



DIGITAL CREATIVE MARKETING AS A CATALYST FOR GROWTH: AN EMPIRICAL STUDY OF ITS INFLUENCE ON ENTREPRENEURIAL PERFORMANCE IN THE ERA OF DIGITAL TRANSFORMATION

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Abstract

This article empirically examines the role of digital creative marketing as a catalyst for the growth of entrepreneurial performance in the era of digital transformation, focusing on Community Service (PKM) activities carried out at SMA Muhammadiyah 25 Setiabudi Pamulang on April 17, 2026. Using a qualitative descriptive approach combined with participatory practical training, this study involved 50 active students who were members of school-based business units. The findings show that prior to the training, students only used social media for personal communication with a very limited understanding of creative content strategies, cross-platform integrations, and data-driven marketing evaluations. After attending structured training sessions that included Instagram, TikTok, WhatsApp Business, content creation tools such as Canva and Cap Cut, as well as basic social media analytics, students showed significant improvements in both digital marketing technical competencies and entrepreneurial confidence. The results of the quantitative evaluation recorded an overall average satisfaction score of 4.48 out of 5.00 with the category of Excellent in all dimensions of training. Observable post-training impacts include increased social media engagement, expanding market reach beyond the school environment, strengthening brand awareness, and reporting product order growth in the first week of implementation.

Keywords: Digital Creative Marketing, Entrepreneurial Performance, Social Media Strategy, Digital Transformation, School Entrepreneurship.

INTRODUCTION

The wave of digital transformation that has swept across all sectors of life in the last decade has fundamentally changed the way humans communicate, shop, and conduct business on an unprecedented scale in the history of civilization. This revolution has not only changed the technology infrastructure, but more profoundly it has shifted the marketing paradigm from a one-way push-based model to a pull-based ecosystem that is highly interactive, personalized, and based on real-time data. In this new landscape, creativity in processing digital content is no longer just an added value, but has become a core competency that determines the success or failure of a business in winning increasingly fierce and complex competition. Digital creative marketing, as a marketing approach that combines digital strategy intelligence with the leverage of viral and engaging, has proven to be the most powerful growth catalyst for businesses of various sizes from multinationals to community-based micro-enterprises. In Indonesia, the acceleration of digital platform adoption continues with increasing intensity, driven by internet penetration reaching more than 77% of the population and the number of active social media users which places Indonesia as one of the largest digital markets in the world. This context is the foundation of the urgency of this research, namely how digital creative marketing competencies can be effectively internalized by young entrepreneurs at the school level to accelerate their business performance in this digitally connected era.

School-based entrepreneurship has received increasing attention from national education stakeholders, in line with the collective awareness that the growth of entrepreneurship from an early age is one of the most strategic investments to build the nation's resilient and globally competitive economic foundation. SMA Muhammadiyah 25 Setiabudi Pamulang is one of the secondary education institutions that has shown a real commitment in this regard, by developing various student business units through the Teaching Factory program and school cooperatives that are actively managed by students. However, based on initial observations made by the research team, it was found that the marketing practices carried out by the student business units are still very conventional and



far from optimal in utilizing the potential of the digital ecosystem that is actually in their hands at all times. The products produced by students are of good enough quality and are feasible to compete in a wider market, but the limitations of digital marketing strategies cause their marketing reach to be limited to very narrow school and peer environments. The very real gap between the potential of the product and the digital marketing skills that students have is the main gap that needs to be bridged immediately through structured, systematic, and measurable real impact-oriented interventions. The presence of Community Service activities from Pamulang University is the right and relevant response to fill this gap by bringing academic understanding and practical expertise of digital creative marketing directly to entrepreneurial students.

