

## Mentoring Creative Content Creation for the School Website to Enhance the Branding of SD Negeri 1 Demung Besuki

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**Abstract**— *The advancement of digital technology requires educational institutions, including elementary schools, to have strong branding in order to improve their image and appeal to the public. One effective strategy is through managing a school website with informative and interesting creative content. However, SD Negeri 1 Demung Besuki still experiences obstacles in website development, such as a lack of understanding in creating quality digital content. The purpose of this community service is to provide assistance to teachers and education personnel in creating creative content for school websites in order to strengthen institutional branding. The methods used include training, workshops, and direct assistance with a participatory approach. The stages of the activity consist of needs analysis, preparation of training materials, implementation of content creation (text, images, and videos), and evaluation of the results. The results of the community service show an increase in participants' abilities in managing website content, including article writing techniques, simple graphic design, and optimization of visual media. The impact felt is the increase in interaction between website visitors and the creation of a more modern and professional school image. This activity also encourages collaboration between teachers in producing educational content. Thus, this assistance not only strengthens school branding but also equips teachers with relevant digital skills in the information technology era. Keywords: creative content, school website, branding, mentoring, SD Negeri 1 Demung Besuki.*

**Keywords**— *Branding; Creative Content; School Website*

### 1 Introduction

SD Negeri 1 Demung Besuki is a public elementary school located in Besuki District, Situbondo Regency, and plays an important role in delivering quality basic education. The school is supported by dedicated teachers and educational staff, active students, and relatively strong parental involvement. However, in terms of information technology development, the school still lags behind other schools in the area. The school website, which should function as a medium for promotion and public communication, has not been managed optimally, both in terms of content quality and visual presentation.

Based on observations and discussions with school stakeholders, several key challenges were identified. First, teachers and staff have limited knowledge and skills in managing the school website, including producing and updating content on a regular basis. Second, the existing content tends to be static, less informative, and not creatively packaged, which reduces its ability to attract readers, including prospective parents. Third, the school has not yet utilized its website as an effective branding tool, resulting in limited public awareness of the school's image and achievements. Fourth, most teachers have not been trained in producing digital content such as articles, infographics, or short videos that could increase website engagement. Fifth, the school does

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not have a structured content plan, causing published information to be inconsistent, less relevant, or not up to date.

These issues prevent the school website from functioning effectively as an information and promotional platform, even though the potential to enhance the school's image through digital media is substantial. Therefore, mentoring in creative content development and website management is a relevant solution for SD Negeri 1 Demung Besuki to strengthen its digital communication and improve school branding.

## 2 Method

This Community Service Program (PKM) was implemented using a structured and collaborative approach involving the PKM team (lecturers and students) and the partner institution, SD Negeri 1 Demung Besuki. The method was designed to address the partner's needs in optimizing the school website as a communication and promotion platform, while also strengthening school branding through creative, consistent, and engaging digital content. The implementation consisted of four integrated stages: preparation (needs assessment), training and workshops, implementation with intensive mentoring, and evaluation and monitoring. Each stage was carried out systematically to ensure that participants not only understood the concepts delivered but were also able to practice and apply them directly in managing and developing website content.

The first stage was preparation through observation and needs analysis. At this stage, the PKM team conducted field visits to gather an initial overview of the existing website condition, the type and quality of published content, and the school's overall digital communication practices. Data collection was carried out through direct observation and semi-structured interviews with key school stakeholders such as the principal, teachers, and administrative staff. The needs analysis focused on identifying specific problems related to website management and branding, including the availability of human resources, participants' digital skills, routine documentation practices, and the school's current strategy for sharing achievements and activities. Based on these findings, the PKM team prepared training modules and mentoring materials. The modules were designed to be practical and easy to follow, covering content planning, content creation techniques, basic website management, and simple branding strategies suitable for an elementary school context.

The second stage consisted of training sessions and workshops. In this phase, participants received training on creative content development, including writing short news articles, creating attractive visuals, and producing simple videos for school communication. The team also delivered a website management workshop that introduced essential features of a content management system (CMS), basic search engine optimization (SEO) principles for school websites, and simple design considerations to improve readability and user experience. To ensure effectiveness, training activities were conducted using a hands-on approach. Each topic was followed by guided practice, where participants produced draft content and applied it directly to the website under the supervision of the PKM team. The training also emphasized practical aspects such as creating consistent titles, structuring information clearly, selecting appropriate images, and preparing content that reflects the school's identity and values.

