

## A Participatory Action Research (PAR) Approach in Digital Marketing Training to Improve Digital Literacy Skills

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**Abstract.** The digital literacy gap in schools remains a real challenge, particularly in terms of the ability to use technology creatively and productively for academic purposes. Although access to technology is becoming more widespread, many teachers and students still lack the digital competencies needed to produce content and manage digital platforms independently. This Community Service (PkM) activity employs the Participatory Action Research (PAR) approach by Kemmis and McTaggart, following a cycle of (1) Plan, (2) Act, (3) Observe, and (4) Reflect, which positions teachers and students as active participants rather than mere beneficiaries. The activity aims to improve the digital literacy competencies of teachers and students at SMP Islam Ngemplak, Boyolali, through digital marketing training covering digital marketing concepts, graphic design using Canva, and video content production using CapCut. The effectiveness of the activity was measured using pretest and posttest instruments based on a Likert scale. The training results showed a highly significant increase in digital literacy competencies of 58.5%. A joint reflection at the end of the cycle resulted in concrete recommendations for the sustainable development of digital literacy.

**Keywords:** Participatory Action Research, Digital Marketing, Digital Literacy, Canva, CapCut

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### INTRODUCTION

The rapid development of information and communication technology has brought about fundamental changes in various aspects of life, including the world of education. Digital literacy is no longer merely the technical ability to operate devices; rather, it encompasses the critical skills needed to search for, evaluate, produce, and distribute information responsibly in the digital space. Mastery of digital literacy is a crucial prerequisite for the younger generation to actively, creatively, and productively participate in a knowledge-based society [1]. Recent studies have found that adequate digital literacy significantly improves the quality of learning and student learning outcomes, while also fostering the critical and collaborative thinking skills needed in the era of the Fourth Industrial Revolution and Society 5. [2], [3]. The digital divide remains a real issue in junior high school settings, particularly in areas where widespread access to technology is still limited. Research at the junior high school level indicates that students' ability to utilize digital media for learning remains at a moderate level, with an average score of 3.54 on a 5.00 scale; this suggests a gap between the available technological potential and its actual utilization in the classroom [4]. On the other hand, many teachers have not yet received structured training to improve their digital competencies, so their ability to integrate technology into learning still varies widely [5], [6]. This situation is also experienced by the SMP Islam Ngemplak in Boyolali, where teachers and students require contextual and practical digital competency development.

Digital literacy is defined as a person's ability to safely access, manage, understand, integrate, communicate, evaluate, and create information through digital technology [7]. Digital literacy can be further understood as a more complex ability than simply searching for and accessing information [8]. UNESCO [9] identified several supporting competencies, including critical and creative thinking, the ability to communicate effectively and with quality, the ability to collaborate with various parties, cybersecurity, and socio-cultural understanding. In an educational context, digital literacy serves as a

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crucial foundation for preparing students to face the challenges of the 4th Industrial Revolution and Society 5.0. Hague & Payton [10] outline the components of digital literacy that an individual must master and possess, namely: (1) functional skills and beyond, (2) creativity, (3) collaboration, (5) the ability to find and select information, (6) critical thinking and evaluation, (7) cultural and social aspects, and (8) e-safety [11]. The Ministry of Education, Culture, Research, and Technology has established four main pillars of digital literacy, which include (1) digital competence, encompassing the ability to use hardware and software appropriately in daily life (2) digital security, which encompasses an individual's awareness and skills in understanding and implementing identity and personal data protection (3) digital culture, which encompasses the ability to foster a sense of national identity, the values of Pancasila, and Bhinneka Tunggal Ika when interacting in the digital space (4) digital ethics, the ability to recognize, exemplify, and adapt to the norms, etiquette, and regulations applicable in the digital world [12].

Digital marketing training was chosen as a strategic initiative to enhance digital literacy in a practical and contextual manner, as it integrates competencies in design, content production, strategic thinking, and digital platform management [13], [14]. Digital marketing is the promotion of products, services, or brands through digital channels such as search engines, social media, email, and websites [15]. Digital marketing is a marketing strategy that leverages the internet through social media and other digital devices. Digital marketing skills are not only beneficial for professional career advancement; these skills are also crucial for enhancing teachers' and students' ability to develop school promotional content as well as other educational content [16]. Digital marketing training can be an effective step toward developing digital literacy in a practical and contextual manner, as it involves competencies in design, content production, strategic thinking, and digital platform management all at once [17].

Various design and visual communication platforms for smart devices have emerged, such as Canva and Capcut; teachers and students must actively embrace these technologies [18]. These platforms are useful for helping users create designs and publish them anywhere. Canva is a web-based graphic design platform that allows users to easily create visual content without a professional design background [19]. Canva provides a wide variety of design templates that can assist novice users, so they don't have to start from a blank page, supported by various tools that simplify the design and animation process [20]. The Canva app can help teachers and students enhance their skills and creativity while simplifying the creation of various engaging designs tailored to students' imagination [21]. CapCut is an easy-to-use video editing app featuring cutting tools, text addition, visual effects, filters, and background music. CapCut is a video editing app that offers numerous advantages in terms of the comprehensiveness of its features for editing various types of videos [22]. This app makes it very easy for users with varying levels of experience to edit videos effortlessly and create high-quality content.