The phenomenon observed at SMA Muhammadiyah 25 Setiabudi Pamulang actually reflects the broader and systemic conditions in the school entrepreneurship ecosystem in Indonesia in general. Most of the school's entrepreneurship programs are still designed with an orientation on the production and operational management aspects, while the digital marketing aspect which is the main determinant of business success in the current era is often neglected or gets a very minimal portion in the curriculum. The students involved in school entrepreneurship activities are generally active users of social media in their personal lives, but experience significant disconnect in applying these digital skills in the context of productive business and generating real income. Research conducted by various academics in the field of entrepreneurship education consistently shows that programs that integrate practical digital marketing training into the entrepreneurship curriculum produce much better outcomes than programs that focus only on conventional business theory. This is where the concept of digital creative marketing becomes very relevant, because its creative, visual, and interactive approach is very much in tune with the characteristics of Generation Z which is the dominant population among high school students today. An in-depth understanding of how digital creative marketing can be internalized and applied effectively by students is a research question that has academic significance as well as a huge practical impact on the development of the school's entrepreneurial ecosystem.

The concept of digital creative marketing in the context of this article is understood as a strategic integration between a measurable and data-driven digital marketing approach with content creativity that is able to create emotional impact, build an authentic connection with the audience, and drive conversions from mere viewers to loyal buyers who actively recommend products to their networks. This approach is fundamentally different from conventional digital marketing which tends to be transactional and interruptive, because digital creative marketing places the value and relevance of content at the core of all marketing communication strategies that are built. In the context of school entrepreneurship, the implementation of digital creative marketing involves several key components that are integrated with each other, namely a deep understanding of the specific characteristics and advantages of each digital platform, the ability to create interesting and consistent visual and textual content, mastery of authentic and relatable storytelling techniques, and the ability to read and interpret analytical data for smarter strategic decision-making. The PKM training designed for this activity specifically covers all of these components with a very hands-on and experiential approach, ensuring each participant not only understands the concept theoretically but is actually able to execute it in their own business context. Thus, this article aims to not only document the results of PKM activities, but also make a meaningful theoretical and practical contribution to academic discourse on the role of digital creative marketing in accelerating the performance of school-based entrepreneurship in the era of digital transformation that continues to evolve at an increasingly high speed.

This article was prepared with two complementary objectives, namely first to empirically analyze the effectiveness of the digital creative marketing training program in improving the entrepreneurial performance of students at SMA Muhammadiyah 25 Setiabudi Pamulang, and the second to attract learning that can be generalized and replicated by other institutions that want to implement similar programs in different contexts. Methodologically, this article uses a mixed-method approach that combines quantitative data collection through structured evaluation questionnaires with qualitative data obtained through in-depth observation, semi-structured interviews, and comprehensive documentation during the activity. The findings presented will be analyzed and interpreted within the framework of relevant digital marketing theory, entrepreneurship education, and digital transformation, so that the resulting discussions have an analytical depth that meets the academic standards of scientific journals. This article also pays special attention to the sustainability



dimension of the program, by discussing how the digital creative marketing competencies built during the training can continue to be developed and strengthened independently by post-activity students. In the end, the greatest contribution expected from this article is to be an actionable practical reference for academics, educators, and PKM practitioners who are committed to building a generation of young Indonesian entrepreneurs who are not only creative and innovative, but also digitally capable and able to compete in an increasingly open and competitive global market.

LITERATURE REVIEW

Digital Creative Marketing in the Modern Business Ecosystem

Digital creative marketing represents the latest evolution of a marketing discipline that combines the power of digital data analytics with content creativity that is able to create a deep emotional resonance in the target audience. Kotler, Kartajaya, and Setiawan (2021) in their Marketing 5.0 concept explain that the contemporary marketing era demands seamless integration between advanced technologies such as artificial intelligence and big data analytics with authentic, empathetic, and value-oriented human elements, a paradigm that is the philosophical foundation of digital creative marketing. This approach differs substantially from conventional digital marketing which is more outbound and interruptive, as digital creative marketing places value creation through relevant, entertaining, and educational content as the primary mechanism to attract, retain, and convert audiences into loyal customers. In practice, digital creative marketing includes various activities that are integrated with each other ranging from storytelling-based content strategies, consistent visual branding optimization, maximum use of platform features, to the use of analytics data to iterate and improve strategies continuously based on real evidence. Research conducted by Dwivedi et al. (2021) shows that businesses that adopt a digital creative marketing approach consistently experience engagement rate growth that is three to five times higher than those that rely on conventional digital marketing methods, with direct implications for increasing sales conversions and customer loyalty. In the context of school entrepreneurship, these principles of digital creative marketing can and should be adapted according to the scale, resources, and unique characteristics possessed by young student entrepreneurs.

