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Developing Students' Digital Marketing Skills through Creative Social Media Training at SMAN 10 Pandeglang: A Community Service Report

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Abstract: Social media use is widespread among young people, but effective digital marketing requires more than posting content. It involves identifying an audience, communicating product value, selecting suitable platforms, planning content, and using digital media responsibly. On 22 October 2026, Universitas Pamulang PSDKU Serang conducted a community-service activity at SMAN 10 Pandeglang focused on creative social media marketing skills. A total of 200 students participated. The training addressed digital marketing concepts, product photography and video, promotional writing, branding, content planning, platform selection, and responsible social media use through interactive explanations, demonstrations, practical activities, and group discussion. This article presents a descriptive account based on activity materials, event photographs, information from the organizing team, and contemporaneous media coverage. The percentage improvement in students' digital marketing competencies, the number and quality of student-created promotional content and marketing plans, and platform-performance indicators require further evaluation. The article therefore reports implementation and learning focus without claiming numerical competency gains or commercial outcomes.

Keywords: digital marketing, social media, content creation, digital literacy, community service.

INTRODUCTION

Digital platforms have changed how organizations communicate with audiences, present products, and maintain relationships with customers. Social media marketing is not simply the act of posting a photograph or a caption; it involves decisions about audience, value proposition, content, timing, interaction, and evaluation. Research has described the expanding

role of social media in marketing and the need to treat it as part of a broader strategic process (Appel et al., 2020; Lamberton & Stephen, 2016; Rangaswamy et al., 2020; Dwivedi et al., 2021; Li et al., 2021). For students, learning these principles can create opportunities to use familiar devices for creative work, entrepreneurship, and community communication rather than only for personal entertainment.

Digital marketing competence includes both creative and analytical skills. A student may need to photograph a product, write a concise promotional message, choose a platform, plan a sequence of posts, respond respectfully to questions, and interpret basic engagement indicators. Digital transformation research emphasizes that technology changes business processes and organizational strategy, not just communication channels (Hanelt et al., 2021; Verhoef et al., 2021; Kotler et al., 2021). Digital marketing education therefore needs to connect content production with the purpose of the message, the needs of the audience, and the intended outcome. Studies of digital marketing competencies also highlight the importance of aligning education with changing professional requirements (Gonela et al., 2025; Ru-Zhue et al., 2025; Spada et al., 2022).

The relevance of these skills extends beyond formal marketing careers. Students can use social media to introduce school activities, promote creative work, or help local micro and small businesses make products more visible. Community service reports from Indonesian schools have described training in social media management, digital business strategy, content planning, and promotional communication (Huda et al., 2023; Karina et al., 2025; Wicaksana et al., 2026). These cases provide practical reference points for training design, but their results should not be transferred to a different school without measurement. The value of the SMAN 10 Pandeglang activity is its intended connection between students' digital familiarity and local product promotion opportunities.

Practical content creation should also be accompanied by digital ethics. A promotional skill is incomplete if students disclose personal information, reuse images without permission, make misleading claims, or respond aggressively to comments. Digital communication research highlights the importance of audience relationships and trust, while platform and content strategies need to be tied to specific objectives (Voorveld, 2019; Terho et al., 2022). Responsible practice should therefore be embedded in the training tasks: students should use accurate product information, respect privacy and copyright, avoid exaggerated claims, and consider whether content is suitable for its intended audience.

Comparable Indonesian community-service programs provide a useful point of reference. Asri et al. (2025) describe social-media marketing training for healthy food products in a school canteen, while Ismail et al. (2025) examine the marketing mix and purchase intention for student entrepreneurial products. The current activity shares their emphasis on applying marketing concepts to concrete products, but its own outcomes must be evaluated from records at SMAN 10 Pandeglang rather than inferred from other settings.

The community-service activity at SMAN 10 Pandeglang addressed the need to connect students' familiarity with social media to more purposeful and responsible promotional communication. The activity was held on 22 October 2026 and involved 200 students. KabarIDN's report, published on 3 November 2026, describes the initiative as training in social media marketing strategies intended to encourage students' digital creativity (KabarIDN, 2026). This article also draws on the original activity materials, event photographs, and information from the organizing team to report the delivered learning content. The percentage improvement in digital marketing competencies, the number and quality of student-created content, and platform-performance indicators require further evaluation.

METHODS

This article adopts a descriptive community-service reporting approach based on the original PKM materials, training content, event photographs, information from the organizing team, and contemporaneous media coverage. These sources were examined to describe the activity's objectives, participants, learning topics, practical tasks, delivery methods, and available documentation. The report describes an implemented training activity rather than an experimental evaluation. It does not quantify the percentage improvement in students' digital marketing competencies or commercial outcomes.