Research shows that training based on creative applications such as Canva has proven effective in improving the digital skills of teachers and students in creating innovative and interactive learning content [23], while CapCut training has been shown to enhance the ability to independently produce educational videos [24]. However, conventional one-way training models often fail to yield sustainable changes because the community is not actively involved in the planning and reflection processes [25]. Therefore, the Participatory Action Research (PAR) approach was selected as the methodological framework for this activity. PAR positions the community not as an object, but as an active subject involved in the collaborative process of problem identification, planning, implementation, observation, and reflection [26]. This approach ensures that the resulting solutions are truly rooted in the community's real needs and have a sustainable impact.

This event was organized by Tiga Serangkai University Surakarta in collaboration with SMP Islam Ngemplak in the form of a Digital Marketing Training program, which covered an introduction to digital marketing concepts, graphic design using Canva, video content production using CapCut, as well as social media management and digital branding. The objectives of this activity are: (1) to enhance the digital literacy competencies of teachers and students at SMP Islam Ngemplak through a participatory process; (2) to collaboratively produce creative digital products; (3) to build the school community's capacity to develop digital literacy independently and sustainably; and (4) to strengthen institutional partnerships between the university and the school as community service partners.

## METHODS

This Community Service (PkM) activity employs a Participatory Action Research (PAR) approach based on the cycle proposed by Kemmis and McTaggart [26]. This approach was chosen because it enables the school, specifically teachers and students to actively and equally participate in every stage of the activity, from identifying needs to joint reflection. Participatory Action Research (PAR) is a research approach that combines the principles of participation, action, and reflection in a cyclical manner consisting of four stages as illustrated in Figure 1 below [27].

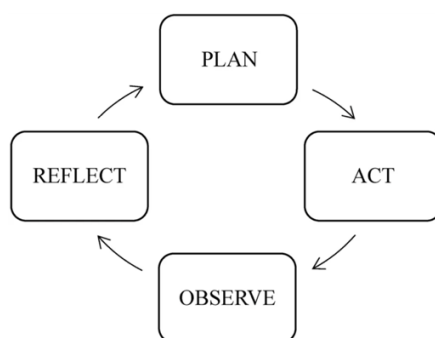


Figure 1. PAR Cycle

### Stage 1. Plan

The planning phase began with a participatory needs assessment through open discussions between the implementation team from Tiga Serangkai University in Surakarta and representatives of teachers and students from Ngeplak Islamic Junior High School. This process identified gaps in digital competencies that were directly experienced by the school community. Based on the assessment results, it was agreed that the training would focus on four main topics: (1) digital marketing concepts and strategies; (2) graphic design using Canva; (3) video content production using CapCut; and (4) social media management and digital branding. During this phase, Likert-scale-based pre- and post-test instruments were also developed to measure the training's effectiveness.

### Stage 2. Act

The implementation phase involved conducting training designed through a participatory and collaborative process. The activities took place at SMP Islam Ngeplak in Boyolali, with participants including all 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade students as well as their supervising teachers. Participants were divided into 10 small groups to facilitate cooperative learning. The methods used combined interactive lectures, live demonstrations, and guided practice. Facilitators acted as mentors, while participants were encouraged to actively experiment, discuss, and produce work independently within their groups. The training was divided into several sessions: a Canva session and a CapCut session. In the Canva session, each group designed and created a group identity logo. In the CapCut session, participants produced short videos documenting their respective groups' creative work. The resulting products were then presented and reviewed together at the end of the session.

### Stage 3. Observe

Observations were conducted systematically throughout the activity. The implementation team documented participants' engagement, group dynamics, obstacles that arose, and the creative outputs produced. In addition to direct observation, effectiveness was measured using pretest (before training) and posttest (after training) instruments consisting of 15 items covering five aspects as can be seen at Table 1 below.

Table 1. Pretest and Posttest Indicators

No	Aspect	Indicator
1	Understanding Digital Marketing Concepts	Able to explain the concept of digital marketing
		Able to distinguish between conventional marketing and digital marketing
		Ability to identify the right social media platforms

No	Aspect	Indicator
2	Skills in Technology-Based Visual Content Creation (Canva)	Ability to understand the concepts of digital identity and branding
3		Able to use the Canva app to create visual content for learning activities
4	Skills in Producing Educational Video Content (CapCut)	Able to design visual materials (posters, infographics, flyers) that support the school's academic and extracurricular activities
5		Able to utilize Canva's collaborative features to support project-based learning in the classroom
4	Social Media Management as a Tool for Educational Communication	Able to use the CapCut app to create and edit short educational videos
5		Able to independently produce instructional videos or documentation of school activities using CapCut
5	Attitude and Self-Confidence in the Adoption of Digital Technology	Able to integrate text, audio, and visual elements into videos to reinforce the educational message being conveyed
		Able to design social media management strategies that support transparency in school information and communication with the public
		Ability to create social media content that is informative, ethical, and relevant to the school's academic programs
		Ability to ensure consistency in digital content as part of efforts to strengthen digital literacy
		Ability to analyze audience engagement levels with the school's digital content
		Demonstrating a positive attitude, motivation, and self-confidence in integrating digital technology into learning activities and personal development as members of the school community

