

SMART CONTENT CREATOR TRAINING: DIGITAL MARKETING STRATEGIES ON TIKTOK AND INSTAGRAM FOR MIDDLE AND HIGH SCHOOL STUDENTS

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ABSTRACT The rapid growth of digital media in Indonesia has created significant opportunities for young people, particularly middle and high school students, to participate as content creators. However, many students lack the knowledge and skills to leverage social media platforms effectively and responsibly. This community service activity aimed to provide training on smart content creation strategies using TikTok and Instagram for junior and senior high school students at the Kampung Indonesia community in Nonthaburi, Thailand. The training was conducted using participatory methods, including lectures, discussions, demonstrations, and direct practice. A total of 45 students participated, and the training covered five main modules: platform recognition, viral content formulas, account growth strategies, monetization methods, and digital ethics. Pre- and post-training assessments showed a significant increase in participants' knowledge and skills, with an average score improvement of 72.4%. Participants were also able to produce their first content immediately after the training. The results indicate that structured, practical training can effectively build content creator competencies among students. It is recommended that similar programs be sustained and integrated into extracurricular school activities to support the development of the digital creative economy from an early age.

KEYWORDS: *Community Service; Content Creator; Digital Marketing; Instagram; Tiktok.*

1. INTRODUCTION

The development of digital technology and social media has fundamentally changed how people communicate, create, and consume information. Indonesia is one of the countries with the largest social media users in the world, with approximately 270 million Instagram users and 113

million TikTok users as of 2024. This phenomenon creates enormous opportunities, particularly for the younger generation, to actively participate not only as consumers but also as producers of digital content (Kemp, 2024).

Adolescents in Indonesia, especially junior and senior high school students, spend an average of 3 to 5 hours per day on social media platforms. Despite this high usage rate, the majority of students remain passive consumers who have not yet realized the economic and social potential that digital platforms offer. Research by Hidayat et al. (2022) indicates that only 12% of Indonesian high school students have ever created content with strategic intent, while the remaining 88% use social media purely for entertainment and communication purposes.

The Indonesian government, through the Ministry of Education, Culture, Research, and Technology, has identified digital literacy and the creative economy as key priorities in the national education curriculum. The 2045 Indonesia Vision emphasizes the need to prepare a generation of young people who are not only digitally literate but also capable of becoming digital entrepreneurs and content creators who can compete on the global stage (Kemendikbudristek, 2023). In this context, the role of community service activities becomes crucial in bridging the gap between formal education and the practical skills demanded by the digital economy.

The Kampung Indonesia community in Nonthaburi, Thailand, consists of Indonesian families living abroad, many of whom have school-age children attending local schools or homeschooling programs. These students face a unique challenge: they are geographically separated from the Indonesian education system while also needing to adapt to the Thai digital landscape. A preliminary survey conducted in February 2024 revealed that 78% of students in this community expressed a strong desire to learn content creation, but 91% reported having no systematic guidance or training on how to begin (Nengsih, 2024).

Previous studies have demonstrated the effectiveness of structured digital training programs for young people. Kurniawan and Susanto (2022) found that a 5-day intensive content creation workshop significantly improved both the technical skills and creative confidence of high school participants in Yogyakarta. Similarly, research by Pratama et al. (2023) showed that students who received training in social media strategy achieved audience growth rates 3.4 times higher than those who were self-taught. These findings underscore the importance of systematic, mentor-led training in developing effective content creator competencies.

This community service program, organized as part of the International PKM (Program Kreativitas Mahasiswa) initiative, aimed to address the identified gap by delivering a comprehensive Content Creator training program tailored specifically for junior and senior high school students. The program was designed to equip participants with practical knowledge and skills in social media

platform selection, content strategy formulation, audience growth techniques, ethical digital conduct, and basic monetization methods. The ultimate goal was to empower these young community members to become productive, responsible, and successful digital content creators.

2. METHOD

This community service activity was conducted using a participatory action learning approach, combining theoretical instruction with hands-on practice. The activity took place on March 15-16, 2024, at the Kampung Indonesia community center in Nonthaburi, Thailand, over two consecutive days with a total contact time of 12 hours. A total of 45 students participated, comprising 28 junior high school students (aged 12-15) and 17 senior high school students (aged 15-18).

2.1 Activity Design and Modules

The training program was structured into five core modules, each addressing a critical competency area for aspiring content creators. The modules were sequenced to build progressively from foundational knowledge to advanced application, following the instructional design principles outlined by Dick and Carey (2015).

