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Successful selling with creative videos on social media

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ABSTRACT

In the digital era, creative video content has emerged as a powerful tool for marketing, particularly among youth who are highly engaged with technology and social media platforms. Despite this potential, many young individuals still face limitations in self-confidence and technical skills required to produce compelling promotional videos. Addressing this gap, this study investigates the effectiveness of structured training programs in enhancing youths' competencies in creative video production. The program was designed in two core stages: first, a mentoring session aimed at delivering fundamental concepts and techniques in video-based digital marketing; second, a blind competition where participants were challenged to produce original content independently, without prior exposure to others' work. This approach was intended to stimulate creativity, encourage authentic self-expression, and build hands-on experience with digital promotional tools. Findings from this initiative revealed notable improvements in participants' confidence, creative thinking, and technical abilities in digital marketing. Moreover, the program fostered peer collaboration, critical feedback exchange, and the expansion of participants' social networks. In conclusion, the structured training effectively empowered youth by equipping them with relevant and transferable skills for digital entrepreneurship. This model can serve as a replicable framework for similar capacity-building efforts in creative industries and youth development programs.

ABSTRAK

Di era digital, konten video kreatif telah muncul sebagai alat pemasaran yang ampuh, khususnya di kalangan anak muda yang sangat terlibat dengan teknologi dan platform media sosial. Meskipun memiliki potensi ini, banyak individu muda masih menghadapi keterbatasan dalam hal kepercayaan diri dan keterampilan teknis yang dibutuhkan untuk menghasilkan video promosi yang menarik. Untuk mengatasi kesenjangan ini, studi ini menyelidiki efektivitas program pelatihan terstruktur dalam meningkatkan kompetensi anak muda dalam produksi video kreatif. Program ini dirancang dalam dua tahap inti: pertama, sesi bimbingan yang ditujukan untuk menyampaikan konsep dan teknik dasar dalam pemasaran digital berbasis video; kedua, kompetisi buta di mana para peserta ditantang untuk menghasilkan konten asli secara mandiri, tanpa paparan sebelumnya terhadap karya orang lain. Pendekatan ini dimaksudkan untuk merangsang kreativitas, mendorong ekspresi diri yang autentik, dan membangun pengalaman langsung dengan alat promosi digital. Temuan dari inisiatif ini mengungkapkan peningkatan yang nyata dalam kepercayaan diri, pemikiran kreatif, dan kemampuan teknis peserta dalam pemasaran digital. Selain itu, program ini mendorong kolaborasi antarteman, pertukaran umpan balik kritis, dan perluasan jaringan sosial peserta. Sebagai kesimpulan, pelatihan terstruktur ini secara efektif memberdayakan anak muda dengan membekali mereka dengan keterampilan yang relevan dan dapat dipindahtangankan untuk kewirausahaan digital. Model ini dapat berfungsi sebagai kerangka kerja yang dapat direplikasi untuk upaya pengembangan kapasitas serupa dalam industri kreatif dan program pengembangan pemuda.

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1. Introduction

In the digital era, social media has become a dominant platform for communication, information sharing, and business promotion. Both individuals and enterprises increasingly leverage this medium to market their products and services in more interactive and engaging ways [1-3]. Among various digital content forms, video has emerged as the most compelling, capable of attracting attention, conveying messages effectively, and fostering emotional resonance with audiences. This shift has opened unprecedented opportunities for young entrepreneurs to engage in digital marketing without the need for conventional media channels [4–6].

The rapid proliferation of smartphones and user-friendly editing applications has democratized content creation. What was once a domain reserved for professionals is now accessible to youth across diverse socioeconomic backgrounds. This accessibility transforms video content creation from a hobby into a promising avenue for entrepreneurship [7-9]. However, despite technological readiness, many young individuals remain hesitant to express themselves on camera due to self-doubt or lack of supportive environments [10–12]. Structured programs that provide guidance and foster safe creative spaces are thus essential to build both confidence and competence in digital storytelling.

Video content serves more than marketing purposes—it fosters creativity, narrative thinking, and media literacy. Through guided practice, youth can learn to craft persuasive messages, integrate visual and audio elements effectively, and align their content with market trends [13-14]. These skills not only enhance the quality of promotional materials but also nurture innovation, boldness in self-expression, and readiness to engage in competitions. The creative process—ranging from conceptualization to final production—acts as a medium for character development and personal growth.