The activity took place at SMAN 10 Pandeglang in Pasireurih, Cisata District, Pandeglang Regency, Banten, Indonesia, on 22 October 2026 and was attended by 200 students. The team consisted of Utari Faujianti, Tiara Dewi, Bahriyatul Febriyanti, Siti Rianah, and Ririen Dwi Utami, with academic supervision from Dr. Muhammad Iqbal Ismail, S.Farm., M.M., CLSP., CSEP., CPM., Dipl.B. of Universitas Pamulang. The school partner was led by Ibu Hj. Aan Qonaah, S.Pd., M.Pd. KabarIDN's contemporaneous coverage provides additional context about the social media marketing training (KabarIDN, 2026).

The training delivered three connected elements: understanding digital marketing and platform roles; developing basic promotional content; and planning audience-oriented, responsible communication. The activity included practical instruction in smartphone-based product photography or video, promotional copywriting, simple visual design, platform selection, relevant hashtags, and a basic content calendar. These tasks connected creative production with the purpose of the message, the needs of the audience, and the intended response. This structure is consistent with digital marketing frameworks that integrate content, channel selection, customer relationships, and measurement (Kannan & Li, 2017; Chaffey et al., 2025; Tuten, 2024).

The activity involved 200 students. However, the percentage improvement in students' digital marketing competencies, the number and quality of student-created promotional content and marketing plans, and platform-performance indicators have not been quantified in this article. These outcomes require systematic documentation and further evaluation. The discussion therefore focuses on the delivered training content and its educational relevance rather than unmeasured competency or commercial outcomes.



Figure 1. The PKM team during the creative social media marketing training at SMAN 10 Pandeglang, 22 October 2026.

RESULTS AND DISCUSSION

Implementation of Digital Marketing Skills Training

A total of 200 students participated in the creative social media marketing training. The activity connected several competencies rather than focusing on a single digital tool. Students were introduced to the purpose of social media marketing, the importance of selecting an audience, and the need to communicate clear product value. The training also addressed visual content, promotional writing, content planning, and responsible platform use. These elements are related: visually attractive content may still be ineffective if it does not reach the intended audience or communicate accurate product information.

Table 1 summarizes the competencies addressed during the training, the practical tasks delivered, and the aspects that should be examined in subsequent evaluation. It describes the learning content and does not imply a measured level of competence.

Table 1. Digital marketing competencies addressed in the training

Competency area	Training content delivered	Further evaluation
Platform and marketing awareness	Identify a target audience and select a suitable social media platform	Assess students' understanding of audience selection and the rationale for platform choice.
Visual content creation	Smartphone-based product photography or video and preparation of a clear visual post	Document the number of student-created visual outputs and assess their clarity, relevance, and quality.
Promotional writing and branding	Write a concise caption describing product value and an appropriate call to action	Count and evaluate captions for accuracy, clarity, audience fit, and ethical claims.
Content planning and ethics	Prepare a basic posting schedule and consider privacy, image permission, and claim accuracy	Evaluate the number and quality of marketing plans and the application of responsible digital practices.

From Content Production to Marketing Strategy

The training emphasized smartphone-based production because it relies on tools that students may already have access to and can continue using after the activity. Effective content does not require expensive equipment: adequate lighting, a clear subject, readable text, a concise caption, and accurate product information provide a practical starting point. Demonstrations can help students compare content alternatives and discuss which version better explains a product, identifies its audience, and invites an appropriate response.

The activity also connected content production with a simple marketing plan. A group can identify a product or school-related offer, describe its target audience, state the product's distinctive value, select a suitable platform, and propose a realistic posting schedule. This sequence helps distinguish a communication objective—such as introducing a product or inviting questions—from a commercial outcome such as actual sales. Studies of digital content marketing emphasize that content should be understood along the customer journey and in relation to audience engagement (Salonen et al., 2024; Terho et al., 2022).

Table 2. Training sequence and practical learning activities

Training stage	Activity delivered	Competency focus
Concept introduction	Match platform features and content types to a stated audience	Audience awareness and marketing objectives
Content demonstration	Observe and practise product photography, video, and basic editing	Visual clarity and relevance to the product
Copywriting and branding	Write a caption, product benefit, and call to action	Accuracy, clarity, and audience fit

Training stage	Activity delivered	Competency focus
Content planning	Prepare a short content calendar and select a basic performance indicator	Feasible scheduling and objective-aligned measurement



Figure 2. Group documentation of the digital marketing training activity involving students and facilitators at SMAN 10 Pandeglang.

Ethics, Privacy, and Credibility as Core Competencies

Digital ethics should be integrated into content-production practice rather than added only as a final warning. Students need to verify product claims, obtain permission before using images of other people, avoid copying protected content without permission, and refrain from disclosing private information in public posts. They should also learn to respond respectfully to comments and messages and avoid promotional statements that create false expectations. These practices support trust and reduce the risk of equating digital marketing with attention at any cost.

