

DIGITAL LITERACY: MASTERING MICROSITES TO BUILD STUDENT PERSONAL BRANDING AT SMAN 3 MENGWI

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Abstract. The digital era compels the younger generation, particularly high school students, not just to be passive consumers but to become positive creators of their digital footprints. This community service aims to equip the students of SMAN 3 Mengwi with digital literacy and the practical skill of creating microsites to build their personal branding. The approach used in this program combines interactive lectures on digital ethics with direct demonstrations of microsite creation using the s.id platform. The results showed 100% active participation from the students. They successfully shifted their mindset from merely using social media for entertainment to utilizing it as a strategic asset. By mastering microsites, students are now able to integrate their portfolios, achievements, and professional contacts into a single, easily accessible link. This capability serves as an essential foundation for their future academic pursuits and careers, proving that early digital literacy interventions significantly foster a smart, secure, and ethical generation in the digital space.

Keywords: digital identity, digital literacy, microsite, personal branding

Abstrak. Era digital memaksa generasi muda, khususnya pelajar, untuk tidak sekadar menjadi penikmat pasif, melainkan harus bertransformasi menjadi pencipta jejak digital yang positif. Pengabdian kepada masyarakat ini bertujuan untuk membekali siswa-siswi SMAN 3 Mengwi dengan literasi digital sekaligus keterampilan praktis pembuatan microsite sebagai fondasi personal branding mereka. Pendekatan yang digunakan dalam kegiatan ini memadukan metode ceramah interaktif mengenai etika digital dan demonstrasi langsung pembuatan microsite menggunakan platform karya anak bangsa, s.id. Hasil kegiatan menunjukkan tingkat partisipasi aktif mencapai 100%. Para siswa berhasil mengubah cara pandang mereka; dari yang awalnya menggunakan media sosial murni untuk hiburan, kini menyadarinya sebagai aset strategis. Melalui penguasaan microsite, siswa mampu merangkul portofolio, prestasi, dan kontak profesional mereka ke dalam satu tautan yang ringkas. Keterampilan ini menjadi bekal krusial bagi kesiapan mereka menembus perguruan tinggi maupun dunia kerja di masa depan, sekaligus membuktikan bahwa intervensi literasi digital sejak dini efektif melahirkan generasi yang cerdas, aman, dan beretika di ruang maya.

Kata Kunci: identitas digital, literasi digital, microsite, personal branding

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INTRODUCTION

The lives of Millennials and Generation Z are inextricably linked to the pulse of the digital world. This reality is strikingly evident at SMAN 3 Mengwi, where the majority of students are digital natives who navigate social media daily. However, a concerning reality lies beneath this high internet usage. Their digital consumption patterns remain heavily dominated by purely entertainment-driven activities (Kusumastuti et al., 2021). While they are highly adept at communicating and expressing themselves in virtual spaces, they have yet to fully realize that every click, post, and comment they make is constructing a permanent identity known as a digital footprint (Saputra, 2023).

Theoretically, digital literacy, according to Gilster (2018), extends beyond technical proficiency in operating digital devices; it encompasses the cognitive, analytical, and evaluative abilities required to critically understand, assess, and utilize information obtained from diverse digital sources. Digital literacy enables individuals to navigate the digital environment effectively,



distinguish relevant and credible information, and communicate appropriately through various digital platforms. This competence is closely connected to personal brand management in the contemporary digital era, as individuals increasingly use online platforms to construct, communicate, and maintain their identities (Venciute et al., 2024). Based on the foundational concept of personal branding proposed by Peters (1999), which has subsequently evolved and expanded into digital media, every individual can essentially be regarded as a “brand” that requires conscious management.

Personal branding involves the process of identifying individual strengths, values, interests, and competencies and communicating these characteristics consistently to a target audience. This perspective is reinforced by Lair et al. (2005), who argue that self-representation in public spaces, including the internet, provides individuals with opportunities to project their values, expertise, and distinguishing characteristics to a broader audience. In the context of students, the ability to manage digital identity and present personal competencies through online platforms can become an important foundation for developing confidence, creativity, and professional awareness (Slyusarenko et al., 2026). Therefore, strengthening digital literacy through practical activities such as microsite development can help students move beyond simply consuming digital content toward actively creating, organizing, and presenting meaningful digital representations of themselves, which may support their future academic and professional career goals (Dewi wt al., 2026).