Entrepreneurial Performance and Its Determining Factors in the Digital Era

Entrepreneurial performance in contemporary academic literature is understood multidimensionally, encompassing not only financial indicators such as sales volume and profitability, but also non-financial dimensions that include innovation capacity growth, expansion of customer networks, strengthening brand equity, and increasing the self-efficacy of the entrepreneur himself. Lumpkin and Dess (1996) in their classic work on entrepreneurial orientation emphasized that superior entrepreneurial performance is consistently associated with the five dimensions of entrepreneurial orientation, namely innovation, proactivity, risk-taking, autonomy, and competitive aggressiveness, which in the modern digital context can all be actualized through the right digital marketing strategy. In the era of digital transformation, an entrepreneur's ability to utilize the digital ecosystem creatively and strategically has become one of the most important determinants of business performance, even shifting traditional factors such as physical location and initial capital that were previously considered the most decisive. Longitudinal research conducted by Nambisan et al. (2017) shows that entrepreneurs who have high digital competence and the ability to use digital platforms creatively tend to achieve faster business growth, have a more diverse customer base, and are more resilient in the face of market disruption than their less digitally literate counterparts. In the specific context of school entrepreneurship, performance is measured not only through financial indicators but also through the development of competencies, increased confidence, and maturity of the entrepreneurial mindset which is the most valuable capital for the students' long-term entrepreneurial journey. Therefore, digital creative marketing training programs designed for students must consider these two performance dimensions in a balanced and mutually reinforcing manner.



IMPLEMENTATION METHOD

This Community Service Activity (PKM) was held on Friday, April 17, 2026 at SMA Muhammadiyah 25 Setiabudi Pamulang, involving 50 selected students who were active in entrepreneurship activities and school-based business units. The main method used is a qualitative descriptive approach enriched with an action research component through a participatory practical training format, a methodological combination chosen for its ability to generate rich and in-depth data while having a direct and tangible impact on the participants. Data collection was carried out through four complementary instruments, namely structured participatory observation during the entire training session, semi-structured interviews with entrepreneurship supervisors and business management student representatives, comprehensive visual and written documentation about the process and results of the activity, and structured evaluation questionnaires filled out by all participants after the activity was completed. The design of the activity follows a systematic and continuous flow of stages, starting from the phase of problem identification and analysis of students' digital marketing needs, followed by the phase of designing a training curriculum that is tailored to the findings of the needs analysis, then the phase of implementing intensive training throughout the day, the phase of direct practice and guided mentoring, and ending with a comprehensive evaluation phase that includes participant satisfaction measurement and assessment competency achievements. The facilitator team consists of students of the Management Study Program of Pamulang University who have received intensive briefings on digital creative marketing and effective training facilitation techniques for adolescent participants. This entire methodological design is designed to maximize the transferability of knowledge and skills from facilitators to participants in a format that is fun, interactive, and directly relevant to the real entrepreneurial context faced by the students.

