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Evaluating a community-based learning model: literacy impact on rural women's marketing competence

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ABSTRACT

Rural women entrepreneurs face a significant digital divide that hinders their competitiveness. While the importance of digital literacy is known, effective learning models for this context are under-researched. This study evaluates the effectiveness of a community-based digital entrepreneurship learning model implemented in the Local Hero Community in Lampegan Village, Indonesia. The model uniquely integrates a core curriculum on digital economic literacy with a practical learning laboratory, WanojaMart, a local marketplace grounded in a Community of Practice framework. Using a quantitative survey of community members, simple linear regression was employed to assess the impact of digital economic literacy on digital marketing competence. The results revealed a high, positive, and statistically significant correlation. The analysis further showed that digital economic literacy accounted for a large portion of the variance in digital marketing competence. This study concludes that the integrated community-based model is an effective and replicable strategy for translating digital literacy into tangible marketing skills. The findings provide a blueprint for empowerment policies, demonstrating that structured, context-specific training linked to real-world platforms is essential for bridging the digital divide and advancing the Sustainable Development Goals.

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ABSTRAK

Pengusaha perempuan di pedesaan menghadapi kesenjangan digital signifikan yang menghambat daya saing mereka. Meskipun pentingnya literasi digital telah diketahui, model pembelajaran yang efektif untuk konteks ini masih kurang diteliti. Penelitian ini mengevaluasi efektivitas model pembelajaran kewirausahaan digital berbasis komunitas yang diterapkan pada Komunitas Local Hero di Desa Lampegan, Indonesia. Model ini secara unik mengintegrasikan kurikulum inti literasi ekonomi digital dengan laboratorium pembelajaran praktis, yaitu marketplace lokal WanojaMart, yang didasarkan pada kerangka Community of Practice. Menggunakan pendekatan survei kuantitatif terhadap anggota komunitas, analisis regresi linier sederhana digunakan untuk mengukur dampak literasi ekonomi digital terhadap kompetensi pemasaran digital. Hasil penelitian menunjukkan adanya korelasi yang tinggi, positif, dan signifikan secara statistik. Analisis lebih lanjut menunjukkan bahwa literasi ekonomi digital mampu menjelaskan sebagian besar varians dalam kompetensi pemasaran digital. Studi ini menyimpulkan bahwa model berbasis komunitas yang terintegrasi adalah strategi yang efektif dan dapat direplikasi untuk menerjemahkan literasi digital menjadi keterampilan pemasaran yang nyata. Temuan ini memberikan cetak biru untuk kebijakan pemberdayaan, menunjukkan bahwa pelatihan terstruktur dan kontekstual yang terhubung dengan platform dunia nyata sangat penting untuk menjembatani kesenjangan digital dan mendukung Tujuan Pembangunan Berkelanjutan.

Kata Kunci: *kompetensi pemasaran digital; komunitas praktik; literasi ekonomi digital; pembelajaran berbasis komunitas; pemberdayaan perempuan*

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INTRODUCTION

The development of digital technology has driven major transformations in various sectors, including the economy and entrepreneurship. In this landscape, digital economic literacy has become a key competency that determines the competitiveness of Micro, Small, and Medium Enterprises (MSMEs), especially for home-based businesses, which often form the backbone of the family economy (Khairani & Putri, 2025; Supriyadi & Ramadhan, 2025). However, this potential is often hindered by a significant digital divide, particularly among women in rural areas. Many of them, despite having high-potential products, are still bound by conventional business practices and marketing strategies limited to their local area. This gap is not just about access to devices, but a knowledge gap in effectively leveraging digital marketing, business social media, or e-commerce platforms.

The Local Hero community in Lampegan Village, Majalaya District, Bandung Regency, was selected for its unique characteristics, which make it a strong case study. This venue demonstrates how difficult it is for large portions of rural Indonesia to access digital information and training. It lauded homemakers in this community who form an organized group and are very entrepreneurial. They will contribute enormous social capital that the empowerment program absolutely needs to succeed. The paper examines how one digital literacy program shapes the citizens involved and identifies empowering models of citizenship that work in particular social and geographical contexts.

