

Personal Branding Training for Educators in Digital Communication to Optimize the Use of Social Media as a Branding Tool

Sabena (Corresponding author)¹

Gadis Octory²

Merly Erlina³

1.Communication Science, Mercu Buana University

2.Communication Science, Mercu Buana University

2.Communication Science, Mercu Buana University

E-mail: Sabena@mercubuana.ac.id, Gadisoctory@mercubuana.ac.id, Merly.erlina@mercubuana.ac.id

Abstract

This training program was designed to strengthen educators' capacity in developing personal branding through strategic digital communication and the effective use of social media platforms. The initiative was conducted in several high schools in South Tangerang City and involved fifty teachers as active participants representing diverse educational backgrounds. The program aimed to address the growing need for teachers to build professional credibility and visibility in the digital era. Through a comprehensive learning framework, participants explored various aspects of online communication, self-presentation, and brand consistency across digital platforms. This initiative also emphasized ethical communication practices to ensure teachers could project professionalism and authenticity online. The training therefore became not only a skill enhancement activity but also a medium for digital self-empowerment among educators. The implementation process combined several participatory methods such as interactive training sessions, individualized mentoring, and focused group discussions (FGDs). These methods encouraged collaboration, reflection, and peer learning, allowing participants to share their digital communication experiences and strategies. Mentoring sessions provided personalized guidance in developing teachers' digital portfolios and social media profiles aligned with their professional goals. The FGDs facilitated collective brainstorming to identify challenges in digital engagement and strategies for responsible online behavior. As a result, participants demonstrated improved confidence in public communication, creativity in producing educational content, and consistency in maintaining their digital identity. The blended learning design contributed to higher engagement and motivation throughout the program. Evaluation results indicated significant improvements in assertive communication, negotiation, and conflict management skills within the school environment. Teachers were able to apply their newly acquired digital competencies not only in social media branding but also in their day-to-day professional interactions. Many participants reported enhanced collaboration with students and colleagues, demonstrating the broader impact of personal branding on educational communication. The program's outcomes confirmed that practical, experience-based approaches are highly effective in strengthening educators' digital literacy and communication abilities. These findings highlight the importance of integrating similar capacity-building initiatives into ongoing professional development frameworks. Ultimately, the success of this program reflects the vital role of digital communication in shaping teachers' professional identity and credibility in the modern educational landscape.

Keywords : Personal Branding; Digital Communication; Teachers; Social Media; Community Service

DOI: 10.7176/NMMC/110-04

Publication date: November 30th 2025

Introduction

The development of digital technology has transformed the communication landscape across various sectors, including education. Teachers are required not only to possess pedagogical competence but also to develop skills in building a professional image in the digital space. One strategy relevant to these demands is personal branding, which can strengthen teacher credibility while increasing student engagement in the learning process.

However, in South Tangerang City, a preliminary survey showed that most high school and vocational school teachers have not yet utilized social media as a professional communication tool. This is due to a lack of understanding of digital communication strategies, skills in creating educational content, and a low awareness of the importance of personal branding in education.

This community service program is designed to address these challenges through personal branding and digital communication training for educators. The focus of the program includes improving assertive communication skills, producing educational content, and strategically utilizing social media to build a professional image. It is hoped that this training will empower teachers to become more confident, collaborative, and adaptive in navigating the dynamics of learning in the digital age.

Social Learning Theory

Social Learning Theory, first introduced by Bandura and later developed to include digital learning dynamics, posits that individuals acquire behaviors, values, and attitudes through observing and emulating others in their social environments (Siemens, 2020). In the context of social media, educators play dual roles—not only as instructors but also as exemplars of professionalism and effective communication within online communities. When teachers actively produce and share digital content, they demonstrate how learning and personal branding processes can take place simultaneously through observation, imitation, and self-reflection. The ongoing exchange of ideas, feedback, and achievements among educators functions as a collaborative learning mechanism that promotes innovation and mutual growth. Such an environment nurtures creativity, cooperation, and confidence in the use of digital communication tools.

From the standpoint of personal branding, this theory elucidates how educators adopt and adapt communication strategies they observe from professional peers, educational influencers, or institutional social media channels. Exposure to successful digital role models enables teachers to refine their expression, enhance their online identity, and align their digital presence with educational values. This perspective resonates with the concept of a community of practice, where collective engagement and experience sharing contribute to sustained professional development. Hence, social learning provides a theoretical basis for understanding how teachers internalize, replicate, and disseminate constructive communication practices in digital spaces. It emphasizes that personal branding among educators is inherently a social, reflective, and collaborative process influenced by digital interaction and shared learning experiences.

Methodology

This community service activity was implemented through several systematic stages to address the issue of educators' limited understanding and skills in building personal branding through digital communication. The program lasted three months and was divided into five main stages:

1. Identifying Partner Needs

The implementation team conducted an initial survey and interviews with high school and vocational school teachers in South Tangerang City to determine their understanding of personal branding and the use of social media in an educational context. The results of this identification served as the basis for developing training modules tailored to field needs.

