Developing Digital Marketing Content Writing Capacity to Increase Students' Social Media Visibility and Engagement in the Digital Business Department of Pasundan 1 Vocational School

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Abstract

SMK Pasundan 1 Bandung is a Vocational High School located in Bandung City which was established as an initiative of community leaders by noting that in the Regol sub-district area - Bandung City there is no vocational school of economics. Currently, Communication Science is a highly needed skill from all aspects, including for students majoring in Digital Business. Students majoring in Digital Business at SMK Pasundan 1 are expected to have digital marketing skills to be able to face competition in the increasingly tight digital business world of work. The lack of awareness of how important digital marketing is an obstacle in optimizing the skills of SMK Pasundan 1 students. This PKM activity aims to provide training and skills for students majoring in Digital Business at SMK Pasundan 1, especially in the field of digital marketing, in order to improve their abilities to prepare for the wider world of work. The expected output in this research is a scientific article in the Kelola Journal: Journal of Social Sciences.

Keywords : SMK Pasundan 1, Students Majoring in Digital Business, Digital Marketing

INTRODUCTION

Education is an essential element in the lives of individuals, families, communities, and nations. The success of a nation's development is greatly influenced by the success of its education system. Indonesia, as a developing country, requires competent human resources (HR), and education is the primary tool in developing these human resources. Law No. 20 of 2003 states that national education aims to develop the potential of students to become individuals who are faithful, pious, have noble character, are healthy, capable, creative, and responsible citizens.

One form of education relevant to preparing graduates for the workforce is Vocational High Schools (SMK). SMK Pasundan 1, Bandung City, is a formal educational institution offering various expertise programs, including Accounting and Institutional Finance, Office Management, Digital Business, and Computer Network Engineering. The curriculum is designed to align with the needs of the workplace, ensuring graduates possess practical and theoretical skills relevant to their fields.

Figure 1.1 Visit by Research Partners of Pasundan 1 Vocational School, Bandung City

Source : x.com/smkpas1bandung

Technological developments and the increasing number of social media users in Indonesia have opened up new opportunities in the world of marketing. According to data from Datareportal (2023), there are approximately 167 million active social media users in Indonesia, who spend an average of more than three hours per day on these platforms. Social media has become an effective tool for building brands and reaching audiences, particularly through digital marketing.

Digital marketing is a crucial skill for vocational high school graduates, especially those majoring in Digital Business, to master. With this ability, students will not only be ready to compete in the workforce but also become entrepreneurs capable of independently promoting their products or services. Students need to be equipped with both hard skills such as social media management, content creation, copywriting, design, and website maintenance, as well as soft skills such as creativity, adaptability, and communication.

However, many students still lack a complete understanding of how to create effective digital marketing content. They lack the skills to produce engaging, audience-relevant content that has the potential to generate high engagement. Furthermore, most students are also unfamiliar with using performance analysis tools such as Instagram Insights, Facebook Analytics, or TikTok Analytics to evaluate the effectiveness of their content.

Based on these conditions, training focused on digital marketing content writing is needed. This training aims to help students understand the basic principles of digital marketing and improve their ability to create relevant, engaging content that reaches their target audience. Through this training, students are expected to be able to create educational and creative content that supports product or service promotions, both for industry needs and their personal businesses.

This training also teaches students how to measure content success through digital metrics such as visibility (the extent of content reach) and engagement (the number of interactions such as likes,

comments, and shares). With this understanding, students can adjust their content strategy based on the data obtained and continuously improve the quality of the information presented.

This research and community service program was conducted at SMK Pasundan 1 Bandung, targeting students majoring in Digital Business. The main focus was to identify problems and provide concrete solutions in the form of digital marketing content creation training that could improve students' practical skills and readiness to face competition in the digital era.

The identified partner problems included:

1. Lack of effective content writing skills for social media.
   Many students are unable to produce engaging content that resonates with their target audience, despite having received basic digital marketing training.
2. Difficulty maintaining content consistency and quality.
   Producing high-quality, regular content is a challenge, even though it is crucial for building brand image and creating long-term relationships with audiences.
3. Lack of practical experience in managing digital marketing content.
   Most students have limited ability to directly apply digital marketing theory to real-world content on social media platforms.
4. Suboptimal use of content performance analysis tools.
   Many students lack understanding of how to use social media analytics tools, making it difficult to evaluate the effectiveness of their published content.