One target group with significant potential for empowerment through digital economic literacy is the women's community, particularly housewives who run home-based businesses. The local hero women's community in rural areas has become a relevant focus of research (Anzak & Sultana, 2020). This community consists of 25 women, most of whom are housewives, who run home-based businesses specializing in handicrafts, processed foods, and local fashion products. Despite their high-potential products, their businesses are still dominated by conventional practices, from production and packaging to marketing strategies that are still limited to the surrounding area. This is because a major issue is low digital economic literacy, which then leads to difficulty being skilled in digital marketing. A lot of people in our neck of the woods who run their own businesses do not really know how to equip themselves with the skills to use social media properly. Moreover, they are not on Instagram, WhatsApp Business, or any online marketplace, so they cannot create appealing promotional content. There are not many opportunities for digital exercises and coaching. These problems can create a “digital divide,” an issue that also prevents people from leveraging technology to advance their careers and earn more income.

Several training sessions have been created at universities and by the women's community, Local Hero, in this rural area. In this context, the objective of these trainings is to deepen one's understanding of the digital economy and may also equip one with skills in digital marketing. As regards the above paragraph, this intervention is useful for helping them migrate from traditional business models to digital technology adoption, fostering deeper ties between academia and the community. The initial data for this study came from a pre-training survey, which found that the targeted community lacked knowledge of digital marketing and computer use. Average score for digital literacy (X): 67.20, whereas the average score for digital marketing skills (Y) was 75.08. What this data actually shows is that people are stupid when it comes to talking to others on social media (not for business), running e-commerce sites, or making effective digital marketing plans. This kind of baseline makes clear the urgency to act and orient people on how to narrow the digital divide.

Previous scholarship has extensively documented the positive correlation between digital proficiency and MSME competitiveness. Research emphasizes that technological integration is no longer optional but essential for business survival in the modern economy (Bilali, 2022; Varga, 2021). In the specific context of women’s empowerment, recent studies indicate that digital platforms provide a crucial avenue

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for overcoming traditional barriers to market access and financial independence (Anzak et al., 2023; Dura & Wardana, 2024). Furthermore, the connection between digital literacy and marketing capability has been established as a primary driver of business growth, enabling entrepreneurs to navigate complex digital ecosystems (Apasrawirote et al., 2022; Santoso et al., 2025). However, while these studies consistently confirm that a relationship exists between digital literacy and business performance, few have empirically evaluated the specific pedagogical models required to effectively transfer this literacy to rural populations with low baseline competencies.

According to previous research, the research gap addressed in this study shifts significantly. Instead of merely confirming a known relationship, this study poses a more relevant evaluative question: "How effective is a community-based learning model in enhancing digital economic literacy, and what is its measurable impact on participants' acquisition of digital marketing competence?". This research fills the gap by specifically testing the effectiveness of a community-based training program for women within the unique rural context and by integrating a local platform (WanojaMart), offering a blueprint for a replicable empowerment model. The objectives of this study are: 1) To describe the implementation of the community-based learning model and its unique components, including the WanojaMart marketplace; 2) To identify the level of digital economic literacy (as the curricular input) and the level of digital marketing competence (as the learning output) among the 25 participants; and 3) To evaluate the model's effectiveness by statistically analyzing the extent to which the digital economic literacy fostered by the model explains the variance in digital marketing competence.

LITERATURE REVIEW

Community of Practice (CoP) as a Learning Model

The Community of Practice (CoP) framework, first conceptualized by Etienne Wenger, offers a powerful lens for evaluating community-based learning models. It defines learning not as a solitary act of knowledge acquisition, but as a social process of situated learning where individuals become members of a group by engaging in its practices (Curnow, 2022; Arnau et al., 2023). A CoP is characterized by the Domain (the shared area of interest, such as digital entrepreneurship), the Community (the social fabric and relationships that facilitate interaction, like the Local Hero Community), and the Practice (the shared repertoire of tools, resources, and knowledge). This model is particularly suited for studying non-formal education among adults, as it recognizes that meaningful learning occurs through regular interaction, shared problem-solving, and the collective development of identity and skills (Kasola & Karalis, 2022; Simándi, 2023).

By applying the CoP framework, this study reframes the digital training intervention not as a simple, top-down workshop, but as an evaluation of an embedded learning model. The Local Hero Community is not merely a sample population; it is the Community component where learning is negotiated and shared. The training content on digital economic literacy serves as the Domain. At the same time, the WanojaMart marketplace is a key component of the Practice, serving as a tangible, shared resource that solidifies collective learning. This theoretical approach allows for a more holistic evaluation, assessing not only whether individuals absorbed information but also whether the community effectively fostered the practical application of that knowledge, thereby enhancing collective competence.

