

Training and Mentoring of Digital Marketing Team Initiation and Administration Digitalization for Teachers at Sultan Agung BW UII Kindergarten

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ABSTRACT

The specific aim of this service activity is to increase the capabilities of teachers, especially in the field of kindergarten marketing, to participate in synergy with digital changes in all matters. The service activity method will use an intense mentoring method, namely mentoring is carried out using field practice techniques so that partners are placed as the main actors in this activity. The mentoring method consists of 3 core phases: 1) Observation, 2) Program Socialization, and 3) Continuous Mentoring. Increasing teacher capability with the formation of a digital marketing team and digitalization of administration increases teacher motivation always to work, achieve, and be enthusiastic in carrying out kindergarten business activities and educational activities. This is also an effort to implement Green Marketing as a first step in forming environmental advertisements and preserving a sustainable ecosystem.

INTRODUCTION

TK Sultan Agung is a kindergarten founded by the community of Nglanjaran Hamlet independently in 1986. This school is an early childhood education institution located on Jalan Kaliurang Km.14.5 behind the UII integrated campus, Sardonoharjo Village. Various educational activities are carried out by this school to form the character of independent children and instill a love of the homeland based on religion as the main foundation in educating the nation's life. In addition to teaching and learning activities following the established curriculum, there are also Nutrition Park activities to ensure that early childhood students who are students at TK Sultan Agung BW UII are always healthy and happy. Cooking class activities are also carried out to train the creativity and innovation of early childhood children through cooperation with related external parties. In training children's competitions, various types of competitions are also held such as coloring and drawing competitions.

Currently, the total number of students has reached 180 students with a total staff of 15 people consisting of kindergarten teachers and administrative staff. The school infrastructure is very good as seen from the condition of the school building which is well-maintained and clean. However, the supporting activities for teacher and staff capabilities are not yet optimal. So far, schools have only received additional capabilities in the form of financial training, and so on. In addition, schools are also often observed by UII students for final assignments or research. Green Marketing is the consistency of all activities that design services and facilities to satisfy human needs and desires without causing impacts on the environment or nature (Ottman, 2016). Green marketing has three main components, namely eco-label, eco-brand, and environmental advertisement. All three are green branding tools that can increase awareness of environmentally friendly product features and aspects. The factors that customers consider when choosing environmentally friendly products are environmental awareness, green product features, green prices, and green promotion (Boztepe, 2012). To realize green marketing in the digitalization era, TK Sultan Agung BW UII is expected to be able to use marketing techniques using electronic media and social media which are currently being used by the majority of educational institutions. Not only does it expand the target market network outside the Sleman area, but it can also increase the school's financial income.

Chakti (2019), states that the definition of digital marketing through social media is an internet platform that allows users to present themselves, interact, collaborate, share information with other users, and form virtual social bonds. Instagram is one of the social media platforms that is mostly used by the general public and entrepreneurs for online buying and selling activities because it has various interesting features that support marketing activities (Syahputro, 2020). Currently, the majority of people in Indonesia use Instagram as the main means of marketing and selling their products so that they are in demand by consumers on social media. In addition to Instagram, TK Sultan Agung BW UII can also use the TikTok platform to attract the interest of parents by creating content in the

form of video documentation of daily activities using songs and various filters and writings that attract consumers' minds. Along with the very rapid advancement of technology, currently, almost all areas of life are closely related to digitalization. In connection with this, TK Sultan Agung BW UII also has several problems that need to be given an applicative solution, namely the need to form a digital marketing team and an e-presence application to support teacher performance at school. In addition to cutting marketing costs, the existence of a digital marketing team and digital marketing strategies is expected to expand target targets and shorten the time in marketing schools to the wider community by introducing various things and educational activities carried out by schools well through various digital platforms such as Tik Tok or Instagram. The Digital Marketing Team is a crucial spearhead today in facing the digitalization era. The use of social media as a marketing medium is expected to increase the efficiency and effectiveness of marketing costs. Some of the objectives of this community service activity are as follows:

- a. Increasing the competitiveness of TK Sultan Agung BW UII,
- b. Formation of the TK Sultan Agung BW UII Digital Marketing Team,
- c. Participating in realizing Green Marketing through the preparation of digital marketing programs,
- d. Increasing the capabilities and productivity of TK Sultan Agung BW teachers.