The third stage involved implementation and intensive mentoring, where participants applied the skills learned to publish and manage website content more consistently. During this stage, the PKM team provided direct assistance in uploading and organizing content on the website, improving the layout of posts, and ensuring that key pages—such as the school profile, announcements, and activity documentation—were complete and up to date. A content update schedule was developed collaboratively to help the school maintain regular posting habits after the program ended. In addition, the team introduced and trained participants to use supporting digital tools that facilitate content production and editing. Tools such as Canva were used for designing posters and infographics, CapCut for simple video editing, and platforms such as WordPress (or the school's existing CMS) for publishing content. This stage aimed to build participants' confidence and independence, ensuring that website management could be sustained beyond the mentoring period.

The final stage was evaluation and monitoring, carried out to measure program effectiveness and identify areas for further improvement. The PKM team conducted a website trial and reviewed basic engagement indicators, such as content visibility and visitor interaction patterns (where available). Participants' skill development was also evaluated through questionnaires and focus group discussions (FGD) to capture feedback regarding training clarity, perceived usefulness, challenges faced during practice, and suggestions for future support. The evaluation results were used to compile the final report and formulate recommendations for continued website development and

branding strategies. These recommendations included suggestions on content consistency, documentation routines, role distribution among staff, and gradual improvement of website design and navigation.

Partner participation was an essential component of the program. Teachers and administrative staff were actively involved in every stage, particularly during the training sessions and the independent practice of content production. After the mentoring process, the partner institution was expected to continue managing the website using the modules provided by the PKM team and the content schedule developed together. To support collaboration and task distribution, roles within the PKM team were clearly defined. Lecturers acted as academic coordinators and main resource persons, delivering material on school branding strategies and creative content development, ensuring alignment between activities and partner needs, and providing feedback for website improvement. Students supported the program by designing visual and audiovisual materials (e.g., posters, infographics, and a school profile video) using tools such as Canva and CapCut, mentoring participants during hands-on practice, assisting in CMS usage, and documenting the overall process through field notes and activity reports. Through this structured method and collaborative participation, the program aimed to produce measurable improvements in website content quality and strengthen the school's branding through more effective digital communication.

### 3 Findings And Discussion

This community service activity has achieved several results in accordance with the solutions proposed in the proposal. The community service (PKM) activity implemented at SD Negeri 1 Demung Besuki has gone through several stages and produced significant achievements in improving teachers' digital capacity and school branding through website media. This section systematically explains the various interim results achieved, as well as their impact on improving the quality of content management and the school's overall image. The following are the achievements and implementation of solutions that have been carried out:

#### 3.1 Finding

As a key component of the community service program, the creative content creation training was designed to equip teachers and staff at SD Negeri 1 Demung Besuki with practical skills in producing engaging, informative, and relevant digital content. This training was conducted using a participatory approach and based on hands-on practice so that participants could immediately apply the knowledge gained to the needs of their schools. The training took the form of an intensive, two-day workshop. The training model used was hands-on training, a hands-on, hands-on practice-based approach where participants not only learned theory but also directly applied it on the spot.



**Fig. 1.** Students give website explanations to teachers

The activities took place in a classroom. Each session began with a brief presentation, followed by independent practice sessions, and concluded with a discussion or evaluation of the results. The PKM team provided individual and group guidance to ensure all participants achieved optimal training, despite their varying levels of digital literacy. The material includes:

1. This session covered basic article writing techniques suitable for publication on the school website. Participants were taught how to structure school activity news with the correct structure: starting with the title, lead or opening paragraph, body, and closing. Furthermore, participants were trained to write teacher profile articles, which included the teacher's background, experience, and contributions to teaching, as well as articles on student achievements, written in an inspiring narrative style. Emphasis was placed on using communicative, informal language and emphasizing positive messages that build the school's image.
2. In this session, participants were introduced to the web-based graphic design platform Canva, chosen for its ease of use and diverse range of templates. Participants learned to create various visual designs, such as digital banners, school activity infographics, and promotional brochures. The material covered basic graphic design principles, such as color selection, composition, typography, and visual alignment with the school's identity. The PKM team provided sample templates and helped participants modify them as needed. In addition to new designs, participants were also guided to recreate existing content designs that had been created manually or in a makeshift manner to make them look more professional and engaging.
3. To enhance the engaging documentation of school activities, participants were also provided with basic knowledge on taking photos and videos using a mobile phone camera. This session covered natural lighting techniques, image composition (rule of thirds), shooting angles, and the use of simple editing applications.