Unfortunately, many adolescents have yet to grasp that the digital space is actually a massive stage to showcase their potential. Consequently, instead of building a good reputation, negligence in digital ethics frequently risks damaging their own futures (Damayanti & Gemiharto, 2019). Understanding personal data security, the dangers of cyberbullying, and the importance of maintaining communication ethics still requires serious attention. Digital literacy must be positioned as a life skill to utilize technology wisely, safely, and with a future-oriented mindset (Setyaningsih et al., 2021).

To bridge this gap, the community service team from Primakara University introduced a practical breakthrough tailored to the students’ daily lives: microsite development training. A microsite is a smart and simple digital solution in the form of a concise single-page website that can accommodate various important links, creative portfolios, social media accounts, and contact information (Ministry of Communication and Informatics, 2021). Through this training, students were introduced to the basic concepts of microsite development, including content organization, link management, and the presentation of personal information in an attractive and accessible format (Villegas-Ch & García-Ortiz, 2023). For students, a microsite can function as a digital business card for the modern generation, allowing them to present their interests, achievements, skills, and creative works in one centralized platform (Dudar et al., 2025). This skill is therefore not only relevant to digital literacy but also provides students with an opportunity to develop their creativity and confidence in presenting themselves in the digital environment (Yu & Zadorozhnyy, 2022).

Mastering microsite development also represents a crucial first step in building a personal brand from an early age. By having their own microsite, students are encouraged to shift their roles from initially being merely “passive users” who primarily consume digital content to becoming “identity managers” who consciously design and communicate how they want to be perceived by others in the digital space (Indonesia.go.id, 2021). This transformation encourages students to become more intentional in selecting the information, activities, and achievements they share online. In addition, the ability to manage a personal digital identity can help students recognize the importance of responsible and positive digital communication (Oliveira & De Souza, 2022). Thus, microsite development training can serve as an initial foundation for preparing students to become more creative, independent, and digitally aware individuals who can utilize technology not only for consumption but also for self-expression and future opportunities (Wang & Li, 2024).

This community service aims to instill a strong understanding of digital ethics while equipping the students of SMAN 3 Mengwi with the technical skills to create microsities, ensuring

they are prepared to face competition in higher education and the professional world with a professional and positive self-image.

METHOD

This community service activity was conducted using a participatory, student-centred approach. The primary target audience for this program was the students of SMAN 3 Mengwi. To ensure knowledge transfer was engaging and easily comprehensible, we divided the activity into three main, interconnected phases:

Planning and Coordination Phase. In this phase, the community service team coordinated intensively with SMAN 3 Mengwi. Discussions were held to align schedules, understand student characteristics, and prepare the necessary room infrastructure and hardware. The active involvement of the school from the outset was instrumental in creating a supportive learning environment (Tissenbaum & Slotta, 2019).

Implementation Phase (Interactive Lecture and Practical Demonstration). This core activity was divided into two sessions. During the lecture session, the team avoided rigid theoretical presentations, instead engaging students in dialogue about the realities of everyday digital life. The material focused on strengthening digital literacy, covering social media ethics, data privacy, and personal brand building. The activity then proceeded to a "hands-on" demonstration session (Kayyali, 2024). Students were guided through creating a microsite using a locally developed platform (S.id), starting from account registration and visual theme selection, to integrating their respective portfolio links (Nurhidayati et al., 2025).

Evaluation Phase. The success of the program was measured not only by attendance but by tangible outputs. Evaluation was conducted directly by observing each participant's success in publishing their unique microsite link. Furthermore, questionnaires were distributed at the end of the session to gauge students' understanding and mindset shifts regarding digital identity.

RESULT AND DISCUSSION

During the digital literacy and microsite development training process, evaluation was conducted through questionnaires to gather concrete feedback from the students. This assessment focused on cognitive (theoretical understanding) and psychomotor (technical ability) aspects. In accordance with scientific journal writing guidelines, the response percentages are presented in Table 1, with indicators Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Table 1. Results of the digital literacy and microsite development training questionnaire

Evaluation Statement	SA	A	D	SD
I understand the importance of digital ethics and security after participating in this training.	77.8%	22.2%	0%	0%
I am satisfied with this information technology-based microsite development training activity.	74.1%	25.9%	0%	0%
This microsite development training helped me shift my mindset towards becoming a positive digital creator.	83.3%	16.7%	0%	0%
The training material made it easier for me to use the S.id platform to create a microsite.	72.2%	27.8%	0%	0%
This training helped me gather my portfolio and contact information into one concise link.	79.6%	20.4%	0%	0%
This digital literacy training helped me design a more professional personal brand.	85.2%	14.8%	0%	0%
The personal branding topic is interesting and encourages me to manage my digital footprint better.	75.9%	24.1%	0%	0%
I can apply the technical steps of creating a microsite independently after the training.	70.4%	29.6%	0%	0%