The target of this activity is that TK Sultan Agung BW UII can be known more widely by the people of Yogyakarta and its surroundings so that it can support its business so that the resulting turnover increases. The target participants of this service are teachers at TK Sultan Agung BW UII. The target of the service activity is specifically under the objectives of the UII RENSTRA, namely Improving the Life of a Civil and Sustainable Society (*baldatun thoyibatun wa-robbun ghofur*) which is in line with the noble ideals of the founders of UII through the Development and Implementation of Sustainable and Service-Oriented Information and Communication Technology. This service activity emphasizes a sense of cooperation in advancing the institution that has fulfilled our living needs as a form of responsibility to Allah and the institution where the life of an individual employee takes shelter. Allah SWT says in QS At-Taubah verse 105: "Work, then Allah and His Messenger and the believers will see your work, and you will be returned to (Allah) Who knows the unseen and the visible, then He will inform you of what you have done." In addition, in QS Al Maidah verse 2 "Help each other in doing good and piety. And do not help each other in sinful deeds and hostility. Be devoted to Allah SWT. Indeed, the punishment of Allah is very painful". Based on these two verses, there is a correlation that the community service activity is by the mandate of Allah as stated in the Al-Quran, namely the community service team assists teachers at TK Sultan Agung BW UII in the form of knowledge related to digital marketing, assistance in compiling a digital marketing team, and an e-presence application to support the optimal performance of TK Sultan Agung BW UII teachers.

This community service activity will also play a role as a step in implementing the UII Yogyakarta IKU which consists of University Graduates Getting Decent Jobs, Students Getting Experience Outside Campus, Lecturers Doing Activities Outside Campus, Practitioners Teaching on Campus and Lecturers' Work Results Used by the Community. The following are details of the integration of this community service activity with the IKU of higher education:

Table 1. Integration of Community Service Activities with IKU

No.	Indicators Description	Information
1.	University graduates get decent jobs.	Through this community service program, students will be involved and are expected to be able to provide outputs in the form of publications.
2.	Students gain experience outside of campus.	Involve students from within the technical implementation of community service.
3.	Lecturers carry out activities outside campus.	The community service team will make partners a place for collaboration between universities and DUDI.
4.	Lecturers' Work Results are Used by the Community.	The community service team will assist in preparing teams and digital marketing programs and introduce the e-presence application to teachers at TK Sultan Agung BW UII.

Digital marketing is currently one of the important skills in the world of education, including for teachers at various levels. In the context of education, the application of digital marketing can help teachers promote educational institutions and interact with parents and the community. Digital marketing is not only limited to product marketing but also functions to introduce and increase brand awareness in schools or educational institutions. This is in line with the opinion of Alimuddin (2022) who stated that the use of digital marketing in the world of education provides great opportunities to develop schools through effective online promotion. For example, social media is an effective platform for disseminating educational information to the public. Digital marketing training for kindergarten teachers can provide additional useful skills, considering that many teachers at the elementary education level are still unfamiliar with digital technology for marketing purposes. In a study conducted by Nasution (2021), it was found that information and communication technology (ICT) training can improve teachers' skills in using digital media for learning and school promotion. Therefore, teachers need to be given adequate training related to digital marketing strategies that can be implemented in the context of early childhood education (PAUD). This training will help them better manage their school's social media accounts and reach a wider audience.

According to Jannah (2020), digital marketing training for kindergarten teachers will enable them to understand the basics of digital marketing such as SEO (Search Engine Optimization), the use of digital advertising, and content management that can attract the attention of parents or prospective students. Teachers who have these skills can more easily adapt to the changes in the digital era. Furthermore, Sutrisno (2021) emphasized that this kind of training can also help teachers identify the latest digital trends that can be used to improve the quality of learning and education services.

Not only useful in promoting schools, digital marketing can also strengthen the relationship between teachers and parents of students. In a study conducted by Handayani (2021), the use of digital platforms such as Instagram and Facebook allows teachers to communicate with parents more directly and efficiently. This is very important in an era of fast and easily accessible communication. Teachers who are trained in using this platform can send information related to teaching and learning activities, school events, or other announcements more interestingly and interactively. In addition, digital marketing training also has the potential to develop teachers' professional skills. From the perspective of Karjono (2022), training that focuses on developing digital skills not only improves teachers' competence in marketing but also broadens their horizons regarding the importance of using technology in learning. This will create innovation in teaching so that education at TK Sultan Agung UII can continue to develop and be relevant to the needs of the times.