Digital Economic Literacy as a Core Component of Entrepreneurship Curricula

Digital economic literacy serves as the foundational curriculum in any modern entrepreneurship learning model, moving beyond basic digital skills to encompass a deeper understanding of the new economic landscape. It includes the ability to use digital devices, comprehend online marketing strategies, manage

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finances through applications, and strategically utilize marketplace platforms (Koskelainen et al., 2023; Utami et al., 2024). For rural MSMEs, this literacy is the key mechanism for bridging the "digital divide" and moving beyond conventional, localized business practices (Chibueze, 2021; Dwiyanti et al., 2025). Without this foundational literacy, skills-based training (e.g., "how to post on social media") is ineffective, as entrepreneurs lack the strategic context to adapt those skills to changing market conditions or to make sound economic decisions online.

Therefore, any curriculum designed to empower entrepreneurs must have digital economic literacy as its core component. This study's pre-training data, which identified low initial knowledge of digital marketing, underscores the urgency of this curricular focus. The learning model being evaluated is thus predicated on the hypothesis that literacy is the essential prerequisite for competence. By framing digital economic literacy as the curriculum's central input, this study can effectively measure the model's success. It evaluates whether the intervention successfully imparts this literacy, which in turn enables women entrepreneurs to use digital tools not just technically (as users) but strategically (as business owners).

Digital Marketing Competence as a Key Learning Outcome

Digital marketing competence represents the primary, measurable learning outcome of a successful digital entrepreneurship curriculum. This competence is defined as the demonstrable ability to plan, implement, and evaluate marketing strategies using digital channels to achieve business goals (Apasrawirote et al., 2022; Masrianto et al., 2022; Przybylska & Minga, 2024; Solfa et al., 2023). It is the practical application of the knowledge gained through digital economic literacy. This includes the effective use of social media platforms like Instagram or WhatsApp Business for promotion, the ability to create appealing content, and the capacity to manage sales and customer relations through e-commerce platforms —precisely the skills the target community was found to be lacking.

In the context of evaluating a learning model, competence is a far more critical outcome metric than simple knowledge acquisition. For the women entrepreneurs of the Local Hero Community, competence is the tangible skill set that directly translates into business growth, market expansion, and ultimately, family economic resilience. Therefore, this study uses digital marketing competence as the key dependent variable to assess the effectiveness of the learning model. A statistically significant impact on this variable would provide empirical evidence that the community-based model, with its curriculum of digital economic literacy, is a successful and replicable strategy for genuine women's empowerment.

METHODS

The quantitative approach is applied during the survey research process. The descriptive approach is best for reporting the results of an observation and interpretation, and for deductive hypotheses testing where quantification occurs mainly because it intends to objectively and measurably investigate the correlation and effect between two variables which are digital economic literacy and digital marketing competence by means of statistical analysis, as stated by Fischer in a paper titled *"Quantitative Research Designs and Approaches"*. The method is appropriate for estimating the important relationships between explanatory variables (independent) and a continuous dependent variable in a known population, drawn through some form of structured sampling.

The population and sample for this study were all 25 members of the Local Hero Women's Community in Lampegan Village, Ibun District, Bandung Regency, who are active in running their businesses. Independent Variable (X) Digital Economic Literacy refers to an individual's understanding and ability to use digital technology for economic activities, including transactions, financial management, and intelligent decision-making in a digital environment. Dependent Variable (Y) Digital Marketing

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Competence refers to the definition of an individual's ability to plan, implement, and evaluate marketing strategies using digital channels and technologies to achieve business goals.

Questionnaires were distributed to 25 respondents, housewives operating home industries in Lampegan Village. The independent variable in this study was digital economic literacy, while the dependent variable was digital marketing competence (Puro & Achmad, 2022). The hypotheses proposed in this study are as follows: H_0: There is no significant effect between digital economic literacy and digital marketing competency in the Local Hero women's community in rural areas. H_1: There is a significant effect between digital economic literacy and digital marketing competency in the Local Hero women's community in rural areas.

Data Collection, Data Analysis technique

Data were collected via a closed-ended questionnaire on a 1-5 Likert scale, distributed directly to respondents via Google Forms. The instrument was completed concurrently with a Focus Group Discussion (FGD) attended by 25 community members. Each participant used their smartphone to complete the instrument by scanning the Google Form barcode.

The data analysis technique used was simple linear regression to determine whether there was a significant influence between digital economic literacy and digital marketing competency.