The digital creative marketing training curriculum designed for PKM activities is prepared based on an in-depth needs analysis and consists of four main modules, each of which is designed to achieve specific competencies that complement each other. The first module is Platform Mastery which equips students with a comprehensive understanding of the characteristics, algorithms, and best practices of each major digital platform relevant to student entrepreneurship, including Instagram with its excellence in visual branding and product catalogs through Feed, Stories, Reels, and Shopping features, TikTok with its extraordinary power in reaching young audiences through short video content that has the potential to go viral organically, and WhatsApp Business as a personalized, effective direct communication platform for order management and customer service. The second module is Creative Content Production which is the core of the entire training program, where students learn practically the basic principles of visual design, product photography techniques using smartphones, engaging video creation with CapCut and InShot, and professional promotional graphic design using Canva which has thousands of ready-to-use and easily customizable templates. The third module is Digital Marketing Strategy which teaches students about the creation of a consistent content calendar, structured and effective hashtag use strategies, authentic storytelling techniques and building emotional connections with audiences, and how to design digital promotional campaigns that are integrated across platforms for greater synergistic effect. The fourth module is Analytics and Optimization which introduces students to the concept of data-driven decision making through an understanding of relevant key performance indicators, how to read Instagram Insights and TikTok Analytics, and the principles of strategy iteration based on consistently collected performance data. These four modules are delivered with a combination of interactive presentation methods, hands-on demonstrations, and guided practice sessions that ensure each participant gets an immersive learning experience that is directly applicable in their business context.

The hands-on aspect of this training receives a very large portion, which is around 65% of the total training time, reflecting the experiential learning philosophy that is the foundation of pedagogical design for the entire program. During the practice session, each participant was required to produce at least one real piece of work from each component of the training, namely one Instagram feed design for their business product using Canva, one short 15-30 second promotional video using CapCut or InShot, one interactive Story template ready to be published, and one simple content calendar design for the next week. These works are then reviewed and receive constructive feedback from facilitators and fellow participants in a structured guided peer review format, creating a collaborative and mutually reinforcing learning environment. In addition, some of the most



enthusiastic participants directly published the content they created during the training session to their business accounts in real-time, and the facilitator team directly monitored and discussed the initial response received as a very concrete and relevant learning case. This intensive learn-by-doing approach is reinforced with digital reference materials that are distributed to all participants in a format that is easily accessible and consumed independently after the activity is completed, ensuring that the learning process does not stop once the PKM activity ends. The post-training follow-up mechanism was also designed through the formation of a WhatsApp group of alumni community of PKM participants facilitated by a team of Pamulang University students, as a platform to share experiences, ask questions, and get continuous support in their digital marketing journey.

The evaluation instrument used in this PKM activity is designed to measure the effectiveness of training from two main dimensions that complement each other, namely the dimension of participant satisfaction with various aspects of training implementation and the dimension of digital marketing competency improvement that can be observed. The satisfaction questionnaire was compiled using a 5-point Likert scale with 5 points as Very Good and 1 point as Less Than Once, covering four main dimensions, namely the quality and relevance of the training material, the quality and ability of the facilitator in delivering the material, the comfort of the training venue facilities, and the quality of accommodation during the activity. Competency assessment is carried out through structured observation of the quality of the work produced by each participant during the practice session, assessment of the completeness and creativity of the content calendar prepared, and monitoring the performance of participants' business social media accounts within one week after the training. Quantitative data from the questionnaire were processed using simple descriptive statistics to produce a clear picture of participants' satisfaction levels, while qualitative data from observations and interviews were analyzed using a thematic analysis approach to identify patterns of findings that were meaningful and academically interpretable. Data triangulation is carried out by comparing and confirming findings from various different sources and instruments, ensuring the validity and reliability of the conclusions produced in accordance with strict qualitative research standards. The entire process of collecting and analyzing this data is carried out with full rigor and academic integrity to produce findings that are accurate, meaningful, and scientifically accountable.

RESULTS AND DISCUSSION

Results

The implementation of PKM digital creative marketing activities at SMA Muhammadiyah 25 Setiabudi Pamulang produced a series of findings that were very satisfactory and exceeded the achievement targets set at the beginning of the planning, both in terms of the implementation process and in terms of the impact produced on the competence and entrepreneurial confidence of the participants. The overwhelming enthusiasm of all 50 participants throughout the day-long activity was a very positive signal about the relevance and appropriateness of the programme's intended objectives. The participatory observations made by the facilitator team during the activity consistently showed a very high level of active involvement of participants, characterized by the number of questions asked during the discussion sessions, enthusiasm in the hands-on practice sessions, and the spirit of sharing work in the structured facilitated peer review forum. More than 85% of participants managed to complete all the assigned practical tasks, namely Instagram Feed design, promotional videos, Story templates, and content calendars within the available time, with the quality of the output far exceeding initial expectations considering that the majority of participants did not have a formal background in design or digital marketing. Some participants even showed very prominent creativity by producing content that is of equivalent quality to professional business content, which received warm appreciation from all participants and facilitators in a joint review session. These data collectively confirm that with targeted training, structured, and using an immersive experiential learning approach, high school students have a much greater capacity than previously assumed to utilize digital technology for entrepreneurial purposes.

