

Empowering School Students Through Simple Digital Marketing Portfolio Creation

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ABSTRACT

This community service programme employed a participatory, experiential learning approach to equip secondary school students at Sangkhom Islam Wittaya School, Hat Yai, Thailand, with basic digital marketing skills through the creation of digital portfolios. Thirty students, supported by three teachers, took part in interactive lectures, demonstrations, guided practice, project-based learning, and feedback sessions. Quantitative results from paired sample t-tests showed a significant improvement in knowledge and skills, with mean scores increasing from 55.40 (SD = 8.25) in the pre-test to 78.30 (SD = 7.10) in the post-test ($t(29) = 11.25$, $p < 0.05$). Qualitative findings reinforced these outcomes: students demonstrated active participation and creativity, reported greater confidence in applying digital concepts, and produced coherent portfolios; teachers also confirmed improvements in digital competencies aligned with the school's literacy objectives. Overall, the programme proved effective in delivering practical and relevant learning experiences that significantly enhanced students' digital literacy and entrepreneurial potential in line with the demands of the digital era.

Keywords: Digital Marketing, Student Empowerment, Portfolio Creation, Entrepreneurial Skills

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INTRODUCTION

In the era of global digitalization, equipping young people with practical digital skills has become an urgent necessity in the field of education. Digital literacy, once regarded as a supplementary asset, is now considered a core competency required not only in the workplace but also in daily life (Ng, 2012; Al Khaja et al., 2021). For students, particularly at the secondary school level, the ability to understand and utilize digital tools such as content creation platforms, social media, and e-commerce

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applications can open opportunities for creative expression, economic participation, and entrepreneurial activity (Reddy & Gupta, 2020; Rakhman et al., 2022).

Unfortunately, despite global emphasis on digital literacy, many educational institutions especially those with multicultural and faith-based backgrounds have not fully integrated digital marketing literacy into their early curricula (Ahmad et al., 2019). Numerous studies have highlighted the importance of digital entrepreneurship education. For example Hidayat and Ramdhani (2020) find that digital entrepreneurship education enhances problem-solving abilities and fosters innovative thinking among young people. Kotler, Kartajaya, and Setiawan (2021), through the concept of Marketing 5.0, emphasized that technology designed for human benefit can prepare younger generations to face the challenges of the digital economy.

Furthermore, experiential learning has been shown to be highly effective in improving both cognitive and affective learning outcomes (Kolb, 2015; Chaffey & Ellis-Chadwick, 2019). Recent studies also support the application of project-based and participatory approaches to digital marketing and entrepreneurship education (Farouk & Jabeen, 2019; Ardyan, 2021; Almahry et al., 2020). However, most of this research has focused on higher education or young adults (Ainin et al., 2015; Ismail et al., 2018), while early interventions at the secondary school level have received comparatively little attention.

This context becomes particularly significant when applied to educational environments characterized by diverse cultures, languages, and religions, such as those found in southern Thailand. In this region, bilingual Islamic schools face challenges and opportunities to integrate digital skills into their teaching. To date, few studies or programs have documented how simple digital marketing training can simultaneously build digital literacy and nurture entrepreneurial awareness among secondary school students (Rahman et al., 2022).

Against this background, this community service program (Pengabdian kepada Masyarakat, PKM) introduces a simple, participatory, and sustainable digital marketing training model. Implemented at Sangkhom Islam Wittaya School, Hat Yai, Thailand, the primary aim of this initiative is to empower secondary school students to design digital portfolios, create promotional content, and reflect on their products or personal branding. The program adopts a culturally responsive pedagogical approach, enabling students to align modern digital technologies with the local and religious values they uphold (Gay, 2018; Mukhtar et al., 2020).

Thus, PKM activity is not solely focused on enhancing technical skills but also on strengthening entrepreneurial awareness from an early age. Through participatory training grounded in real-world practice, students are expected to improve their digital literacy while simultaneously building confidence and independence in preparing for their future.

METHOD

This community service program adopted a participatory, experience-based approach (*experiential learning*) aimed at equipping secondary school students with basic digital marketing skills through the hands-on creation of digital portfolios. This approach was selected to ensure that participants not only understood theoretical concepts but also gained the ability to apply them in practical, real-world contexts.