Evaluation Statement	SA	A	D	SD
The digital literacy topic made me more aware of the importance of maintaining personal data privacy on the internet.	81.5%	18.5%	0%	0%
The material presented is interesting and encourages me to use microsities to prepare for the professional/academic world.	87.0%	13.0%	0%	0%

The implementation of the "Digital Literacy: Mastering Microsites to Build Personal Branding" program at SMAN 3 Mengwi was highly successful and marked by immense enthusiasm. The material acceptance rate showed a highly satisfactory figure, evident from the dominance of "Strongly Agree" (SA) responses in Table 1, where not a single student felt unhelped by the program (0% for D and SD). All participants, consisting of student representatives accompanied by teachers from SMAN 3 Mengwi, engaged in the activity from beginning to end.

During the material presentation session, I Gede Putu Krisna Juliharta, who also serves as the Chief of the Advisory Board of Primakara University and the Central Board of Indonesian ICT Volunteers, delivered the topic with a relaxed yet meaningful style. Under the theme "Creating a Microsite: One Link to Start Today's Business," he successfully broadened the students' horizons, demonstrating that social media is not merely a place for complaining or flaunting daily life, but a showcase for the future (Ministry of Communication and Informatics, 2021). Interaction built naturally as students realized how simple it is to summarize all their achievements, school assignments, and personal contacts into a single, professional-looking webpage (Atkins & May, 2026).



Figure 1. *Interactive atmosphere during the presentation of digital literacy material and the importance of personal branding*

Entering the practical demonstration session, the atmosphere became even more dynamic and engaging. The "learning by doing" approach proved highly effective in reducing students' hesitation toward adopting new technology, as they were able to directly practice each step rather than merely receive theoretical explanations (Alves et al., 2026). The student team from Primakara University designed the practical guide as simply and systematically as possible to make it easy for students to understand and follow. The activity began with accessing a web browser, signing up on the S.id platform, and entering the microsite creation dashboard. Students were guided step by step through selecting templates, adding content, and arranging page components (Boetje et al., 2024).

The part that most sparked students' creativity was when they were asked to choose color templates and organize page elements according to their individual preferences. They experimented with different layouts by adding profile pictures, writing engaging personal descriptions, and linking their creative works. Some students also explored various ways to organize their content so that their microsites appeared more attractive, informative, and representative of their personalities. Through this hands-on activity, students were not only developing basic technical skills but also strengthening their creativity, confidence, and ability to

present themselves effectively in a digital environment (Hsiao et al., 2022). The interactive process made the learning experience more enjoyable while encouraging students to become more active and confident users of digital technology (Wong & Hughes, 2023).



Figure 2. Direct assistance by the Primakara University student team to students during the design and microsite link integration stages.

The most encouraging outcome from this practical session was the immediate paradigm shift. Students who initially thought that creating a website page was highly complex and required advanced coding skills were now smiling proudly as they saw their own unique links (for example: *s.id/studentname*) go live, ready to be embedded in their Instagram or TikTok profile bios. This capability automatically elevated their confidence levels in managing digital assets (Setyaningsih et al., 2021). Ultimately, this community service activity contributed not only to technical skills but also instilled moral wisdom in internet usage. By owning a microsite, students automatically realized the need to start curating filtering and selecting what content is appropriate and positively impactful to display to the outside world. They learned to present the best version of themselves, which is the true essence of implementing ethical, safe, and sustainable personal branding.



Figure 3. Presentation of an appreciation certificate to the school representative as a form of continuous synergy between vocational/higher education and high schools.

CONCLUSION

The community service program at SMAN 3 Mengwi has proven that digital literacy education yields extraordinary transformative impacts when coupled with applicable practices.

Overall, the activity ran smoothly and achieved a 100% completion target (output) from the participants. The students not only took home a theoretical understanding of the urgency of digital security and ethics but also produced tangible work in the form of their own personal microsites. They successfully transitioned from merely being passive content consumers to becoming smart and empowered creators; capable of managing and designing their digital identities professionally to support their future track records. As a follow-up, it is highly recommended that this positive initiative does not stop at a single meeting. Moving forward, the school could integrate this microsite-based digital portfolio management into fulfilling subject assignments in class. Furthermore, to further enrich the students' competencies, subsequent community service programs could be directed toward advanced training, such as an introduction to basic user interface design (UI/UX), copywriting techniques for social media needs, and intermediate cybersecurity awareness training, ensuring SMAN 3 Mengwi graduates are increasingly resilient and competitive in the Society 5.0 era

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