Moreover, engaging in video-based promotional activities supports social capital formation. As young creators interact with peers and audiences through digital platforms, they build valuable networks that go beyond virtual connections [15-18]. These networks become channels for knowledge exchange, collaborative ventures, and organic product promotion through shared visibility. Over time, such ecosystems can evolve into supportive communities that inspire and reinforce creative entrepreneurship among youth. In sum, creative video production not only strengthens youth engagement in the digital economy but also fosters critical soft skills such as confidence, creativity, and collaboration. With structured mentorship and platforms that showcase their work, young people are empowered to transform their ideas into impactful visual content, supporting both personal growth and entrepreneurial aspirations.

2. Method

The training activity on creative video production to enhance product marketing was implemented through two integrated approaches, as illustrated in Figure 1. These methods were designed to build both cognitive understanding and practical skills among participants in a sequential and participatory manner. In the first phase, participants were introduced to the fundamentals of video marketing. The session was delivered in an informal and psychologically relaxed setting to encourage open dialogue. A conversational approach was employed by the resource person to reduce anxiety and foster active engagement. Topics included the principles of persuasive visual storytelling, audience targeting, and basic video editing techniques.

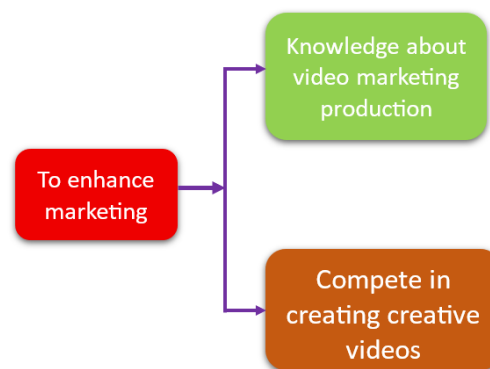


Figure 1. Two-phase method for enhancing marketing through creative video production.

The second phase of the training involved a blind video-making competition. In this segment, participants were tasked with creating original promotional videos without prior knowledge of their peers' chosen themes. This competitive format aimed to stimulate creativity and originality, encouraging each participant to independently conceptualize, develop, and publish their content. Entries were uploaded to various social media platforms, simulating real-world digital marketing practices.

Participants were given a time frame of approximately three weeks to complete the entire process—from ideation to publication. The judging process was conducted internally, with evaluations based on four key criteria: creativity, thematic relevance, technical execution, and content appeal. Winners were announced publicly via the program's official Instagram account, @P-hmzh24, on December 8, 2024. This public platform was intentionally used to maximize exposure and provide participants with firsthand experience in utilizing social media for marketing purposes. This dual-method approach not only imparted essential theoretical knowledge but also fostered a hands-on learning experience, equipping participants with the confidence and skills required to engage in digital entrepreneurial activities through creative content production.

3. Results and Discussion

The educational component of this community service initiative was designed to address gaps in foundational learning by implementing two key programs: **classroom-based instruction** at the elementary school level and **non-formal community tutoring sessions**. Both interventions targeted regions with limited teaching personnel and minimal educational infrastructure, aiming to elevate the overall learning experience of young students.



Figure 2. Participant re-registration process.

The classroom instruction was carried out through a collaborative co-teaching model between the community service team and existing elementary school teachers. This approach not only helped to reduce the teaching burden of full-time educators but also introduced innovative, student-centered pedagogical practices. The subjects taught included Mathematics, Bahasa Indonesia, Science, and moral education, all of which are essential components of early education.

To enhance student engagement and comprehension, the teaching sessions were supported by visual learning aids, interactive modules, and activity-based learning tools. These methods encouraged student participation in the form of discussions, group work, and hands-on experiments—providing a more dynamic and inclusive learning environment. The integration of such methods proved particularly beneficial in increasing student motivation and helping children grasp abstract concepts more effectively. The combination of formal and informal educational strategies reflects a holistic approach to community empowerment, where knowledge transfer occurs not only within the confines of the classroom but also in community spaces, enabling broader outreach and long-term learning outcomes.

Daftar Hadir Panitia Ngobrol Bareng
Ahad, 10 November 2024
Balai Warga 02 Cipayung

No	Nama	No. HP	IG	Paraf
1	Eva Faridah	08133552263		<i>[Signature]</i>
2	Fara Aulia			<i>[Signature]</i>
3	Nurhajayah R			<i>[Signature]</i>
4	Benedah			<i>[Signature]</i>
5	Siti Rohmah		Martina	<i>[Signature]</i>
6	Noveng Suningsi			<i>[Signature]</i>
7	Mu'niqah			<i>[Signature]</i>
8	Nini Awalliah		muhammad	<i>[Signature]</i>
9	Nurhanifa		nuhanifanasyaini	<i>[Signature]</i>
10				

Figure 3. Participants who attended the event.