In connection with the need for e-presence applications, mentoring and training in the use of e-presence for teachers at TK Sultan Agung UII is an important step in optimizing the use of technology to facilitate attendance administration. E-presence, which relies on an information technology-based system, can speed up the process of recording student and teacher attendance, and reduce manual errors in data input. According to Wulandari (2020), the use of e-presence in schools can increase efficiency in recording attendance because the data obtained is more accurate and easily accessible. This is very relevant for teachers who need more time to focus on learning activities, instead of spending time on time-consuming administrative recording. Training in the use of e-presence can improve teachers' skills in utilizing technology optimally. Rasyid (2021) in his research stated that information technology training, including the use of the e-presence system, is very necessary to improve teachers' administrative skills. Through training, teachers will be better prepared to operate attendance software, understand how to report attendance digitally; and use the results of attendance data for better planning. In addition, with intensive assistance, teachers can more easily overcome technical obstacles that may arise during the use of the e-presence application.

Effective mentoring is also important to ensure that the implementation of e-presence runs smoothly and does not disrupt the learning process. In a study conducted by Setiawan and Salim (2022), it was found that teachers who received regular mentoring adapted to the new system faster than those who only attended training once. Mentoring is not only limited to providing training, but also providing ongoing support so that teachers can overcome problems that may arise, both in technical matters and in terms of implementing the attendance system in daily activities, so that the implementation of e-presence at TK Sultan Agung UII will be more successful and provide optimal benefits for teachers and students.

IMPLEMENTATION AND METHODS

The implementation of the activities is located in TK Sultan Agung UII from Monday (09:00 AM-12:00 AM) to Friday (09:00 AM-11:30 AM). All training and mentoring participants have a teacher education background and the total number is 17 participants.

The service method that will be used in implementing the activity is an intensive mentoring method that includes the following activities:

1. Observation

The first phase of this service activity is Observation. This activity aims to observe various conditions and situations in the field. This is related to the collection of specific data related to school conditions including student and teacher activities, teaching methods applied, and current school problems.

2. Interview

The second phase of the service activity is the Interview. In the interview activity, an initial confirmation will be made regarding the number of teachers, number of students, types of activities carried out at the school, as well as opportunities, challenges, and shortcomings of the school in existing conditions. In addition, the interview also explores insights from teachers, principals students, and school staff (security officers and cleaners).

3. Socialization of Digital Marketing Programs

The third phase of the service activity is to socialize Digital Marketing programs that are following Sultan Agung Kindergarten and determine several programs that can be priority programs so that they can be applied immediately.

4. Training and Mentoring in the Introduction of the e-Presence Application for Teachers

The fourth phase of this community service activity is assistance in the introduction of the e-presence application for school teachers. The community service team will provide intensive assistance to partners for 3 months. The scope of assistance activities includes socialization of the use of technology, training, maintenance, and ongoing assistance. Assistance is carried out using the field practice method so that partners are the main actors in this activity (Sholahuddin et al., 2019), problems

that arise will be discussed together to find a way out so that the solution can be applied by partners easily.

5. Training and Mentoring in the Formation of the Digital Marketing Team
The last phase of community service activities is to formulate a Digital Marketing team along with the programs and media that will be used in the school Marketing process. In addition, the formulation of the team also includes marketing budget planning activities that will be managed by the team.

Meanwhile, the description of the activity method includes the methods and materials presented, as follows:

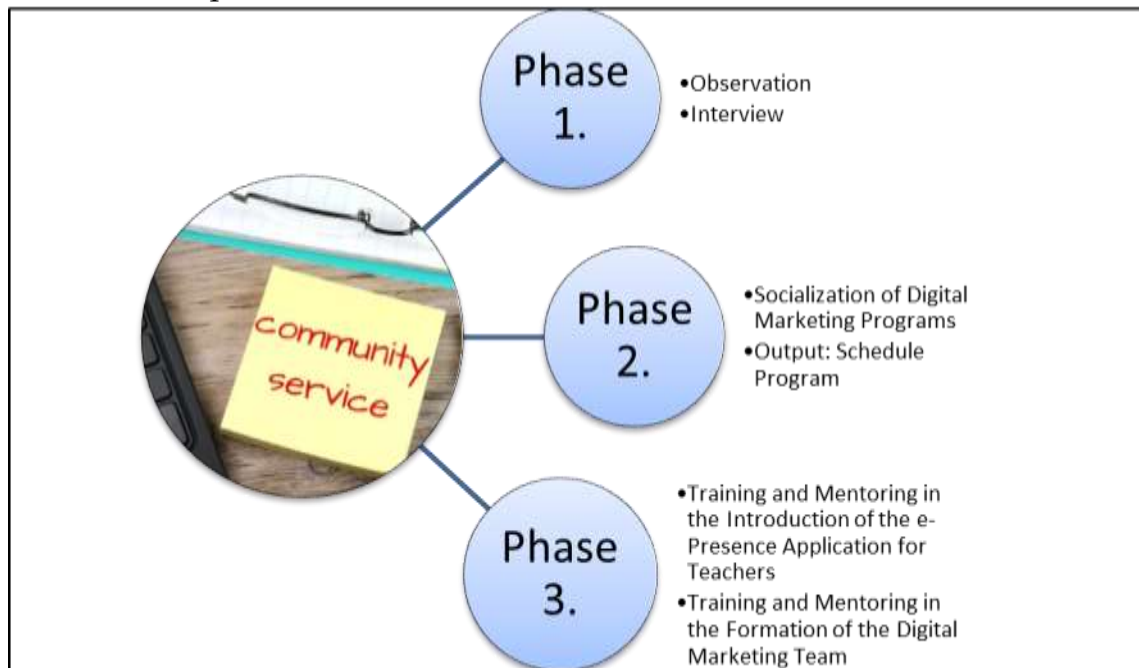


Figure 1. Conceptual Framework

RESULTS AND DISCUSSION

The community service program at TK Sultan Agung UII is divided into several phases. Activities start from the Socialization Phase, Interviews, Program Socialization, and Program Assistance as well as Assistance and Training in the use of e-presence for TK Sultan Agung UII Teachers.

In each phase, various activities are carried out by the community service and the target community. Some of the activities carried out are divided into several phases which will be described below:

Observation Phase

The initial activity of this Community Service is to conduct observations at TK Sultan Agung UII and collect some data such as the condition of the school, the number of existing students, the number of existing teachers, seeing the needs that still need to be repaired and met. Based on the results of observations on the physical building of the school, it can be seen that the location of the school is in a place that is easily accessible to the surrounding community. The condition of the building is still very good, even some rooms look new because the school has just been renovated. The equipment and supplies look very adequate and are

routinely maintained. The cleanliness of the school and the teaching and learning space (KBM) or classrooms and teacher's rooms and the principal's room are utilized well effectively and adequately. Access to cleanliness such as hand washing facilities also function well and are clean. However, there is one thing that needs to be confirmed, namely the presence of a door leading to the motorbike parking lot behind the school which is connected to the village road. This is considered to have the potential for theft or students leaving the door without the knowledge of the teacher or school guard, so follow-up is needed.

Interview Phase

The next activity begins by coordinating with the Principal of Sultan Agung UII Kindergarten to explain the intent and purpose of this community service activity. In a joint discussion, Mrs. Aty Latifah, ST., S.Pd. said that teachers at Sultan Agung Kindergarten need to be given additional insight and training related to the use of social media in school marketing activities. In addition, until 2024, teacher attendance has not utilized digital technology, so there is a need for the procurement of integrated attendance recapitulation tools and systems.



Figure 2. Observation and Coordination with Sultan Agung UII Kindergarten

Next phase, the team conducted observations and coordination with teachers of Sultan Agung UII Kindergarten. Based on the results of discussions with the teachers, several problems were identified, namely:

1. Teachers have never received training in digital marketing,
2. There has been no formation of a digital marketing team,
3. Allocation of digital marketing funds that have not been budgeted in the school budget plan,
4. The school's marketing media used is limited to Facebook and Instagram, but is only carried out by 2 (two) teachers who are self-taught using personal funds,
5. Regarding attendance, it is still done manually so it has an impact on inefficiency because it takes a lot of time to recapitulate the number of attendances, lateness and nominal honorarium, easy data access

Furthermore, the service team also conducted brief interviews with 2 (two) guardians of students who were at school when the activity was carried out to pick up their children. Based on information from the two guardians, it was found that teaching and learning activities had gone well and the children received good care and guidance. However, in terms of marketing, it is not yet effective, because the majority is done manually, such as school registration announcements are still via the Principal's WhatsApp status so there is limited access (only parents of students can access the information because their WhatsApp number is stored on the principal's cellphone).