A practical checklist can ask whether information is accurate, whether an image is owned or authorized, whether a post reveals personal data, whether the intended audience is clear, whether the message could be misleading, and whether the tone is appropriate. These checks make responsible communication observable. Research on brand communication in social media emphasizes that platform activity needs to be considered in relation to brand and audience context (Voorveld, 2019), while digital transformation research highlights the broader consequences of technology use (Hanelt et al., 2021; Verhoef et al., 2021).

A recent systematic review of digital marketing in healthcare products identifies trust, engagement, source credibility, privacy, and misinformation as important considerations in online marketing (Susanto et al., 2026). Although healthcare products differ from school projects and carry distinct regulatory risks, the review supports including accuracy,

transparency, permission to use images, and privacy as observable parts of students' content-quality rubric rather than treating ethics as an optional topic.

Evaluation and Documentation of Student-Created Outputs

Further evaluation of this training should document the number and quality of student-created content, captions, visual materials, and simple marketing plans. A content rubric can assess audience fit, clarity of product value, visual readability, accuracy of claims, and the presence of an appropriate call to action. A planning rubric can assess whether a group states an objective, identifies an audience, selects a platform, proposes a realistic schedule, and chooses an indicator that matches the objective. The percentage improvement in students' digital marketing competencies should also be assessed using transparent criteria.

Digital marketing outcomes need to be interpreted carefully. Basic engagement indicators such as reach, impressions, clicks, comments, or messages can help students understand how a platform reports activity, but these measures are not interchangeable and do not independently prove sales or profitability (Dolega et al., 2021; Saura, 2021). Further evaluation should therefore connect each metric with a stated communication objective and document platform indicators over a defined period, where access and consent are available.

Studies of digital commerce show that consumer decisions involve more than exposure to content. Ismail et al. (2026) examine the role of online reviews, price perception, website quality, and trust in purchase decisions, while Sova et al. (2026) consider seller digital competence, customer experience, and loyalty in Indonesian social commerce. These studies concern commercial online settings rather than a student workshop, but they provide a rationale for connecting promotional messages with credibility, customer needs, and clear objectives instead of equating engagement with sales.

Contribution and Potential for Local Application

The activity connected digital marketing education with the local context described in the program materials, including food products and handicrafts that may benefit from more structured promotion. The learning focus was to help students understand how a product, target audience, platform, and promotional message should be aligned. This approach can support future school projects or local-business promotion, provided that any use of real products, images, or accounts is authorized and privacy is protected. Similar community-service programs have used social media training to introduce digital business strategies and content management to school-age learners (Huda et al., 2023; Karina et al., 2025; Wicaksana et al., 2026).

The activity's distinctive contribution is its integration of visual content production, copywriting, basic content planning, and digital responsibility within one school-based training. It moves beyond tool demonstration by linking each practical task to an audience, a promotional objective, and a source of evaluation evidence. The percentage improvement in students' competencies, the number and quality of student-created outputs, and platform performance should be assessed in a subsequent evaluation rather than assumed from participation alone.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The community-service activity at SMAN 10 Pandeglang, conducted on 22 October 2026 and attended by 200 students, focused on creative social media marketing skills. The training connected digital marketing concepts with promotional content, product photography and video, copywriting, branding, audience selection, content planning, and responsible online communication. Its contribution lies in connecting practical creative tasks with marketing

objectives and ethical considerations. The percentage improvement in digital marketing competencies, the number and quality of student-created content and marketing plans, and platform-performance indicators require further evaluation; this article therefore makes no numerical claim about these outcomes.

Limitations

This report is based on the activity materials, photographs, information from the organizing team, and contemporaneous media coverage. The activity involved 200 students. However, the percentage improvement in students' digital marketing competencies, the number and quality of student-created content and marketing plans, and platform-performance indicators have not been quantified in this article. Consequently, the article describes implementation and learning content rather than measured effectiveness or commercial impact.

Recommendations

Further evaluation should use a consistent rubric for student-created content and marketing plans, document the number of completed outputs, and assess their quality against clear criteria. Students should be taught to protect personal data, obtain image permissions, avoid misleading claims, and distinguish engagement indicators from commercial results. Platform metrics may be reviewed after a defined period with appropriate consent and privacy protection. A short teacher guide would also help the school repeat the learning sequence.

Author Contributions

The student authors contributed to the preparation and implementation of the community-service activity and to the development of this manuscript. Muhammad Iqbal Ismail provided academic supervision and guidance. All listed authors are responsible for the accuracy and integrity of the final manuscript.

AI Disclosure Statement

Generative AI was used to assist with English-language drafting, manuscript organization, and language editing. The authors reviewed the content, remain responsible for the accuracy of all factual statements and references, and take responsibility for the final manuscript.

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