This training program is expected to be a real solution in bridging the gap between digital marketing theory and practice, while providing relevant and in-demand job skills in today's digital age.

Solutions and Output Targets

Based on the results of problem identification conducted among Digital Business students at SMK Pasundan 1 Bandung, it was found that poor public speaking and digital content management skills are the main obstacles in preparing graduates who are ready to compete in the workforce. One crucial aspect that remains suboptimal is the ability to write effective social media content. To address this issue, a training program was designed that covers various aspects of developing students' skills in digital marketing, specifically in the context of writing, planning, implementing, and evaluating digital content.

The initial step was to provide training in creative and persuasive writing so that students could produce engaging and audience-relevant content on various social media platforms such as Facebook, Instagram, and TikTok. This training was designed through workshops and concrete case studies, so that students not only understand writing theory but also can apply it directly in real-world contexts.

Furthermore, this training equipped students with storytelling techniques and the use of language that can capture readers' attention.

Furthermore, solutions were also aimed at improving students' ability to maintain content consistency and quality through training in long-term content planning and scheduling. The training materials included creating a content calendar and an introduction to various scheduling tools such as Hootsuite, Buffer, and Meta Business Suite. By utilizing this technology, students are expected to manage regular, high-quality content distribution, thereby maintaining audience engagement.

To address the lack of practical experience in managing digital campaigns, the program also provides a campaign simulation project that requires students to create, execute, and evaluate a digital marketing initiative. In this activity, students are challenged to design content with a specific goal, such as increasing awareness of a particular product or service. The project is complemented by mentoring sessions and feedback from digital marketing practitioners, allowing students to gain firsthand insights and significantly improve their skills.

The final focus of the solution is students' ability to analyze digital content performance. To this end, training is provided on the use of social media analytics tools such as TikTok Analytics, Instagram Analytics, and Facebook Insights. Students are taught how to interpret metrics such as engagement rate, clicks, reach, impressions, and conversion rate. With these skills, students are not only able to create content but also evaluate the impact and effectiveness of content against established marketing objectives.

The program's output targets are also measurable. First, students are targeted to be able to create effective digital content, with an indicator that 80% of participants can produce content that meets quality standards in the form of text, images, and video. Second, students are expected to have the ability to manage content consistently, demonstrated by the ability to create a monthly content calendar and independently use scheduling applications. Third, the practical experience gained from digital campaign projects is expected to result in increased digital engagement that can be measured

through social media data. And fourth, students are expected to be able to create data-driven evaluation reports that provide comprehensive content performance analysis.

Overall, this program aims to produce graduates who are not only creative in creating digital content, but also analytical in evaluating the effectiveness of the content they produce, and professional in managing digital marketing campaigns as a whole. This holistic approach is expected to increase students' competitiveness in facing the challenges of an increasingly digital and dynamic workplace.