Program Socialization Phase

After getting approval for the activity, it continued with the socialization phase of the community service program that will be carried out, namely the mentoring and training phase for the e-presence application and mentoring and digital marketing training. The follow-up to the digital marketing training is the formation of a digital marketing team. In this case, there is a special note from the principal who said that the formation of the team will be carried out after the school holds a meeting to discuss the division of teacher tasks, due to external obligations such as reporting and uploading Dapodik data every year.



Figure 3. Program Socialization by the Community Service Team

Mentoring and Training Stage for Using e-Presence

In this stage, the activity of installing e-presence application hardware in the form of fingerprint scanning for teachers is carried out. This activity aims to integrate teacher attendance reporting which will be related to the payment of teacher rights such as salaries because there are regulations stating that if teachers arrive late, their salaries will be deducted automatically. The data on attendance and lateness or absence of kindergarten teachers is still very manual, but with e-presence, access to the three data becomes easier and faster so that salary calculations and salary payments can be done on time.

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Figure 4. The e-Presence tool installed at Sultan Agung UII Kindergarten



Picture 5. Assistance in the Installation of E-Presence Devices at Sultan Agung UII Kindergarten

After installing the e-presence device, the service team completed this activity with e-presence Usage Training with the aim that all school parties related to attendance data can understand and apply it well and optimally. The e-presence training began with an opening by the Principal and continued with the delivery of training materials by speakers from the service team accompanied by a question and answer session and a trial of the application by all teachers and the principal.



Figure 6. E-Presence Training at Sultan Agung Kindergarten UII

Digital Marketing Mentoring and Training Stage accompanied by the formation of a Digital Marketing Team

The implementation of digital marketing mentoring and training at TK Sultan Agung UII began with the main objective of improving the skills of teachers in using digital marketing tools that can support school promotion. Given that education in the digital era is increasingly developing, schools need to have a team that is skilled in utilizing various digital platforms to introduce the services and quality of education provided. In this context, digital marketing training aims to provide teachers with insight into how to use social media, websites, and other digital marketing tools to increase school visibility and attract the attention of prospective students' parents.

During the training, teachers were introduced to various basic digital marketing techniques, such as the use of social media (Instagram, Facebook, and YouTube) to promote school activities, as well as creating interesting content that is by the target audience. In addition, the training also covers other technical aspects such as SEO (Search Engine Optimization), email marketing, and paid advertising that can be utilized to maximize the reach of information about activities and achievements at TK Sultan Agung UII. It is hoped that after the training, teachers will have a better understanding of how to utilize digital platforms effectively to achieve school goals.



Figure 7. Digital Marketing Training and Digital Marketing Team Formation

In the next phase, the formation of the Digital Marketing Team at TK Sultan Agung UII is an important step to ensure that digital marketing is carried out sustainably and in a structured manner. This team consists of several teachers who have more interests and skills in technology and communication. They will be responsible for managing various school social media accounts, planning and creating interesting digital content, and evaluating the effectiveness of the marketing strategies implemented. The formation of this team is very important so that every marketing activity carried out can be more coordinated and directed according to the goals that have been set. The Digital Marketing Team formed at TK Sultan Agung UII is also expected to work together in developing marketing strategies that can attract the attention of parents of students. They will design various promotional programs, such as announcements of activities or competitions, information related to learning methods applied in schools, and testimonials from parents who are satisfied with the educational services at TK Sultan Agung UII. One strategy that can be implemented by the team is to create creative visual content, such as photos or short videos that show fun teaching and learning activities, to show a positive atmosphere at school.

Continuous mentoring is essential in ensuring the effectiveness of digital marketing implementation. Therefore, after the initial training, teachers and the digital marketing team at TK Sultan Agung UII will continue to be mentored to overcome various obstacles that may arise in implementing digital strategies. This mentoring will include evaluation of published content, analysis of digital advertising campaign results, and problem-solving related to better social media management. With mentoring, teachers and teams can continue to develop and improve the quality of digital marketing carried out.



Figure 8. Assistance in the Formation of a Digital Marketing Team

Evaluation of the performance of the digital marketing team is also an integral part of the implementation process. The Digital Marketing Team at TK Sultan Agung UII must be able to monitor the results obtained from each marketing campaign that is run. Data analysis on audience interactions, the influence of paid advertising, and the growth in the number of social media followers is very important to determine whether the strategy implemented is developments.