Research Model Framework

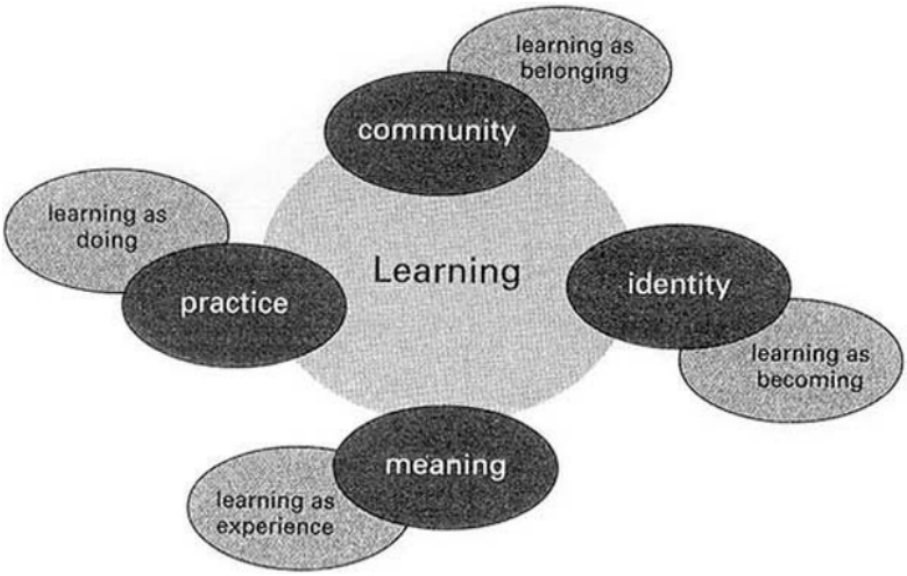

Figure 1. Components of a social theory of learning: An initial inventory
Source: Wenger (1998)

The theoretical framework for the community-based learning model evaluated in this study is grounded in Wenger's (1998) social theory of learning (see **Figure 1**), often associated with the 'Community of Practice' (CoP) framework. As shown in Figure 1, this theory posits that learning is not an isolated, individual activity but a social process of participation. Wenger identifies four interconnected components that define this process: Community (the social context where learning occurs, fostering a sense of "learning as belonging"), Practice (the shared activities, tools, and knowledge, or "learning as doing"), Meaning (the process of making sense of the world, or "learning as experience"), and Identity (the way learning changes who we are, or "learning as becoming").

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This social framework provides context for the specific quantitative model being tested. The Local Hero Women's Community serves as the 'Community' component. The digital entrepreneurship training and the use of tools like the WanojaMart marketplace represent the 'Practice' ('learning as doing'). The participants' goal of achieving economic empowerment shapes their 'Identity' ('learning as becoming') as digital entrepreneurs. While Wenger's model describes the entire social process, the subsequent quantitative framework isolates two critical variables for evaluation. It empirically tests the relationship between the core curricular component (X: Digital Economic Literacy) and the primary desired learning outcome (Y: Digital Marketing Competence) as a measurable indicator of the model's effectiveness.

The simplified quantitative model in **Figure 2** below illustrates this focus. It shows that digital economic literacy influences how effectively individuals can use digital marketing to market their products/businesses—the framework for this research model is shown in **Figure 2**.

Figure 2. Constellation of Research Variable Relationships
Source: Research 2025

Method Justification

A quantitative approach using surveys is appropriate because it provides empirical evidence of relationships among variables and yields results that can be generalized to similar contexts. The situation of the Local Hero women's community, which is currently undergoing a digital adaptation process, makes this approach highly contextual and relevant, particularly for identifying factors that enable measurable, systematic improvement in digital marketing competency.

RESULTS AND DISCUSSION

Results

General Score Tendency Calculation

An overview of the research variables was obtained by calculating the average percentage. The general calculation of respondents' scores for each variable was intended to determine the overall trend in their responses to each research variable. The results for the variable "Digital Literacy Use" (X) in Table 1 yielded an average score of 56.04 and a standard deviation of 13.461. Compared with the ideal score, this score yielded a respondent trend score of 65.92%. This score falls within the moderate category on the Guilford scale, concluding that digital economic literacy among the local female hero community in rural areas tends to be moderate or good.