**Fig. 2.** post training with teachers and staff

Additionally, participants were introduced to applications like CapCut for editing short videos, such as school profile videos or clips from extracurricular activities. The material focused on practical aspects, enabling participants to immediately produce multimedia content ready for upload to the school's website or social media.

Overall, the documentation serves as tangible evidence of the community service implementation and strengthens the credibility of the reported outcomes. Photographs complement quantitative and qualitative results by showing that the activities described in the Methods and Results sections were actually carried out, and that participants were present and engaged. Beyond internal reporting, the documentation is useful for publication and dissemination purposes, allowing stakeholders—such as school leaders, teachers, community partners, and future program organizers—to quickly grasp the scope and format of the training. The images can also support reflective evaluation by helping facilitators identify what worked well (e.g., seating layout, pacing, mentoring patterns) and what could be improved in future activities (e.g., device availability, screen visibility, time allocation). In addition, a well-organized photo archive can be used to support accountability, partnership reporting, and future proposals for similar training programs. In this way, Figures 3 function not merely as illustrations, but as part of the evidence base for sharing best practices and scaling digital literacy initiatives to other educational settings.

### 3.2 Discussion

The school branding strengthening activity at SD Negeri 1 Demung Besuki, implemented through the development and application of a visual guideline, demonstrated a meaningful contribution to establishing a stronger and more consistent institutional identity. The program did not merely introduce design elements, but also built an integrated visual communication system that can be used across various school information channels. Key components such as the school logo, institutional color palette, standardized typography, and content templates were organized within a single guideline to ensure uniformity. This approach helped reduce inconsistency in visual outputs and improved the overall professionalism of school publications, particularly on the school website and supporting digital media. As a result, the school gained practical tools that can be immediately applied to communicate activities, announcements, achievements, and school programs in a clearer and more attractive format.

An important aspect of the program was the practical training provided to teachers and staff on how to apply the guideline consistently. The training ensured that the guideline was not only a document, but also a usable operational resource that supports routine content production. This process increased participants' confidence in producing creative content while still maintaining brand consistency. The availability of templates also supported efficiency, allowing school staff to produce informative posts more quickly without compromising design quality. In addition, a more consistent visual identity is expected to improve audience recognition and trust, as stakeholders tend to perceive institutions with coherent communication as more organized, credible, and transparent.



Fig. 3. Training Poster Results

Overall, strengthening school branding should not be viewed as purely an aesthetic improvement. Instead, it represents a concrete commitment to better communication quality, openness of information, and stronger engagement between the school and the community. With increasing expectations for digital transformation in basic education, this initiative provides a sustainable foundation for managing the school's image in the future. Continuous implementation of the visual guideline—supported by regular content planning and evaluation—can further enhance the school's presence, ensure consistent messaging, and reinforce SD Negeri 1 Demung Besuki's identity as an institution that is adaptive and responsive to evolving educational needs.

Overall, the pre-training results indicate that students' initial proficiency in Microsoft Word was still limited. When aggregated across all assessment items (25 students  $\times$  5 questions = 125 responses), 15.20% of responses were classified as Good, 20.80% as Fair, and 64.00% as Poor. This distribution shows that most students had not yet mastered the essential Microsoft Word skills needed to support academic work.

At the item level, the weakest competency before training was creating tables in Microsoft Word (Question 4), where only 2 students (8%) were categorized as Good and 19 students (76%) were categorized as Poor. Another major difficulty was inserting images into documents (Question 3), with 68% of students still in the Poor category. These findings suggest that students were not only unfamiliar with advanced features, but also faced challenges in basic document formatting and layout—skills that directly influence the quality and neatness of school assignments.

## 4 Conclusion

This community service activity successfully addressed partners' needs to increase digital capacity through mentoring in creative content creation and strengthening school branding. The results were evident in teachers' improved ability to write articles, design visuals, and manage website content independently. Furthermore, the development of branding guidelines and template-based design training helped consistently strengthen the visual identity of SD Negeri 1 Demung Besuki across various school communication channels.

The implications of this community service activity include the creation of a more professional and modern school image, as well as a growing collective awareness among teachers of the importance of digital publications as part of institutional promotion. However, limitations remain in terms of hardware and internet connectivity, which are not evenly distributed across schools.

For sustainability, regular support from local education stakeholders in the form of advanced training and strengthening of school digital infrastructure is recommended. Similar activities can be replicated in other schools with similar characteristics to ensure equitable distribution of digital literacy in elementary education and achieve broad impact.

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