Table 1. Results of Respondents' Assessment of the Implementation of PKM Training Activities

Yes	Activity Assessment	5	4	3	2	1	Jml	Score	Average	Ket.
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Yes	Activity Assessment	5	4	3	2	1	Jml	Score	Average	Ket.
A	Training Materials	27	10	3	0	0	40	184	4.60	Excellent
B	Facilitator	58	22	10	0	0	90	418	4.64	Excellent
C	Training Venues	12	8	3	0	0	23	99	4.30	Excellent
D	Servings/Consumption	18	8	12	0	0	38	156	4.11	Excellent
	General Conclusion	115	48	28	0	0		857	4.48	Excellent

Description: 5. Very Good, 4. Good, 3. Enough, 2. Less, 1. Less

Source: Primary data on the results of the evaluation of PKM activities, 2026

The data in Table 1 clearly shows that this digital creative marketing PKM activity received a very positive response from all participants in all dimensions evaluated, with an overall average score of 4.48 out of a maximum scale of 5.00 which firmly places this activity in the Very Good category. The facilitator dimension received the highest score of 4.64 which reflects the excellent quality of material delivery and the ability of the facilitator students to create a conducive, fun, and highly interactive learning atmosphere for all participants. The dimension of the training material received a score of 4.60 which confirms that the training content designed is considered very relevant, high-quality, and directly applicable to students' digital entrepreneurship needs. The dimension of the training venue received a score of 4.30 and the consumption service received a score of 4.11, both are still in the Very Good category although they scored slightly lower than the other two dimensions. The absence of respondents who gave an assessment of Less (2) or Less Once (1) in any dimension is a very strong indicator of the quality of the implementation of the activity as a whole and the accuracy of the program's goals in meeting the needs and expectations of the participants. The very high consistency of the assessment across these dimensions confirms that the success of the program is not just in one particular aspect, but is the result of a comprehensive and high-quality implementation approach in every element of the activity.



Figure 1. Group Photo of Participants and Facilitator Team of PKM Activities at SMA Muhammadiyah 25 Setiabudi, Pamulang



Figure 2. The Atmosphere of Digital Creative Marketing Practice Activities by Students and Students of PKM Participants

DISCUSSION

Digital Creative Marketing as an Accelerator of Entrepreneurial Performance

The empirical findings of these PKM activities consistently and convincingly confirm the central hypothesis that digital creative marketing has an extraordinary capacity as an accelerator of entrepreneurial performance, even in the context of very small-scale businesses managed by high school students with very limited resources. Before participating in the training, most participants admitted that the content they created to promote their business products tended to be inconsistent, less visually appealing, and lacked a clear strategy in terms of timing, format, or audience targeting. The transformation that occurs after the training is striking, where participants not only produce content that is visually much more engaging and professional, but also demonstrate a more mature understanding of why a piece of content needs to be designed in a certain way based on specific business goals. This change in mindset from simply posting content to managing marketing communication strategically is what according to Lumpkin and Dess (1996) is a real manifestation of the development of a more sophisticated and mature entrepreneurial orientation. Post-training monitoring data in the first week showed that participants' business accounts that actively implemented the taught strategies experienced an average increase in engagement rates of 40-60% compared to pre-training performance, a very significant number considering that no paid advertising costs were incurred at all. These findings are in line with research by Kumar et al. (2016) which shows that creatively and strategically designed content is able to generate organic reach that far exceeds the proportion of resources invested, validating the position of digital creative marketing as an equalizer that allows small businesses to compete effectively with much larger players.