Table 1. Description of Research Data

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
X	25	30	77	56.04	13.461
Y	25	33	78	58.96	13.810
Valid N (listwise)	25				

Source: Research 2025

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Meanwhile, for the variable "digital marketing competency" (Y), the average score was 58.96 with a standard deviation of 13.810. Compared with the ideal score, this score yielded a respondent trend score of 69.36%. This score falls within the moderate range on the Guilford scale, indicating that digital marketing competency among the local female hero community in rural areas is moderate or satisfactory.

The descriptive findings, which place both literacy and competence in the 'moderate' category, confirm the digital transition phase often experienced by rural communities. Aligning with the digital divide theory discussed in the literature review, these scores indicate that while access to devices (such as smartphones) exists, the strategic understanding for economic use is still developing. This validates the urgency of the community-based learning model, where literacy is viewed not just as a technical skill but as a cognitive foundation for transforming conventional business practices into digital ones.

Frequency Distribution Normality Test

This score distribution normality test is intended for further analysis, namely, to meet the requirements for testing and proving the hypothesis. The normality test was conducted to assess the distribution's normality. The normality test in **Table 2** was conducted on two research variables, namely Digital Economic Literacy against Digital Marketing Competence (Y) for the Local Hero Women's Community in Rural Areas, using the One-Sample Kolmogorov-Smirnov Test, which obtained the following results.

Table 2. Normality Test Analysis Results

	Group			Statistic	Std. Error
Skor Literasi Ekonomi Digital dan Kompetensi Digital Marketing	Treatment	Mean		56.04	2.692
		95% Confidence Interval for Mean	Lower Bound	50.48	
			Upper Bound	61.60	
		5% Trimmed Mean		56.27	
		Median		59.00	
		Variance		181.207	
		Std. Deviation		13.461	
		Minimum		30	
		Maximum		77	
		Range		47	
		Interquartile Range		22	
		Skewness		-.298	.464
		Kurtosis		-.986	.902
	Control	Mean		58.96	2.762
		95% Confidence Interval for Mean	Lower Bound	53.26	
			Upper Bound	64.66	
		5% Trimmed Mean		59.33	
		Median		58.00	
		Variance		190.707	
		Std. Deviation		13.810	
		Minimum		33	
		Maximum		78	
		Range		45	
		Interquartile Range		23	
		Skewness		-.287	.464
		Kurtosis		-1.039	.902

Source: Research 2025

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Hypothesis Formulation:
Ho: Data for variable X is normally distributed
H1: Data for variable X is not normally distributed
Ho: Data for variable Y is normally distributed
H1: Data for variable Y is not normally distributed

Basis for Decision Making

Based on the probability figures, as follows:

1. If the probability (p-value/significance) is ≥ 0.05, then Ho is accepted.
2. If the probability (p-value/significance) is < 0.05, then Ho is rejected.

The interpretation of the data processing results is as follows:

1. Data for variable X is normal because the sig value (2-tailed) = 0.464 > 0.05. This value is greater than the significance limit of 0.05 (0.464 > 0.05).
2. Data for variable Y is normal because the sig value (2-tailed) = 0.464 > 0.05. This value is greater than the significance limit of 0.05 (0.464 > 0.05).

The fulfillment of this normality assumption theoretically indicates that the data obtained from the Local Hero Community serves as a fair representation of the rural women entrepreneur population. In the context of quantitative research, a normal distribution allows the analysis results to be generalized to explain the situated learning phenomenon within the community. This strengthens the methodological basis for proceeding to regression analysis, aiming to prove whether the educational intervention had a systematic impact rather than merely reflecting data anomalies in a few individuals.

Simple Linear Regression

Testing the requirements for simple linear regression of variables X and Y begins with creating a scatter diagram, as shown in **Figure 3**.