Table 2.1 Planned Output Achievement Targets

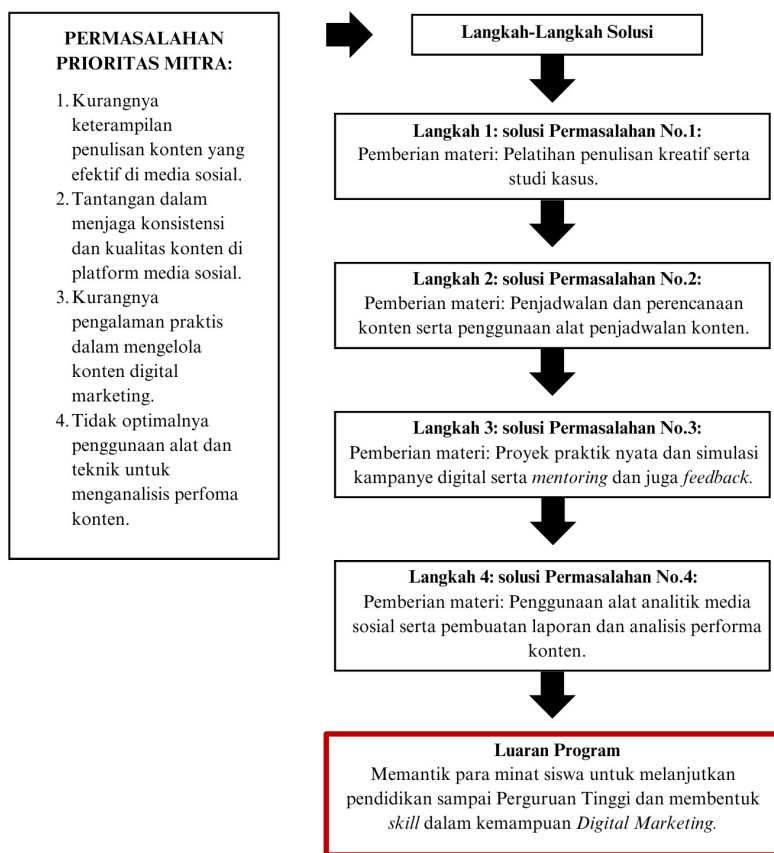| No	Type of Achievement				Indicator Output		
	Category	Sub-Category	Mandatory	Additional	TS-1	TS+1	TS+2
1	Scientific article published in journals[2]	Reputable International		V			
		Nationally Accredited	V				
2	Scientific article published in proceedings[3]	Indexed International		V			
		National	V				
3	Invited speaker at scientific meetings[4]	International					
		National	V				
4	Visiting Lecturer[5]	International					
5	Intellectual Property Rights (IPR)[6]	Patent					
		Simple Patent					
		Copyright					
		Trademark					
		Trade Secret					
		Industrial Design					
		Geographical Indication					
		Plant Variety Protection					
		Integrated Circuit Layout Design Protection					
6	Appropriate Technology[7]						
7	Model/Prototype/Design/Artwork/Social Engineering[8]						
8	Textbook (ISBN)[9]						
9	Technology Readiness Level (TRL)[10]						

The expected outputs of the PKM program research results are published in a scientific article on Jurnal Kelola: Jurnal Ilmu Sosial https://ejournal.goacademica.com/index.php/jk Sinta 3.

METHOD

Prior to the program's commencement, a preparatory phase encompasses the development of a thorough operational plan, coordination with the implementation team, preparation of instructors or mentors, selection of partner business groups, and development of a Community Partnership Program (PKM) activity schedule. The approach used in implementing this program is based on information dissemination using an active learning approach. Students are invited to discuss digital marketing content challenges in small groups and are presented with real-life case studies that encourage them to design and evaluate digital marketing strategies. This approach aims to develop students' critical and collaborative thinking skills through hands-on experience.

Steps to address partners' challenges are systematically developed in accordance with the activity's target outcomes. Partners actively participate by providing time and space and implementing the material presented during the training. Each series of activities is evaluated periodically to measure target achievement and develop follow-up recommendations. This evaluation also includes ongoing guidance for students to strengthen their digital marketing competencies. The results of this program are reported through logbooks, progress reports, final reports, and scientific articles to be published in national journals.

Figure 3.1 Solution Steps for Partners

PERMASALAHAN PRIORITAS MITRA:

1. Kurangnya keterampilan penulisan konten yang efektif di media sosial.
2. Tantangan dalam menjaga konsistensi dan kualitas konten di platform media sosial.
3. Kurangnya pengalaman praktis dalam mengelola konten digital marketing.
4. Tidak optimalnya penggunaan alat dan teknik untuk menganalisis perfoma konten.

Langkah-Langkah Solusi

Langkah 1: solusi Permasalahan No.1:
Pemberian materi: Pelatihan penulisan kreatif serta studi kasus.

Langkah 2: solusi Permasalahan No.2:
Pemberian materi: Penjadwalan dan perencanaan konten serta penggunaan alat penjadwalan konten.

Langkah 3: solusi Permasalahan No.3:
Pemberian materi: Proyek praktik nyata dan simulasi kampanye digital serta *mentoring* dan juga *feedback.*

Langkah 4: solusi Permasalahan No.4:
Pemberian materi: Penggunaan alat analitik media sosial serta pembuatan laporan dan analisis performa konten.