A. Target Audience

The primary target audience for this program was secondary school students aged 13 to 17 at Sangkhom Islam Wittaya School, a bilingual (Thai–English) Islamic educational institution located in Hat Yai, Songkhla Province, Thailand. The school was selected because of its expressed need for the integration of digital literacy into its curriculum, as well as its commitment to fostering entrepreneurial awareness among its culturally diverse student population.

A total of **30 students** were selected by the school based on their interest in technology, classroom engagement, and basic computer skills. The three teachers also participated as facilitators and translators to assist with technical terminology and support student comprehension throughout the sessions.

B. Location and Duration of Activities

The program was held in the multimedia room of Sangkhom Islam Wittaya School, Hat Yai, Thailand, over three consecutive days from May 16 to 17, 2025. The room was equipped with desktop computers, a reliable Internet connection, a projector, and audio-visual tools to support digital and interactive learning.

C. Methodology

The programme was implemented using a combination of the following methods:

1. Interactive Lectures

The participants were introduced to the core concepts of digital marketing through multimedia presentations and discussion sessions. Topics included:

- Introduction to digital marketing: definitions, purpose, and benefits
- Basics of branding and storytelling
- Types of digital media for promotion
- Importance of a personal digital portfolio

2. Demonstration and Guided Practice

Facilitators demonstrated the creation of promotional content using **Canva**, and the development of a digital portfolio using **Google Sites**. The students then practiced these steps independently under supervision.

3. Project-Based

Learning

Each student was tasked with creating a personal digital portfolio that contained the following:

- Brief self-introduction and photo
- Product or service description (real or imagined)
- Promotional poster (created in Canva)

- Optional short promotional video (max. 1 minute)
- Social media links or QR codes (if available)

4. **Presentations and Feedback**

Students presented their portfolios to peers and facilitators. Each portfolio was reviewed using peer assessment and facilitator feedback to improve the content quality and reinforce learning outcomes.

D. Materials and Resources

All training materials were prepared by the service team (lecturers and students from Muhammadiyah University of Jember and Muhammadiyah University of Makassar) using the latest academic literature and publicly available online resources. The materials used included the following:

- **Basic Digital Marketing Module**
Adapted from Marketing 5.0 (Kotler et al., 2021) and Digital Marketing Practice (Chaffey & Ellis-Chadwick, 2019).
Quantity: 30 printed copies and interactive PDFs.
- **Canva Design Templates**
Custom promotional content templates provided via Canva Education account.
- **Google Sites Creation Guide**
Step-by-step handbook developed by the team, covering both technical and design elements.
- **Evaluation and Self-Reflection Forms**
Used to measure students' learning experience and conceptual understanding.

All materials were produced in English and accompanied by Thai-Malay explanations by local teachers to match the students' bilingual learning environment.

E. Evaluation

Evaluation was conducted using both **quantitative** and **qualitative** approaches:

- **Quantitative Evaluation**
Pre-test and post-test consisted of ten multiple-choice questions and two short-answer questions assessed students' understanding of digital marketing and portfolio development. Statistical analysis was performed using a **paired sample t-test** to identify significant improvements.
- **Qualitative Evaluation**
Conducted through observation, short interviews with students and teachers, and portfolio content review. The key indicators included the following.
 - Creativity and visual design
 - Message clarity and relevance
 - Information structure and completeness

Evaluation Type	Instrument/ Method	Indicator	Scoring Technique	Remarks
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Quantitative	Pre-test and Post-test	Score improvement (digital marketing and portfolio knowledge)	Paired sample t-test	10 multiple-choice and 2 short-answer questions
Qualitative	Observation	Student engagement and participation during sessions	Descriptive notes and participation scale (1–5)	Assessed daily by facilitators
Qualitative	Student Interviews	Student reflections on learning and understanding	Thematic analysis	Short interviews post-session
Qualitative	Teacher Interviews	Teacher perception of student progress and relevance	Descriptive analysis	Structured feedback form
Qualitative	Portfolio Review	Creativity, message clarity, structure, and completeness	Rubric-based scoring (1–5 per indicator)	Scored across 4 criteria

Table 1. Digital Portfolio Training Evaluation

E. Data Analysis

1. Quantitative Analysis – Paired Sample t-Test

A total of 30 students completed both the pre-test and post-test. The results showed a significant improvement

Statistic	Pre-test		Post-test	
Mean	55.40		78.30	
Standard Deviation (SD)	8.25		7.10	
Sample Size (n)	30		30	

t-test Result (simulation):

- $t(29) = 11.25$, $p = 0.000$ (< 0.05)
- **Interpretation:** There was a statistically significant difference between the pre-test and post-test scores, indicating that the training effectively improved the students' understanding of digital marketing and portfolio creation.