3.1. The First Session of The Training

Following the registration process, the participants took part in the first training session held from 08:00 to 11:00 WIB. This session featured an interactive discussion with Ms. Peti Alawiyah, S.Pd., a successful Gen Z entrepreneur and the owner of @Petingemil (Figure 4). As a young entrepreneur who had built her business from the ground up, Ms. Alawiyah shared her inspiring entrepreneurial journey. Her story provided a relatable and motivational example for the participants, particularly in demonstrating how creative videos can serve as a powerful tool for product promotion on social media platforms. Through her presentation, she encouraged young individuals to step out of their comfort zones and explore entrepreneurial opportunities using digital media.



Figure 4. Discussion with mentor Kak Peti Alawiyah, S.Pd., owner of @Petingemil.

During the session, participants received practical guidance on producing creative video content for marketing purposes (Figure 5). The materials were delivered in two main segments. The first segment focused on **technical skills**, such as filming techniques, editing processes, content format selection, and optimal video duration. The second segment addressed **strategic elements** related to maximizing viewer engagement, including storytelling techniques, visual impact, and relevance to target audiences.

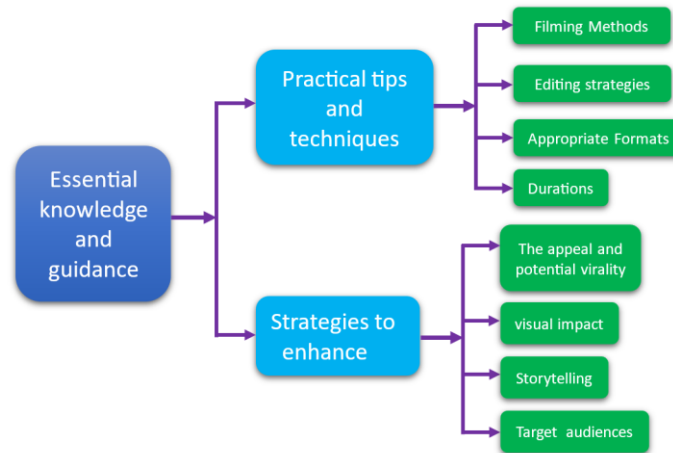


Figure 5. Flowchart of essential knowledge and guidance on video content creation.

From a psychological perspective, the inclusion of an experienced practitioner in the training offered significant motivational and educational benefits:

- Social Learning Theory (Bandura): Participants observed a successful peer model, which encouraged imitation of positive behavior and entrepreneurial attitudes.
- Self-Efficacy Building: Witnessing someone of similar background succeed fostered belief in personal capability—"If she can do it, so can I."
- Credibility and Emotional Resonance: The authenticity of Ms. Alawiyah's story created emotional connection and increased participant motivation.
- Emotional Engagement: Hearing firsthand experiences provided more inspiration and resonance than abstract theoretical concepts.
- The Halo Effect and Trust Formation: As a respected and relatable figure, the mentor's credibility enhanced participant trust in the entire learning process.

This method proved to be effective in combining technical instruction with emotional encouragement, laying a strong foundation for participants to explore digital entrepreneurship with confidence and creativity.

3.2. The Second Session of The Training

The second session of the program was a creative video competition themed "Successful Sales with Creative Videos", which was exclusively open to participants from the first session. This competition aimed to apply the knowledge and technical skills acquired during the mentoring phase into a real-world project. Participants were given a three-week timeframe, from November 10 to December 4, 2024, to conceptualize, produce, and upload their promotional videos. The activity was designed to challenge participants' creativity and encourage independent content creation in a competitive yet supportive environment. During the production phase, participants were expected to utilize techniques learned in the previous session, including storytelling, visual engagement, and platform-specific content optimization.

A total of seven out of eight participants successfully completed the challenge and uploaded their final video entries to their respective social media accounts, primarily Instagram and TikTok (Figure 6). This approach not only provided participants with hands-on experience in digital marketing but also enabled them to test the effectiveness of their content in reaching a broader online audience. The judging process took place on December 6, 2024, and was conducted internally by a panel of evaluators familiar with digital content creation. The evaluation criteria included originality, thematic relevance, visual and technical quality, as well as audience appeal. The announcement of winners was made on December 8, 2024, through the official Instagram account of the event, @P-hmzh24. This method was chosen not only to maintain transparency but also to expand public engagement and provide a sense of recognition for participants. The competition served as a vital component of the training initiative, enabling participants to demonstrate both technical competency and creative confidence, while also contributing to the development of digital literacy and entrepreneurial mindset among youth.

Following a rigorous and impartial evaluation process conducted by the appointed jury, three main recognitions were granted: first place, second place, and a "hopeful" (honorable mention) category. These selections were based on predefined criteria encompassing creativity, thematic relevance, visual-technical quality, and audience engagement.