Luaran Program
Memantik para minat siswa untuk melanjutkan pendidikan sampai Perguruan Tinggi dan membentuk *skill* dalam kemampuan *Digital Marketing.*

EXPERTISE OF THE IMPLEMENTATION TEAM

PKM Team Qualifications and Competencies Table

Team Leader : Zahrah Nabila Azka, S.I.Kom., M.I.Kom.	
Institution : Pasundan University	
Competencies : Public Relations, Digital Marketing	
Duties : Planning, coordinating activities, and implementing the PKM Program for Partners, along with team members, and providing training and direction to address partner issues. She serves as a resource person in media literacy development as a form of training at SMK Pasundan 1, Bandung City. She handles activity preparation, implementation, evaluation, proposal and report preparation, and articles for National Journals. She reports to the Head of P3M Fisip Unpas.	

Member 1	: Dra. Yulia Segarwati, M.Sc.
Institution	: Pasundan University
Competency	: Public Relations
Duties	: Prepares activities, contacts partners and resource persons, coordinates venues, and prepares facilities for PKM training activities. This includes preparation, implementation, and evaluation, including report preparation and submission, scientific article writing, and publication. Responsible to the PKM Team Leader.
Member 2	: Rafi Rizalul Haq
Institution	: Pasundan University
Competency	: Digital Marketing
Duties	: Prepare equipment for training activities, provide input on deepening the Digital Marketing material for training, and assist team members in its implementation. Prepare an evaluation report for the PKM activity with member 2, reporting to team members and the Chief Executive
Member 3	: Salsabila Rizqan Daru
Institution	: Pasundan University
Competency	: Public Relations
Duties	: Prepare equipment for training activities, document activities, compile and submit them to files for documentation, and assist team members in their implementation and prepare PKM activity evaluation reports together with member 2, reporting to team members and the Chief Executive.

ACTIVITY RESULTS AND OUTCOMES

Activity Results

The Community Service (PKM) program conducted by the Communication Studies Program, Faculty of Social and Political Sciences, Pasundan University, aimed to improve the skills of Digital Business students at SMK Pasundan 1 Bandung in the field of digital marketing content writing. The training took place at SMK Pasundan 1 Bandung, Jalan Balonggede No. 44, Regol District, Bandung City, and was designed as a comfortable and interactive learning space. During the training, students were equipped with strategic content development skills to increase social media visibility and engagement.

The training was delivered by two FISIP UNPAS lecturers: Zahrah Nabila Azka, S.I.Kom., M.I.Kom., and Dra. Yulia Segarwati, M.Si., who presented material related to the urgency of digital content marketing, especially in facing the challenges of artificial intelligence (AI)-based technology. The training was divided into two phases. The first phase focused on delivering basic theory regarding digital content writing strategies, linked to the context of the younger generation as active users of digital technology. The presentation was continued by two Communication Science students, Rafi Rizalul Haq and Salsabila Rizqan Daru, who discussed content writing techniques, writing structure, word choice, and the use of hooks and calls to action (CTAs).

Image of PKM Activity Implementatio

The second stage involved hands-on practice. Students were invited to participate in an interactive "Guess the Hook & CTA" session, followed by brainstorming sessions to create their own versions. Active participants were rewarded with ring lights to support their content production. The duration of the material was adjusted to the participants' attention span, based on research by Prof. Edwin Robertson of Harvard Medical School, which states that the human brain absorbs material optimally in the first 20 minutes of learning.

Image of Information Dissemination Regarding Content Strategy

The training results showed that students understood basic concepts and were able to apply digital content writing techniques. Six students even presented their brainstorming results to the other participants. By combining theory and practice, this activity successfully developed strategic skills and strengthened the confidence of students majoring in Digital Business.

Students' Enthusiasm and Courage

This training not only provided knowledge transfer but also provided a space for students to express themselves and strengthen their character. Students demonstrated high enthusiasm, despite some initial hesitation. The combination of material delivery, icebreakers, and educational games created a more enjoyable atmosphere and fostered active participation.

According to Engkoswara's theory (in Aprillia et al., 2014) and Slameto's nine indicators of learning concentration (in Nuramaliana, 2016:25), students' enthusiasm can be seen from: attention to the material, active responses, participation in practical exercises, ability to analyze

and express opinions, and interest in the subject matter. All of these indicators were reflected in students' attitudes and responses throughout the training. They actively answered quizzes, developed and presented content ideas, and enthusiastically participated in all sessions from beginning to end.