Source: adapted from the UNESCO Digital Literacy Framework [7] and Ministry of Education, Culture, Research, and Technology [12]

#### Stage 4. Reflect

The reflection stage was conducted with all participants at the end of the activity. In this session, participants were encouraged to share their experiences, findings, challenges, and expectations regarding the training that had been conducted. This joint reflection yielded a number of concrete recommendations for the sustainable development of digital literacy at SMP Islam Ngemplak, while also serving as the basis for planning the next PAR cycle. Data collected from the pretest-posttest instruments were analyzed using a paired t-test to measure the significance of the increase in participants' competencies. The results of the analysis were confirmed by qualitative data from observations and the joint reflection.

#### RESULTS AND DISCUSSION

The implementation of Community Service (PkM) using the Participatory Action Research (PAR) approach at SMP Islam Ngemplak, Boyolali, successfully integrated the processes of needs assessment (Plan), action (Act), observation (Observe), and joint reflection (Reflect). In the initial phase (Plan), a significant digital competency gap was identified, where teachers and students had not yet utilized creative platforms in a structured manner for academic or institutional purposes. This initial finding aligns with the portrait of technological challenges in Indonesian school environments identified by Mali [28], which underscores the vulnerability of the younger generation if they are not equipped with contextual digital skills. Through the Act phase, the intervention was carried out via hands-on collaborative training (logo creation in Canva and video editing in CapCut), which transformed participants from passive beneficiaries into productive active agents.

The effectiveness of these participatory measures was demonstrated through observational findings (Observe) using pre-test and post-test instruments administered to 100 participants. Reliable quantitative data analysis addressed the research questions by demonstrating a significant increase in participants' digital literacy capabilities of 59%. To present diverse data visualizations and avoid excessive repetition of

information, the descriptive statistical distribution and improvements by competency component are summarized comprehensively in Table 2.

Table 2. Summary of Pretest-Posttest Results and Distribution of Improvements in Digital Literacy

Quantitative Analysis Parameters	Pre-test Score	Post-test Score	Digital Literacy Competency	Aspects Percentage Increase
Average Score	44	62	Video Production Skills (CapCut)	26%
Minimum Score	36	55	Digital Marketing Knowledge	25%
Maximum Score	52	71	School Social Media Management	25%
			Visual Content Skills (Canva)	23%
			Digital Confidence	21%

The data in Table 2 confirm that the greatest improvements occurred in the areas of technical video editing skills (26%) and understanding of digital marketing concepts (25%). These results offer significant practical benefits for school communication management. Teachers and students now have the autonomy to produce high-quality visual and audiovisual content without having to rely on third parties. The benefits of this service project demonstrate that the introduction of a user-friendly mobile app can reduce technical barriers to media production, allowing participants to focus directly on developing the creativity of educational messages [29].

Furthermore, the results of this analysis indicate that improvements were not limited to technical skills but also showed a positive correlation with participants' attitudes, ethics, and digital self-confidence, with an increase of 21%. This increase in self-confidence is crucial in the educational ecosystem, as active engagement in collaboratively solving real-world problems at school has been shown to foster robust digital confidence [5].

Meanwhile, the 25% improvement in social media management skills directly contributed to strengthening the institutional image. These findings support the research by Putra [30] and Nurdin [31], which indicates that targeted digital promotion and social media content creation are highly effective in increasing public engagement and building a positive brand for educational institutions.

In the final stage (Reflect), the entire school community conducts a participatory evaluation of the program's sustainability. The long-term benefits of this PAR cycle are evident in the emergence of an internal awareness within the school to form a trained official social media management team. This institutionalization step aligns with the findings of Anggita [32], who emphasize the importance of continuously strengthening teachers' capacity in managing the digital ecosystem for the long-term success of school branding. Thus, the outcome of this activity is not merely a temporary transfer of expertise, but the creation of a self-reliant, ethical, and productive digital education culture within the school environment.

## CONCLUSION

This Community Service (PkM) activity successfully improved the digital literacy competencies of teachers and students at Ngemplak Islamic Junior High School through participatory, collaborative, and reflective digital marketing training. The PAR cycle can help schools actively engage in these activities, thereby producing more meaningful changes with long-term impact. Participants successfully enhanced their knowledge, skills, and confidence in using digital platforms such as Canva and CapCut, as well as their understanding of social media strategies. The improvement in digital literacy skills through this training not only made teachers and students wise internet users (passive-evaluative) but also content producers and strategic thinkers (active-productive). This activity also strengthened the strategic partnership between Tiga Serangkai University Surakarta and Ngemplak Islamic Junior High School as a sustainable partner community.

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