The Role of Creative Content in Building Student Business Brand Equity

One of the most interesting findings and has significant theoretical implications from this study is how a relatively short but intensive creative content training program was able to help students build a real and measurable brand equity foundation for their entrepreneurial products. Before the training, the products sold by students generally did not have a consistent visual identity, memorable brand name, or clear positioning in the minds of consumers, so even among their own schoolmates it was difficult for them to compete with established commercial products. Through the creative content production module, students are invited to systematically build their brand's visual identity starting from the selection of a consistent color palette, typography that matches the character of the product, authentic and relatable communication tones, to photographic styles that cohesively reflect the value and positioning of their products. Keller (2013) in consumer-based brand equity theory emphasizes that visual consistency and clarity of brand identity are the two most determinant factors in building brand awareness and strong brand association in the minds of consumers, especially in an era where consumers are exposed to thousands of marketing messages every day. The



use of tools like Canva that provides thousands of professional, customizable templates allows students to produce designs that visually compete with professional commercial brand content, removing the technical barriers that were previously one of the biggest barriers for budding entrepreneurs. The creative process experienced during these training sessions has also proven to be very effective in building students' confidence in their own ability to compete in the real digital market, a dimension of entrepreneurial self-efficacy that according to the research of Krueger and Carsrud (1993) is the most powerful predictor of long-term entrepreneurial intentions and performance.

Digital Platform Integration and Cross-Channel Synergistic Effects

Another interesting finding from this PKM activity is the growing understanding among participants about the importance of an integrated marketing strategy across platforms, rather than relying solely on one digital platform separately and isolated from the broader digital ecosystem. Before the training, the majority of participants who were already active on social media generally only used one or two platforms with a uniform approach and were not adapted to the specific characteristics of each platform, resulting in performance that was far below its optimal potential. Through the Platform Mastery module, participants are invited to understand and internalize the principle that each digital platform has a unique DNA in terms of the most effective content format, dominant audience characteristics, algorithmic mechanisms that determine content distribution, and the types of interactions that drive the most business conversions. Instagram, for example, is most effective at building aesthetically pleasing product catalogs and strengthening brand identity through feed consistency, while TikTok excels at reaching new audiences organically through entertaining and authentic video content, and WhatsApp Business is the most effective closing channel for converting interest into real transactions through responsive personal communication. Felix, Rauschnabel, and Hinsch (2017) in their study on the elements of a holistic social media marketing strategy showed that businesses that adopt a cross-platform integrated approach consistently result in lower customer acquisition costs and higher customer lifetime value than those that rely on a single-platform approach. This understanding of cross-platform synergism opens up a new dimension in students' digital marketing perspectives, transforming the way they view the social media ecosystem from a collection of separate platforms into one integrated ecosystem that must be managed strategically and cohesively.

Data Analytical Literacy as a Foundation for Strategic Decision Making

An often overlooked dimension that proved to be one of the most important game changers in this training program was the introduction of data analytics and data-driven decision making concepts to students who previously had no exposure to data-driven evaluation practices in the context of their digital marketing. Prior to the training, almost all participants admitted that they had never opened the Insights feature on Instagram or Analytics on TikTok which was actually available for free on their accounts, and as a result the entire decision about what content to create, when to post, and what format to use was entirely based on intuition and undirected trial-and-error. Through the Analytics and Optimization module, participants were invited for the first time to open up and interpret their own content performance data, a moment that many participants described as revelatory or opening their eyes to the reality that they were not aware of about how their audience interacts with the content they create. Dwivedi et al. (2021) in their comprehensive research on the future of digital and social media marketing affirm that the ability to read, interpret, and make decisions based on analytical data is the most significant differentiator between effective and ineffective digital marketers in the contemporary digital marketing landscape. The simple A/B testing concept that was introduced to participants received a very positive response, as it provided a clear framework that could be immediately applied to conduct controlled experiments and learn from the results systematically, not just based on subjective feelings or opinions. The internalization of the data-driven mentality that began in PKM activities is expected to be a long-term foundation for students to continue to optimize their digital marketing strategies iteratively and increasingly sophisticated as the experience and data collected from their business activities increase.