Increased Engagement and Participation

The training was not only educational but also fostered closeness and participation among students. They demonstrated active engagement in discussion sessions, practical exercises, and educational games aimed at enhancing their understanding of digital content strategies. Students even suggested types of content they found effective on social media platforms like TikTok and Instagram, based on their personal experiences as users.

Image of Student Involvement in Class

The event concluded with mini-games and door prizes as a token of appreciation. Prizes such as ring lights served as additional motivation and as a tool for future content production. The event closed with the presentation of a plaque symbolizing the collaboration between the PKM FISIP UNPAS team and SMK Pasundan 1 Bandung.

Overall, this PKM activity created a meaningful learning experience. Students were not only physically present but also mentally and emotionally engaged, demonstrating the training's success in developing competencies needed in the digital age.

Achieved Outputs

The output of this activity includes two main forms, namely:

Media Articles

An article covering the PKM activities has been published through PR Jabar (jabar.pikiran-rakyat.com), an online news portal. This publication aims to disseminate information and increase the visibility of the community service activities carried out by the FISIP UNPAS team.

Media Article Image

Scientific Articles

The scientific article resulting from this activity was published in the Management Studies and Entrepreneurship Journal (MSEJ). This article provides an in-depth analysis of the training methods, impacts, and outcomes for vocational high school students majoring in Digital Business.

In addition, several intangible outcomes were directly experienced by the students, including:

Increased Self-Confidence and Ability to Convey Ideas Digitally

Students are encouraged to present their ideas confidently. The supportive training environment helps them develop self-expression, which is crucial in the world of digital marketing.

Readiness to Manage Content for School Promotion

The training encourages students to think strategically when creating school promotional content. This also equips them with personal branding skills and prepares them for the world of work or digital entrepreneurship.

Improving the Quality of Learning and the Relevance of Vocational Competencies

Students gain practical learning experiences that are relevant to the needs of the digital creative industry. They learn not only from theory but also through real-world practice, such as writing engaging content scripts and understanding the concept of content strategy.

CONCLUSIONS AND SUGGESTIONS

The workshop, part of the Community Service (PKM) program by the Communication Studies Program, Faculty of Social and Political Sciences, Pasundan University, has significantly contributed to improving the capacity of students at SMK Pasundan 1 Bandung, particularly those majoring in Digital Business. Through digital marketing content writing training, students gained a new understanding of the importance of content creation strategies to increase traction and engagement on social media. This activity was not only theoretical but also provided a practical space that allowed students to express their creative ideas. The students' active participation and courage in participating in the practice demonstrated that this training had a positive impact on their cognitive and affective development.

Based on the implementation of the activity and participant responses, it can be concluded that, first, students began to understand the importance of digital content in the context of modern marketing. Before the training, many students were unaware that content writing strategies can significantly impact social media performance. After the training, they were able to identify important elements such as writing hooks, calls to action (CTAs), and planning content that resonates with the target audience. Second, there was increased student interest in honing their skills in digital content writing. This enthusiasm is reflected in the students'

involvement in various activities, such as educational games, group content creation, and the courage to present their work to the class. Third, this training also awakens students to their potential in the digital creative realm. Their ability to convey ideas and present brainstorming results demonstrates that they are beginning to recognize and appreciate their individual uniqueness, a crucial foundation for thriving in the creative industry.

In light of this success, several suggestions can be used to develop similar programs in the future. First, it is recommended that digital marketing content writing training be conducted regularly to continuously hone students' skills. Follow-up activities such as content writing challenges, school social media content production, or creative caption competitions can be effective strategies to maintain student interest and foster consistency. Second, it is important to involve industry practitioners, such as digital marketers or content creators, as mentors. Mentoring by professionals not only provides more applicable insights but can also motivate students through the sharing of real-life experiences and actual case studies from the digital industry. Third, this training should be integrated into the Digital Business major curriculum. This integration will strengthen the position of digital content as part of students' core competencies, while also providing a systematic and sustainable learning structure for developing digital communication skills.

Overall, this activity demonstrates that with the right methods and a supportive learning environment, vocational high school students can develop their immense potential in the world of digital content. This provides a strong foundation for continuing similar efforts to enhance the competitiveness of vocational high school graduates in facing the challenges of the creative industry and the digital economy.

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