2. Training and Workshops

Training sessions are conducted face-to-face using interactive lectures, case studies, and group discussions. Training materials include: personal branding concepts, assertive communication, strategies for creating educational content, and optimizing social media (LinkedIn, Instagram, TikTok, and YouTube) as a means of educator branding.

3. Simulation and Direct Practice

Participants are provided with practical guidance in creating educational digital content and managing professional social media accounts. This activity aims to ensure participants not only understand the theory but also are able to implement it directly in the school environment.

4. Program Evaluation

Evaluation was conducted through pre- and post-tests to measure participants' understanding of personal branding concepts and digital communication skills. Additionally, field observations and qualitative surveys were conducted to assess changes in participants' attitudes and skill implementation after the training.

5. Monitoring and Follow-up Following the training, the team conducted online monitoring to assess participants' progress in utilizing social media as a professional platform. Monitoring was conducted through observation of participants' social media account activity and intensive communication within the mentoring group.

Equipment and Material Specifications:

- Equipment: Laptop with a minimum of 8 GB of RAM, digital camera, projector, and stable internet connection for training, presentations, and simulations.
- Materials: Training modules in PDF format and presentation slides; content editing software (Canva, CapCut, and PowerPoint); and social media platforms used for case studies and hands-on practice. This implementation method is designed to be practice-based to facilitate applied learning. This approach has proven effective in improving participant skills, as evidenced by improved evaluation scores and changes in professional attitudes and behaviors after the training.

Discussion

A personal branding and digital communication training program for high school and vocational school teachers in South Tangerang City significantly improved the participants' communication skills. Fifty teachers participated in the entire series of activities, which included theoretical training, practical educational content creation, and mentoring on implementing social media as a professional branding tool.

Based on pre-test and post-test results, there was an increase in scores in four key aspects of teacher communication: verbal communication skills, active listening, negotiation skills, and communication confidence. This improvement demonstrates that the applied, experience-based training approach is effective in developing educators' non-technical competencies.

Tabel 1. Pre-Test and Post-Test Results of Communication Skills

No.	Rated aspect	Average Previous Score (%)	Average Score After (%)
1	Verbal Communication	60	85
2	Active Listening	55	82
3	Negotiation and Conflict Resolution	50	78
4	Confidence in Communication	62	88

In addition to quantitative improvements, participants also directly experienced qualitative changes. Through focus group discussions (FGDs), teachers reported feeling more confident in expressing their opinions, open to feedback, and able to convey ideas persuasively to students, colleagues, and parents. This aligns with research by Sari (2023), which found that teachers' communication skills significantly influence students' learning motivation.

Their ability to use social media for professional purposes also improved. Before the training, most teachers didn't have professional accounts like LinkedIn or TikTok Edu. After the training, over 60% of participants

actively created and managed these accounts and began posting educational content.

Tabel 2. Participants' Social Media Activities After Training

No.	Digital Activities	Number of participants	Percentage (%)
1	Create a professional social media account	35	70
2	Upload educational content (at least 1 time)	30	60
3	Actively respond to student interactions on social media	28	56

Obstacles encountered during the implementation of activities include:

- Variations in participants' digital literacy levels, which resulted in some teachers taking longer to understand certain digital platforms.
- Limited training time, given that activities took place outside of teaching hours, necessitating strict time management.
- Limited supporting devices, such as access to laptops or personal devices sufficient for content practice. However, these obstacles can be overcome through direct mentoring and the use of available school equipment. A collaborative approach between facilitators and participants also strengthens the learning process.

Overall, this activity successfully addressed teachers' need for personal branding and digital communication training. The results not only improved individual skills but also opened up opportunities for digital collaboration between teachers and students, creating more interactive and relevant learning experiences.

Conclusion

Community service training in the form of personal branding and digital communication for high school and vocational school teachers in South Tangerang City has successfully enhanced educators' capacity to build a professional image in the digital age. Through a practical, experience-based training approach, participants demonstrated significant improvements in verbal communication, active listening, negotiation, and self-confidence.

Furthermore, there has been a marked shift in the use of social media as a tool for education and professional branding, demonstrated by the increasing number of teachers actively creating educational content and strategically managing social media accounts. This program demonstrates that strengthening teachers' communication skills and digitizing them can foster more participatory, communicative, and contemporary learning.

The success of this program underscores the importance of ongoing training integrated with teacher professional development, as well as the need for institutional support to ensure optimal and broad-

based use of digital media in education.



SUGGESTION

Based on the results of the implementation of personal branding and digital communication training activities for high school/vocational school teachers in South Tangerang City, several suggestions can be conveyed as follows:

1.Strengthening the Ongoing Mentoring Program

Given the significant improvements in teachers' communication and social media management skills, similar programs need to be continued periodically to ensure consistent material deepening and quality improvement. Continued mentoring can focus on developing advanced educational content, managing digital communities, and analyzing social media account performance.

2.Digital Infrastructure Support

One of the main obstacles to implementation is limited devices and internet access for some participants. Therefore, schools and education offices need to provide adequate digital facilities to support the application of acquired skills, particularly in the practical application of educational content.