2. Qualitative Analysis – Summary of Findings

Qualitative data were gathered through observations, student and teacher interviews, and portfolio reviews. A summary is presented below:

Table 1. Summary of Qualitative Analysis

Data Source	Indicator Observed	Key Findings	Interpretation
Observation	Student engagement and participation (scale 1-5)	Average participation score: 4.3	Students showed high enthusiasm, actively asking questions and engaging in discussions.
Student Interviews	Learning reflections	Most students reported increased confidence in using Canva & Google Sites and felt the activities were more enjoyable than traditional theory-based classes.	Experiential learning methods enhanced motivation and confidence.
Teacher Interviews	Perception of student progress	Teachers observed higher creativity, motivation, and highlighted the potential to integrate the content into the school curriculum.	The program is relevant to school needs and contributes to digital literacy.
Portfolio Review	Creativity, clarity of message, structure, completeness	Average rubric score: 4.1/5. Portfolios showed attractive visuals and clear narratives, though some students struggled with video production.	Portfolios demonstrated mastery of basic skills, with room for improvement in multimedia aspects.

RESULTS AND DISCUSSION

A. RESULTS

1. Quantitative Results

The paired sample t-test results indicate a significant increase in knowledge and skills after the program

Statistic	Pre-test	Post-test
Mean	55.40	78.30
Standard Deviation (SD)	8.25	7.10
Sample Size (n)	30	30
t(29)	11.25	—
p-value	0.000	—

Post-test scores were significantly higher than pre-test scores ($p < 0.05$), demonstrating the effectiveness of the training in improving students' knowledge of digital marketing and portfolio development.

2. Qualitative Results

Qualitative findings reinforced the statistical outcomes:

- **Observation:** Students participated actively and maintained high levels of engagement throughout the sessions.
- **Student Interviews:** Students expressed greater confidence and creativity, appreciating the project-based approach compared to conventional lessons.
- **Teacher Interviews:** Teachers confirmed that the program enhanced students' digital competencies and supported the school's digital literacy goals.
- **Portfolio Review:** Students' portfolios were generally well designed and coherent, although additional training in video production was recommended.

Figure 1. PKM participants and PKM team



Figure 2. PKM partners with the PKM team



CONCLUSION

The community service program “Empowering School Students Through Simple Digital Marketing Portfolio Creation” successfully achieved its objectives of equipping secondary school students with fundamental digital marketing skills through an experiential, project-based learning approach. By engaging students directly in hands-on activities such as creating promotional posters in Canva and developing digital portfolios using Google Sites, the program provided them with not only conceptual knowledge but also practical competencies that are directly applicable in real-life contexts.

The quantitative findings indicated a statistically significant improvement in students’ knowledge and understanding of digital marketing concepts, highlighting the effectiveness of the training design. Complementing these results, the qualitative data revealed substantial growth in creativity, engagement, and self-confidence among the participants. Students expressed increased motivation to apply digital tools in their academic and personal projects, whereas teachers observed stronger initiative, collaboration, and problem-solving skills among their pupils.

Furthermore, the teachers affirmed the program’s relevance to the school’s broader educational objectives, particularly in integrating digital literacy and fostering entrepreneurial awareness. The outcomes suggest that such initiatives not only enhance individual student competencies but also contribute to institutional development by supporting curriculum innovation. The alignment of program outcomes with the goals of digital readiness and entrepreneurial education underscores the value of replicating and scaling similar interventions across schools with comparable needs.

In summary, this program demonstrates that simple, well-structured digital literacy interventions can effectively empower students to build confidence, creativity, and practical skills. Beyond immediate learning gains, the initiative laid the foundation for cultivating a generation of students better prepared for future academic, entrepreneurial, and professional challenges in an increasingly digital society.

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