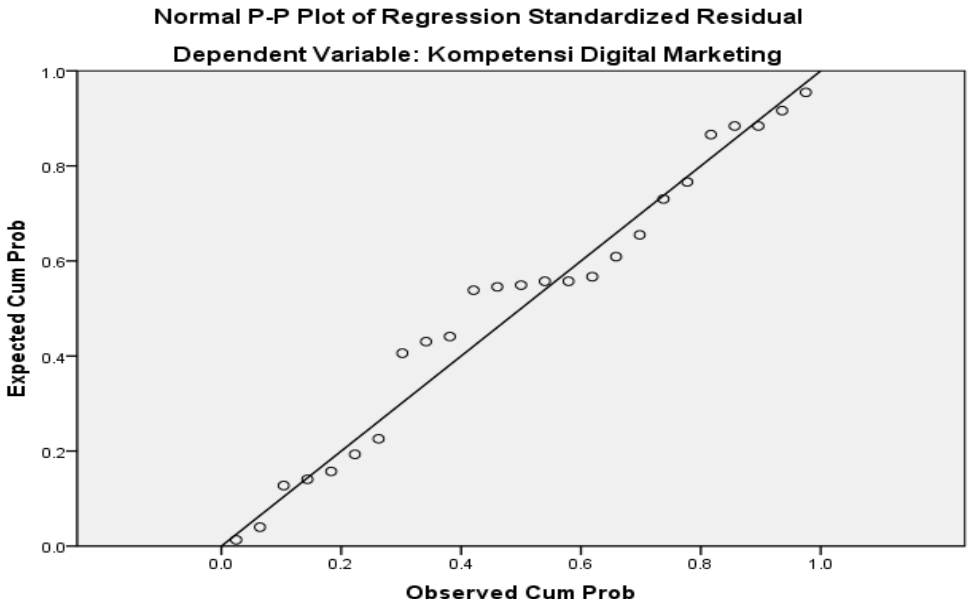

Figure 3. Scatter Diagram of Variable Y Over Variable X
Source: Research 2025

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Figure 3 shows the relationship between two variables. The image above shows that the correlation between the variables of digital economic literacy and digital marketing competency for the Local Hero Women's Community in Rural Areas is positive, indicating that the higher the value of variable X, the higher the value of variable Y.

$$Y= £ + \beta X+\varepsilon$$

A picture of points in a plane is called a scatter diagram or scattergram, which shows the relationship between two variables. The image above shows that the correlation between the variables of digital economic literacy and digital marketing competency for the Local Hero Women's Community in Rural Areas is positive, indicating that the higher the value of variable X, the higher the value of variable Y.

$$Y = a + b X$$

The regression equation is used to examine the functional relationship between variables Y and X. The regression results indicate a tendency toward the average of the same results for subsequent measurements. The term regression is used in statistical analysis to develop an equation that predicts a variable from a second known variable. Based on the calculation results, the prices a = 10.354, b = 0.867 are obtained so that the regression equation model for Y on X is in the form:

$$Y= 10.354 + 0.867$$

The equation states that every one-unit increase in Digital Economic Literacy is associated with a 0.867-unit increase in Digital Marketing Competence. 0.867 is a constant number multiplied by each value in the variable X (Digital Economic Literacy), and 10.354 is a constant number added to the result of multiplying b by X.

The positive regression coefficient of 0.867 provides strong empirical evidence for the proposition that digital economic literacy is a vital component of the MSME core curriculum. This aligns with the literature, which states that strategic capability in understanding the new economic landscape (literacy) is an absolute prerequisite for effectively executing marketing strategies (competence) (Curnow, 2022; Kasola & Karalis, 2022; Santoso et al., 2025). This equation confirms that every increase in cognitive understanding of the digital economy directly and significantly amplifies participants' practical ability to plan and manage marketing on WanojaMart, proving the effectiveness of knowledge transfer in this model.

Analysis of Variance in Regression (ANOVA)

The test of the dependence of variable Y on X, as stated in the regression equation above, is carried out through analysis of variance in the regression analysis between variable X (Digital Economic Literacy) and variable Y (Digital Marketing Competence). The first criterion is to reject the null hypothesis that the regression coefficient is insignificant if the calculated F is greater than the F Table value. The second criterion is to reject the null hypothesis that the regression is linear if the calculated F statistic is smaller than the F Table value. In this condition, the null hypothesis is accepted.

H_0: Variable Y is independent of variable X; if the calculated F value ≤ F table at the 95% confidence level.
H_1: Variable Y is dependent on variable X; if the calculated F value > F table at the 95% confidence level.

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Table 3. Results of the Analysis of Variance Calculation for the Independence Test of Variable Y Against Variable X

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3271.652	1	3271.652	57.648	.000
	Residual	1305.308	23	56.753		
	Total	4576.960	24			

Source: Research 2025

The test criteria are that Y is independent (does not depend) on X if F Calculation < F Table, but is dependent (dependent) otherwise.

Based on the calculation results in **Table 3** above, the magnitude of the F Table in the numerator dk = 1, with dk denominator 24 and p = 0.05 or F 0.05 (1, 24) = 4.28, so Fcalculation = 57.648 > Ftable = 4.28. These results indicate that the Digital Marketing Competence variable is dependent on the Digital Economic Literacy variable. This also means that Digital Marketing Competence (Y) depends on Digital Economic Literacy (X).