Module 1, entitled "Platform Recognition," introduced participants to the key characteristics, algorithms, and target audiences of TikTok and Instagram. Module 2, "Viral Content Formula," taught the Hook-Value-CTA framework for designing engaging content. Module 3, "Account Growth Strategy," provided a roadmap from zero to 10,000 followers using consistent posting schedules, engagement techniques, and hashtag optimization. Module 4, "Content Monetization," explained six monetization pathways accessible to student creators, including brand endorsement, affiliate marketing, TikTok Live gifts, digital product sales, paid promotion, and editing services. Module 5, "Responsible Creator Ethics," addressed digital safety, copyright compliance, mental health, and the importance of maintaining academic balance.

2.2 Instructional Methods

Each module employed a blended instructional approach. Facilitators began with a 15-minute interactive lecture using visual presentations, followed by 20 minutes of group discussion and real-case analysis. The final 25 minutes of each module involved hands-on practice, during which participants applied the concepts using their own smartphones. This cycle was repeated for each module, ensuring active engagement and immediate application of knowledge (Kolb, 2015).

The SOCALAI method (Story, Observation, Connection, Actual data, Light/Insight, Agenda, and Impact) was used as the primary framework for delivering the introductory session, as it is particularly effective in capturing the attention of young audiences and connecting learning content

to their lived experiences (Widyaningsih, 2023). The method helped participants relate to real-world success stories of Indonesian content creators who began their journeys as students.

2.3 Evaluation

Program effectiveness was assessed through a pre-test and post-test administered to all participants. The assessment instrument consisted of 20 multiple-choice questions covering the five module topics, with a maximum score of 100. In addition, a participant satisfaction survey was conducted at the end of the program using a five-point Likert scale. Facilitators also conducted observational assessments of participants' practical work during hands-on sessions. Data were analyzed descriptively, with paired t-tests used to determine the significance of score improvements.

3. RESULT AND DISCUSSION

3.1 Pre-Training Condition

Prior to the training, a baseline assessment was conducted to gauge participants' existing knowledge and attitudes toward content creation. The pre-test results revealed a mean score of 38.6 (SD = 9.2) out of 100, indicating a generally low level of prior knowledge across all five module topics. The lowest scores were recorded in Module 4 (Monetization, mean = 29.4) and Module 5 (Digital Ethics, mean = 31.7), suggesting that these areas are particularly underrepresented in participants' everyday digital experiences. Conversely, participants demonstrated relatively higher familiarity with platform features (Module 1, mean = 52.3), consistent with their high daily usage of TikTok and Instagram.

Qualitative data from the initial focus group discussion corroborated these findings. Many participants expressed that they had long aspired to become content creators but were held back by fear of judgment from peers, uncertainty about where to begin, and a mistaken belief that professional equipment was necessary. These psychological barriers align with the findings of Rahmawati and Setiawan (2021), who identified self-efficacy as the most significant predictor of content creation intention among Indonesian youth.

3.2 Training Implementation

The training was conducted over two full days at the Kampung Indonesia community center. Day one covered Modules 1 through 3, while Day two focused on Modules 4 and 5, followed by a practical final project session. Attendance was consistent across both days, with all 45 participants completing the full program. Facilitators noted high engagement levels throughout, particularly during the hands-on practice sessions and the case study analysis of successful Indonesian content creators.

A key highlight of the implementation was the introduction of the "Content Creator Blueprint" worksheet, a structured planning tool that guided participants through the process of defining their niche, designing their content calendar, and formulating their first three posts. This tool proved highly effective in translating abstract concepts into concrete, actionable plans. By the end of Day 2, all participants had produced at least one piece of content using their smartphones, ranging from short educational videos to lifestyle reels and informational carousel posts.

Table 1. Pre-test and Post-test Score Comparison per Module

Module	Topic	Pre-test Mean	Post-test Mean	Improvement (%)
1	Platform Recognition	52.3	84.7	62.0
2	Viral Content Formula	36.8	81.2	120.7
3	Account Growth Strategy	34.2	79.6	132.7
4	Content Monetization	29.4	76.8	161.2
5	Digital Ethics	31.7	80.1	152.7
Total	Overall	38.6	80.5	108.5

3.3 Post-Training Outcomes and Evaluation

Post-test results demonstrated a substantial improvement in participants' knowledge across all five modules. The mean post-test score was 80.5 (SD = 6.7), representing an overall improvement of 108.5% from the baseline. A paired samples t-test confirmed that the improvement was statistically significant ($t(44) = 24.3, p < .001$). As detailed in Table 1, the greatest improvements were observed in Module 4 (Monetization, +161.2%) and Module 5 (Digital Ethics, +152.7%), the two areas where pre-training knowledge was lowest, suggesting that the training was most impactful precisely where participants had the greatest knowledge gaps.