Notably, no third-place award was conferred in this competition, as none of the remaining submissions fulfilled the minimum threshold required to qualify for that category (Figure 7). However, to acknowledge exceptional individual efforts and creativity, two participants were granted special recognition awards. These awards highlighted unique storytelling techniques or conceptual originality that showed promising potential, despite not fully meeting all judging criteria. The awarding strategy reflects a balanced approach—maintaining quality standards while still recognizing effort and encouraging future development. This format ensured that participants received constructive validation, which is essential for fostering confidence and sustaining motivation in early-stage content creators.

Data Karya Peserta Lomba

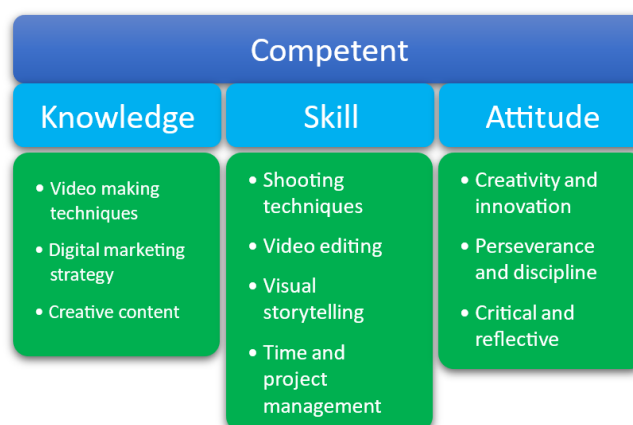
No.	Nama Lengkap	No. Hp	Link video (Instagram atau TikTok)	Username IG atau Tiktok
1	Haifa Hasna		https://www.instagram.com/reel/DCqjAOnTDxa/?igsh=d3E4a2owNHU5czJ4	@haifa_hasna07
2	abu zahid al gustav		https://www.instagram.com/reel/DDHuqoeTOqu/?igsh=MWJ1NmFqNHf4cnNucQ==	aabbuuu05_
3	Abdurrahman Azzam Akbar		https://www.instagram.com/p/DDHvk_nWAZeG/	@badizafa
4	Hikmah Khoirunnisa		https://www.instagram.com/reel/DDJNAQDBdwx/?igsh=bGM5OTFvMHRqaWV3	@lyliaamatcha
5	Ummi hafidhah haryanti		https://www.instagram.com/reel/DDJOt9iSNu6/?igsh=dXppa2x0eThqbGM5	redfoxyy1
6	Jilan Salsabila Putri		https://www.instagram.com/reel/DDKdmFZSvdi/?igsh=MXA1bmw1aXZyb29maA==	@official.ngemil_lan (ig)
7	Fatimah nurul qolbi		https://www.tiktok.com/@fnq1509/video/7444604133618797842	@fnq_15

Figure 6. Participants who submitted competition entries.**Hasil Penilaian Lomba**

No	Nama	Total Nilai	Juara	Nominal
1	Haifa Hasna	175	2	Rp 350.000
2	Abu Zahid Al Gustav	157	Harapan	Rp 50.000
3	Abdurrahman Azzam Akbar	159	Harapan	Rp 50.000
4	Hikmah Khoirunnisa	167	Penghargaan Khusus	Rp 100.000
5	Ummi Hafidhah Haryanti	169	Penghargaan Khusus	Rp 100.000
6	Jilan Salsabila Putri	147	Harapan	Rp 50.000
7	Fatimah Nurul Qolbi	181	1	Rp 500.000

Figure 7. List of competition winners.

Based on the competency framework, which includes knowledge, skills, and attitudes, this series of training activities successfully supported participants in developing their competence in producing creative marketing videos. This achievement is illustrated in Figure 8, which outlines the key components aligned with the scope competency criteria.

**Figure 8. Scope of competency components discussed in the training.**

4. Conclusion

The training program on creative video production for marketing purposes effectively showcased how a structured approach—encompassing knowledge dissemination, practical skill development, and attitudinal reinforcement—can significantly empower youth to become capable and confident digital content creators. The dual methodology of interactive mentoring sessions and blind competition enabled participants to not only acquire essential technical competencies in video marketing but also to foster creativity, self-expression, and narrative construction suitable for social media platforms. Moreover,

the program stimulated interpersonal collaboration and expanded participants' social capital, demonstrating that creative video content can serve not only as a strategic marketing instrument, but also as a catalyst for personal empowerment and entrepreneurial advancement. In an era marked by rapid digital transformation, such initiatives are increasingly vital in equipping the younger generation with the relevant competencies required to actively engage in and contribute to the creative economy.

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