The statistical significance of this ANOVA supports the Community of Practice (CoP) framework, which serves as the foundation for the learning model. The relationship between the digital marketing competence variable and digital economic literacy demonstrates that the learning process within the community (the Practice dimension of CoP) successfully created a constructive learning path. These results refute the notion that marketing competence emerges in isolation; instead, the data confirm that such competence is formed through structured interaction and foundational understanding (literacy) built through the curriculum and active participation in the community.

Correlation Coefficient Testing

Correlation analysis is intended to reveal the degree of relationship and direction of the research variables. The coefficients for X and Y were calculated using the Product-Moment formula in SPSS. Based on this calculation, a correlation of 0.845 was obtained. This highly significant correlation value (0.845) theoretically reflects the successful integration between the aspects of knowledge (knowing) and action (doing) in the applied learning model. This finding supports the view that digital economic literacy is not merely passive knowledge but a primary driver of operational proficiency (Koskelainen et al., 2023). This close relationship demonstrates that the curriculum effectively bridges the knowledge gap, enabling community members to directly translate what they learn about the digital economy into competent and applicable marketing skills

Based on the interpretation of the correlation coefficient above, the influence of Digital Economic Literacy on Digital Marketing Competence among Local Hero Women's Community members in Rural Areas is high. Next, to test the correlation using the r value, the t-test compares the calculated t-value to the t-table value from the t-distribution. From the test results, the calculated t = 7.953 while the t Table = 1.714 at a 95% confidence level and dk = n-2 = 23. Based on these calculations, t > t Table 7.953 > 1.714 is significant, indicating a dependency between Digital Economic Literacy and Digital Marketing Competence for the Local Hero Women's Community in Rural Areas.

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Calculation of the Coefficient of Determination (CD)

The magnitude of the influence of variable X (Digital Economic Literacy) on variable Y (Digital Marketing Competence) is interpreted from the coefficient of determination and can be calculated using the formula:

c.d = r x 100%
c.d = Coefficient of Determination
r = Square of the Correlation Coefficient

The calculation yields a determination value of 0.715, meaning that Digital Economic Literacy has a 71.5% influence on Digital Marketing Competence for the Local Hero Women's Community in Rural Areas. In comparison, 28.5% of Digital Marketing Competence for the Local Hero Women's Community in Rural Areas is influenced by other factors not discussed in this study.

The dominance of digital economic literacy's influence (71.5%) on marketing competence provides empirical validation for Chibueze's argument regarding the importance of literacy as a key mechanism for bridging the digital divide (Chibueze, 2021). From an entrepreneurship education perspective, the magnitude of this determination coefficient indicates that a curriculum model prioritizing understanding of the digital economy is both appropriate and efficient. This implies that internal factors (literacy understanding) play a far more crucial role than other external factors in shaping robust digital marketing competence among rural women entrepreneurs.

Testing the Hypothesis

The goal of this hypothesis test is to determine whether the calculations support the hypothesis put forward in this study. The idea is that "there is a significant relationship between digital economic literacy and digital marketing competency for the Local Hero women's community in rural areas.

H_0: There is no significant relationship between digital economic literacy and digital marketing competency in the Local Hero women's community in rural areas.
H_1: There is a significant relationship between digital economic literacy and digital marketing competency in the Local Hero women's community in rural areas.

The correlation between variables X (Digital Economic Literacy) and Y (Digital Marketing Competence) was 0.845. This result shows a significant relationship between variables X and Y. The calculated t value of 7.593 shows that the proposition is true. This value exceeds the predetermined t-value of 1.714, so the proposed hypothesis (H1) is accepted.

Accepting this alternative hypothesis not only answers the research question statistically but also reinforces Wenger's Social Theory of Learning in the context of rural economic empowerment. These results show that an intervention through a community-based learning model, combining a literacy curriculum with real-world practice in a local marketplace, effectively creates change in competence (learning as becoming). This firmly refutes doubts about the digital adaptability of rural communities, provided they are given a contextual learning model that strengthens fundamental economic literacy.

