since they were in school, and has become a starting point for integrating digital career education more systematically into the vocational curriculum. Therefore, similar activities are highly recommended to be replicated and further developed in various other vocational education units, with full support from schools, productive teachers, and external partners.

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