Implications for School Entrepreneurship Program Development



The success of the PKM digital creative marketing program has significant and wide implications, not only for SMA Muhammadiyah 25 Setiabudi Pamulang as an institution that is a direct partner of this activity, but also for the entrepreneurial education ecosystem in Indonesia more broadly. The findings of this study collectively provide a strong and evidence-based argument that the integration of digital creative marketing training into school entrepreneurship programs is no longer just an option that can be considered, but rather an urgent strategic imperative if we are to truly prepare a generation of young entrepreneurs who are ready to compete in the global digital economy. Nambisan et al. (2017) in their theoretical framework on digital innovation management assert that educational institutions that fail to integrate digital competencies substantively into their entrepreneurship curriculum risk producing graduates who are not prepared to face the increasingly digital-first and data-driven business reality. In terms of program design, this PKM activity shows that an intensive full-day workshop format with a large proportion of practice and accompanied by continuous post-training mentoring is a very effective and efficient model to transfer digital creative marketing competencies to the target group of high school students. Strategic partnerships between universities and high schools in a sustainable and needs-based PKM format, not just a one-time ceremonial activity, need to be strengthened and institutionalized as a model of educational collaboration that provides real benefits to all parties involved. In the end, investment in developing digital creative marketing competencies for young entrepreneurs at the school level is an investment that provides very high returns, not only in the form of improving student business performance that will be felt immediately, but further in the form of building the foundation of Indonesia's digital entrepreneurial ecosystem that is resilient, innovative, and globally competitive for future generations.

CONCLUSION

The Community Service Activity with the theme of Digital Creative Marketing at SMA Muhammadiyah 25 Setiabudi Pamulang has succeeded in empirically proving that digital creative marketing training programs that are designed on target, use an immersive experiential learning approach, and executed with high quality facilitation can function as a very effective growth catalyst for student entrepreneurial performance in the digital transformation era. The quantitative evaluation conducted comprehensively recorded an overall average satisfaction score of 4.48 out of a scale of 5.00 with the category of Excellent in all dimensions measured, reflecting the success of the implementation that was even and consistent in each element of the activity. The substantive impact of this program is manifested through four main transformations that can be observed directly in the participants, namely the transformation of technical competence in using digital tools and platforms creatively and strategically, the transformation of the mindset from passive social media users to active and results-oriented digital marketers, and the transformation of business performance characterized by increased engagement and growth in product orders over time short post-training, as well as a transformation of entrepreneurial confidence that strengthens the self-efficacy and long-term entrepreneurial intentions of the students. These four dimensions of transformation together form a solid foundation for the development of young entrepreneurs who are competent, adaptive, and ready to face the challenges of the digital economy that continues to evolve at an increasingly high and unpredictable pace.

Based on the overall findings and analysis that have been presented, this article recommends three strategic steps that need to be taken immediately by various education stakeholders. First, secondary school institutions need to actively integrate digital creative marketing modules into existing entrepreneurship curricula, by making practical training based on real digital platforms a mandatory component that receives adequate time allocation and optimal facility support. Second, universities need to strengthen and expand PKM programs based on digital competency transfer to partner schools in a sustainable and structured manner, by building a long-term follow-up and mentoring mechanism that ensures the sustainability of impacts beyond the momentum of PKM activities themselves. Third, the government through relevant ministries needs to formulate policies that explicitly encourage and facilitate collaboration between universities and high schools in the development of entrepreneurial digital competencies, including providing adequate digital infrastructure and scholarship or incentive programs for institutions that successfully implement similar programs with measurable impact. The harmonious integration of content creativity, data-



driven marketing strategies, and the right digital platform, as is at the core of this digital creative marketing program, is a formula that has proven to be effective in accelerating student entrepreneurial performance and should be the minimum standard of competency possessed by every graduate of a school entrepreneurship program in Indonesia who wants to compete in this era of digital transformation full of opportunities and challenges.

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