Discussion

These results support the alternative hypothesis (H1) that there is a significant association between the digital economic literacy of the Local Hero women's community and their digital marketing skills. This finding aligns with previous studies suggesting that technological proficiency benefits small and medium-sized enterprises (SMEs) in promoting themselves (Bilali, 2022; Ismail, 2024; Varga, 2021). These

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results illustrate that bettering digital economic literacy educates and enhances our small business operators to be better digital marketers. Therefore, in light of the phenomenon of MSMEs and this era of digitalization, literacy is also needed regarding the economics underpinning the ideals that inform these marketing practices (Rahmani et al., 2025; Suyanto et al., 2023).

The results indicate that digital economic literacy is very important for helping women use digital marketing more effectively. Therefore, it is important to help women entrepreneurs learn more about digital economics so that their MSMEs can grow and stay in business. Women entrepreneurs can benefit from greater digital economic literacy by leveraging more and better marketing opportunities in the digital age (Hasan et al., 2023). Understanding digital transactions, online security, and the use of e-commerce platforms is key to expanding their businesses' reach. The importance of digital economic literacy in this context demonstrates that women entrepreneurs can be more effective in adapting digital marketing strategies to achieve success (Santoso et al., 2023, 2024; Utami et al., 2024). Therefore, strengthening digital economic literacy among homemakers and entrepreneurs can be a key strategy in increasing their competitiveness in the digital market. In this way, digital economic literacy not only enhances their digital marketing skills but also strengthens women's position within an increasingly competitive MSME ecosystem. As a result, it is crucial to establish a structured training program in digital economic literacy to prepare successful female entrepreneurs for this new era of digital (Santoso et al., 2025).

This study supports other studies that show that digital economic literacy leads to more women participating in digital-based economic activities (Dharmayanti et al., 2022; Dura & Wardana, 2024). This finding is also consistent with research stating that MSMEs with adequate digital literacy tend to be more successful in online marketing (Santoso et al., 2024). Therefore, developing effective digital economic literacy can help women entrepreneurs better understand and utilize digital platforms, thereby increasing their potential in the business world (Anzak et al., 2023; Bhatt, 2023; Hasan et al., 2023). Improving digital economic literacy among women entrepreneurs supports MSME growth and contributes to overall economic empowerment.

Support from local platforms like WanojaMart has also proven strategic as both an educational and marketing tool. The use of community-based marketplaces enables women in villages to continue running their businesses from home without relying on physical markets or conventional distributors. This study shows that local platforms can strengthen marketing networks and make it easier for housewives and business owners to access products in the digital age.

As a result, initiatives to upskill women entrepreneurs in digital economics will be high on Indonesia's MSME development agenda. The measures will help create a more vibrant, self-sustaining ecosystem by driving growth in our local economy and closing the gender digital divide. This is why training programs to boost women's digital economic literacy should facilitate greater access to digital markets and the use of technology for small business expansion. To improve the long-term financial sustainability of vulnerable businesses, these training programs could be combined with courses in Financial literacy to help business owners better manage their cash.

CONCLUSION

This study has explored the relationship between digital economic literacy and digital marketing competence among the Local Hero women’s community in Lampegan Village, demonstrating the transformative potential of a community-based learning model in empowering rural women entrepreneurs. The findings indicate a significant positive correlation between digital economic literacy and digital marketing competence. These results affirm the importance of equipping rural entrepreneurs, particularly women, with the foundational knowledge necessary to navigate and succeed in the digital economy.

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The contributions of this research extend to both theoretical and practical domains. Theoretically, the study reinforces the relevance of Wenger's Community of Practice framework in understanding how collective learning processes foster the development of practical skills. From a practical standpoint, the study highlights the essential role of digital economic literacy as a precursor to effective digital marketing, particularly in empowering home-based businesses. These insights are crucial for developing targeted digital literacy training programs that enhance the economic viability of MSMEs, particularly for women in rural areas.

For policymakers, the findings underscore the need for comprehensive training initiatives that bridge the digital divide and promote inclusive economic participation. Programs that combine digital literacy with practical marketing skills can empower rural women to expand their business reach and improve their livelihoods. Future research could explore integrating financial literacy with digital literacy to provide a more holistic approach to MSME empowerment. Further studies could also investigate the long-term impact of such interventions on business growth and sustainability.

In conclusion, this study provides a valuable blueprint for community-based digital literacy programs that empower rural women entrepreneurs. By fostering a deeper understanding of the digital economy, these initiatives can significantly contribute to the growth and resilience of local businesses, promoting economic inclusion and sustainability.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the article's data and content are free of plagiarism.

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