3.Mid-Term Impact-Based Evaluation

A follow-up evaluation system is needed to monitor the impact of the training on learning activities, student engagement, and academic achievement. This evaluation can be conducted 3–6 months after the training to assess the consistency of skills implementation and changes in teachers' professional behavior in schools.

4.Developing Collaborative Networks Among Educators

Participating teachers demonstrated high enthusiasm for sharing experiences and learning from their peers. This can be facilitated through the formation of online communities of practice as a platform for collaboration, content sharing, and expanding the impact of the training beyond the initial participant base.

5.Integration with the Teacher Career Development Program

The results of this training can serve as a basis for developing teacher performance assessment indicators, particularly in the area of digital-based learning innovation. A strong teacher personal brand and active

engagement on educational social media platforms can be a key factor in assessing teacher professionalism in the era of digital transformation.

References

- Aaker, D. A. (1991). *Managing brand equity: Capitalizing on the value of a brand name*. Free Press.
- Arens, W. F., Weigold, M. F., & Arens, C. (2013). *Contemporary advertising and integrated marketing communications*. McGraw-Hill.
- Belch, G. E., & Belch, M. A. (2018). *Advertising and promotion: An integrated marketing communications perspective*. McGraw-Hill.
- Boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210-230. <https://doi.org/10.1111/j.1083-6101.2007.00393.x>
- Cialdini, R. B. (2009). *Influence: The psychology of persuasion*. Harper Business.
- Goleman, D. (2006). *Social intelligence: The new science of human relationships*. Bantam Books.
- Hawkins, D. I., & Mothersbaugh, D. L. (2013). *Consumer behavior: Building marketing strategy*. McGraw- Hill.
- Keller, K. L. (2013). *Strategic brand management: Building, measuring, and managing brand equity*. Pearson.
- Kotler, P., & Armstrong, G. (2018). *Principles of marketing*. Pearson.
- Kotler, P., & Keller, K. L. (2016). *Marketing management*. Pearson.
- Khedher, N. B. (2020). *Personal branding: A guide to building your brand in the digital age*. Routledge.
- Khan, M. A., & Khan, S. (2020). Personal branding in the digital age: A study of educators. *International Journal of Educational Management*, 34(5), 1023-1035. <https://doi.org/10.1108/IJEM-05-2019-0215>
- Lewicki, R. J., Saunders, D. M., & Barry, B. (2015). *Negotiation*. McGraw-Hill.
- McQuail, D. (2010). *McQuail's mass communication theory*. Sage Publications.
- Montoya, P. (2021). *The brand called you: Make your business stand out in a crowded marketplace*. Per Capita Publishing.
- Robbins, S. P., & Judge, T. A. (2019). *Organizational behavior*. Pearson.
- Solomon, M. R. (2018). *Consumer behavior: Buying, having, and being*. Pearson.
- Tapscott, D. (2009). *Grown up digital: How the net generation is changing your world*. McGraw-Hill.

Attachment



PELATIHAN STRATEGI PERSONAL BRANDING PENDIDIK DALAM KOMUNIKASI DIGITAL UNTUK OPTIMALISASI PEMANFAATAN MEDIA SOSIAL SEBAGAI SARANA BRANDING

Ketua Pelaksana:

- Sabena, S.Ikom, M.Ikom

Anggota Dosen:

- Dr. Merly Erlina, S.Pi, M.Si
- Gadis Octory, S.Ikom, M.Ikom

Anggota Mahasiswa:

- Rafli Salim B. (44222010059)
- Seviarini Zahari (44222010116)

LATAR BELAKANG

- Sosial menjadi branding yang strategis bagi banyak guru SMA/SMK, namun banyak yang belum memanfaatkan media sosial untuk membangun citra profesional. Rendahnya literasi digital dan keterampilan membuat konten jadi hambatan utama.

METODE PROGRAM

- Survei & identifikasi kebutuhan guru.
- Pelatihan teori + praktik (konten & strategi digital).
- Simulasi penggunaan media sosial profesional.
- Evaluasi pre-post test & pendampingan pasca-kegiatan.

SASARAN MASYARAKAT

- 50 guru SMA/SMK se-Tangerang Selatan

TUJUAN PROGRAM

- Tingkatkan pemahaman soal personal branding.
- Latih guru membuat konten edukatif digital.
- Optimalkan media sosial untuk pembelajaran.
- Ciptakan akun profesional guru (IG, TikTok, LinkedIn, YouTube).

HASIL KEGIATAN

- 80% guru meningkat pemahaman personal branding
- 50% guru aktif kelola akun media sosial profesional
- Artikel ilmiah (HKI) & publikasi media
- Video & dokumentasi kegiatan

LUARAN PROGRAM

- Artikel ilmiah nasional & internasional.
- Peningkatan Kompetensi Branding Guru
- Publikasi Media Massa

KESIMPULAN

- Program berhasil membekali guru dengan keterampilan komunikasi digital untuk membangun citra profesional dan mengembangkan budaya literasi digital di sekolah.