These results are consistent with the findings of Prasetyo et al. (2022), who reported similarly significant knowledge gains following a two-day social media literacy workshop for rural youth in Central Java. The magnitude of improvement in this study, however, surpasses the 65% average improvement reported by Prasetyo et al., potentially reflecting the higher motivation levels of participants who had self-selected into the program as well as the effectiveness of the participatory instructional design.

Table 2. Participant Satisfaction Survey Results

Aspect	Mean Score (1-5)	Category
Content relevance and applicability	4.82	Very Satisfied
Facilitator effectiveness	4.76	Very Satisfied
Quality of training materials	4.71	Very Satisfied
Hands-on practice opportunities	4.89	Very Satisfied
Overall program satisfaction	4.80	Very Satisfied

The satisfaction survey results, presented in Table 2, indicate an extremely high level of participant satisfaction across all evaluated aspects, with all mean scores exceeding 4.7 out of 5.0. The highest satisfaction rating was recorded for "Hands-on practice opportunities" (mean = 4.89), reinforcing the importance of active learning methodologies in digital skills training for youth. The overall program satisfaction mean of 4.80 places this program in the "Very Satisfied" category according to the evaluation rubric, confirming that the training design effectively met participants' learning needs and expectations.

3.4 Community Impact and Adoption

Beyond the immediate training outcomes, the program generated several notable community-level impacts. Within one week of the training, a WhatsApp group of 38 out of 45 participants was actively sharing content creation tips, providing peer feedback on each other's posts, and celebrating each other's milestone achievements such as first 100 views and first 1,000 followers. This spontaneous community formation suggests that the training successfully cultivated not only individual competencies but also a collaborative creator culture within the Kampung Indonesia community.

Three participants reported receiving their first brand collaboration inquiry within two weeks of creating their accounts, demonstrating the rapid monetization potential for motivated young creators. The community coordinator noted that the training also had the unintended positive effect of strengthening community cohesion, as content creation became a shared activity that brought together students of different age groups and backgrounds.

The adoption of the Content Creator Blueprint as a planning tool was particularly encouraging. Follow-up interviews conducted two weeks after the training revealed that 82% of participants had continued to use the worksheet to plan their content, and 67% were posting on at least one platform at least twice per week, meeting the minimum consistency threshold recommended during the training.

3.5 Challenges and Limitations

Despite the highly positive outcomes, the program also encountered several challenges. First, the two-day intensive format, while effective for initial knowledge transfer, may not be sufficient for sustained behavioral change. Content creation requires consistent practice over weeks and months, and a one-time intensive session is unlikely to be adequate on its own. Future programs should incorporate follow-up sessions, mentoring check-ins, and online support structures to sustain momentum beyond the initial training.

Second, internet connectivity at the community center was intermittent, which occasionally disrupted the hands-on practice sessions. For future implementations, organizers should ensure robust internet access as a prerequisite, given the online nature of the skills being taught. Third, the absence of a control group in the evaluation design limits the ability to attribute knowledge gains solely to the training intervention, as opposed to other factors such as motivation and prior exposure.

4. CONCLUSION

Implementation of the poverty alleviation program poverty in North Aceh Regency is still face various challenges that cause the result not optimal. The government area own source sufficient power big , but Not yet capable allocate budget in a way maximum for the reduction program poverty Because limited funds and priorities development others . Besides that , poor people still experience difficulty in access source Power important like education , health , and employment Work consequence low investment and lack of creation business new .

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This community service program successfully demonstrated that a structured, practical, and participatory content creation training program can significantly enhance the knowledge, skills, and confidence of junior and senior high school students as digital content creators. The training, delivered over two days to 45 participants from the Kampung Indonesia community in Nonthaburi, Thailand, achieved an average knowledge improvement of 108.5% ($p < .001$) and earned a participant satisfaction rating of 4.80 out of 5.0.

The program's success validates the five-module curriculum covering platform recognition, viral content formulas, growth strategies, monetization pathways, and digital ethics as an effective and comprehensive framework for youth content creator education. The use of participatory instructional methods, real-world case studies, and hands-on practice was particularly instrumental in bridging the gap between theory and practice.

Community-level impacts, including the spontaneous formation of a peer learning community and the early monetization achievements of several participants, suggest that the benefits of the program extend well beyond individual knowledge gains. For future implementations, it is recommended that the program be extended to include monthly follow-up sessions and online mentoring to sustain participant growth. It is also advisable to integrate this training framework into formal school extracurricular programs to reach a broader population of students and to systematically build the digital creative economy competencies of Indonesian youth, both at home and abroad.

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CONFLICT OF INTERESTS

The authors declare no conflict of interest. The funding body had no role in the design of the study, collection or analysis of data, writing of the article, or the decision to publish the results.

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