Post-Implementation Phase

a. Evaluation and Follow-up

After the implementation of the digital marketing training program and e-presence assistance for teachers at TK Sultan Agung UII, an evaluation was conducted to assess the extent to which the program objectives were achieved and to identify areas that needed further improvement. This evaluation includes measuring participants' understanding of the training material, the use of digital tools taught, and their impact on improving school administration and promotion performance. Based on the results of the initial evaluation, most teachers felt more confident in using digital platforms to market school activities and record student attendance digitally. However, there are still some technical challenges that are faced,

especially related to the adaptation of the use of e-attendance applications which requires more time for some teachers.

- b. The follow-up to this evaluation is to provide advanced training sessions and more intensive mentoring, especially for teachers who have not fully mastered the use of e-presence and digital marketing systems. This session aims to deepen their understanding of more advanced features, such as the use of social media analytics to assess the effectiveness of digital campaigns and solve technical problems with e-presence. In addition, mentoring will also focus on improving skills in creating more attractive promotional content and understanding more efficient management of attendance data. As a long-term follow-up, TK Sultan Agung UII will form a special group or team responsible for managing digital marketing and e-presence, so that this program continues to run sustainably. This team will conduct routine evaluations of the effectiveness of the marketing strategies implemented and continue to provide training for new teachers or those who need reinforcement. In addition, the allocation of funds for the implementation of Digital Marketing activities is very necessary. With this follow-up, it is hoped that digital marketing and the use of e-presence will become an integral part of administrative and promotional activities at school, which can ultimately improve the quality of service and involvement of parents of students at TK Sultan Agung UII.

- c. Report Preparation

After all PKM activities have been completed, the next step is to prepare a community service report. This report will begin with the creation of a draft community service journal that will be published in academic media or scientific journals as evidence of the results of the activity. The report covers the entire process, from planning to evaluation, as well as the results that have been achieved during the community service. With this report, it is hoped that similar activities can be carried out in the future with further improvements and developments.

Successful or needs adjustment. The Pengabdian Team said that by conducting routine evaluations, it is hoped that the team can continue to improve their abilities and formulate more effective marketing strategies by current

CONCLUSIONS AND RECOMMENDATIONS

Based on the results and discussions that have been presented previously, the following conclusions can be drawn:

1. The digital marketing training program and e-presence assistance implemented at TK Sultan Agung UII can improve teachers' skills in using technology for administration and promotion. Digital marketing training has opened teachers' insights into the use of digital platforms, such as social media and websites, to promote school activities, while e-presence assistance facilitates more efficient and accurate attendance recording. Most teachers feel more confident in using the digital tools that have been taught, although there are some challenges faced, especially in terms of technical understanding and use of the newly implemented system.

2. The main achievement of this program is the increase in teachers' understanding of the importance of digital marketing in introducing schools to the wider community. Teachers are now more active in managing promotional content through social media, which allows TK Sultan Agung UII to be better known among parents and prospective students. In addition, the use of e-presence has succeeded in reducing manual attendance recording errors, speeding up the administration process, and increasing data accuracy. The program also provided teachers with a better understanding of efficient and easy ways to manage school administration with technology.
3. Challenges Faced: Although the training went well, there were some challenges faced, especially related to adapting to the use of new technology. Some teachers still found it difficult to operate the e-attendance application at first, and some needed more time to understand the digital marketing features in depth. This shows that although the initial training was sufficient to provide basic understanding, further assistance is still needed to ensure that teachers truly master the use of this system to its full potential.

Some suggestions that can be made as follow-up are as follows:

1. For follow-up, it is recommended that further training sessions be conducted with a focus on deepening the material that has been provided, especially related to the use of advanced features on e-presence and more complex digital marketing techniques. In addition, regular mentoring and technical support need to be continued to help teachers who are still having difficulty operating the system. This will help accelerate the adaptation process and ensure that the technology taught can be optimally implemented in the school environment.
2. As a sustainable step, the formation of a more structured Digital Marketing Team and budget allocation will be very useful for maintaining and developing digital marketing efforts that have been initiated. This team needs to be given further training related to more sophisticated digital marketing strategies, including data analysis and long-term digital campaign planning. In addition, this team must be the coordination center for all school promotional activities through digital platforms, which will ensure that all content and information shared follows the school's vision and mission.

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