

International Proceeding Community Services

Online Painting Class Training As A Solution For Art Learning In The Digital Era

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ABSTRACT

Keyword: online painting class, digital platform training, community service, creative economy, Zoom, TikTok, YouTube Accepted : 30 May 2026 Approved : 3 June 2026 Published: 29 June 2026 Publisher: Perbanas Institute International. To view a copy of this license, visit http://creativecommons.org/licenses/by-nc-sa/4.0/	<i>Lukisan Senja is a painting studio located in Depok, West Java, which has been operating since 2020. The studio faces several challenges including limited market reach, a fully face-to-face learning model, and the absence of an online learning platform. This community service program aims to provide training for online painting classes using existing digital platforms to overcome these constraints and expand the studio's reach. The program focuses on three training activities: (1) training instructors in online teaching techniques via Zoom; (2) training in content creation and upload to YouTube; and (3) training in social media content management through TikTok and Instagram. The program is implemented over 3 months through the stages of socialization, training, and evaluation, targeting an increase in active students, improved digital marketing performance with 1,000+ Instagram followers and an engagement rate of 5%, and 5,000+ total video tutorial views. This program contributes to SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth), as well as the 5th point of Asta Cita regarding the development of qualified human resources through art education.</i>
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I. INTRODUCTION

The development of digital technology has brought about fundamental changes in the learning paradigm in various fields, including the arts. The continued rise in digital literacy among students creates a conducive ecosystem for the development of technology-based learning (Sisco, 2023). High internet penetration of 85% and smartphone ownership of 92% among the target market indicate a significant opportunity to develop inclusive and widely accessible arts education platforms (Sisco, 2023). (Nurfadillah et al., 2021) confirmed that the development of technology-based media has been proven to significantly improve student learning outcomes compared to conventional methods.

Conversely, the micro-enterprise sector in arts education faces challenges in adapting to the digital era. Many art studios still operate conventionally, with limited reach to customers who can physically attend. This situation creates a gap between the large market potential and limited service capacity. (Wardhani, 2016) demonstrated that digital-based learning media significantly influences student creativity in fine arts learning, indicating the urgency of digital transformation in the arts education sector.

Lukisan Senja is a painting studio located in Depok, West Java, and has been operating since 2020. The studio offers two main services: custom painting and art classes for children and adults. Financially, the studio generates revenue from custom painting services and children's art classes, with seven active students aged 3–8. The studio's strategic location in Depok provides access to a large potential market in the Greater Jakarta area, known for its large population with a strong interest in art and creative activities.

Despite having five years of solid operational experience, Lukisan Senja faces several fundamental challenges that hinder its growth. First, its class reach is still limited to customers who can come directly to the studio or access Instagram. The fully in-person learning model limits the business's scalability, as it relies on a 40m² physical space with a capacity of only 10 students. Second, the still-manual administration system, which uses WhatsApp and cash/transfer payments, is deemed inefficient for long-term growth, and it lacks a structured digital marketing strategy. Third, the social problem of high gadget addiction among children aged 4–12 requires alternative productive and educational activities.

(Billah et al., 2024) emphasized that arts learning plays a crucial role in children's cognitive, affective, and psychomotor development, making developing access to digital arts education a strategic opportunity worth capitalizing on. (Setyaningrum & Hutami, 2021) also stated that fostering creativity through painting lessons has a positive impact on children's cognitive development. (Iskandar et al., 2022) added that digital art extracurricular activities have been shown to enhance students' creativity in 21st-century learning competencies.

Based on this situational analysis, this community service program is designed to provide digital platform-based training that will enable Lukisan Senja to expand its reach gradually and sustainably. This program aims to: (1) increase the number of active students through the use of digital platforms; (2) train instructors in managing online classes via Zoom; (3) train them in creating and uploading video tutorial content to YouTube; (4) develop effective digital marketing strategies through TikTok and other social media; and (5) sustainably increase partner income. More broadly, this program supports the achievement of Sustainable Development Goals (SDG) number 4 on Quality Education and number 8 on Decent Work and Economic Growth, in line with Asta Cita point 5 on the development of quality human resources through arts education, and contributes to the National Research Master Plan (RIRN) in the field of educational technology.

II. METHODS

This community service program uses a participatory-collaborative approach, actively involving partners in every stage of implementation. This method was chosen based on the consideration that the success of a business's digital transformation depends heavily on the owner's level of understanding and involvement in the change process. The program will be held for 3 months (from January 2025 to 30 April, 2025) divided into three main, interconnected stages: outreach, training and digital platform utilization, and evaluation.

1. Socialization Phase (Month 1)

The first phase began with a Focus Group Discussion (FGD) with partners to finalize program details, identify specific needs, and agree on realistic and measurable targets. This FGD also conducted an initial assessment of the partners' digital capacity, available infrastructure, and

potential implementation barriers. Socialization was conducted with potential students through social media and local communities in the Depok area and the surrounding area regarding the upcoming online class program. Partners participated by providing existing student data, gathering feedback on needs from parents, and assisting with target market mapping.

2. Training Phase (Months 2–3)

The training phase includes three main activities designed to build the capacity of partners' human resources. First, two four-hour Online Teaching Workshops were held. These workshops trained two studio instructors in teaching techniques via the Zoom platform. Second, six hours of Video Content Production Training covered basic filming techniques, good framing and composition, basic editing, as well as a guide to uploading on YouTube. Third, four hours of Social Media Management Training covered strategic content planning, post scheduling techniques, and best practices for managing Instagram, Facebook, and TikTok.

3. Digital Platform Utilization Phase (Months 2–3)

The digital platform utilization phase encompassed three mutually supportive sub-activities. First, live online classes via Zoom were held in months 2–3, including Zoom account configuration, the creation of a regular class schedule of two sessions per week, the implementation of dummy classes for technical testing, and the development of Standard Operating Procedures (SOPs) for online class management. Classes were scheduled with a maximum capacity of 20 students per session to maintain high-quality interaction and personalized learning.

Second, training on video production and uploading tutorials to YouTube was held in months 2–3. The team, along with instructors, developed materials and scripts for 10 videos, recorded them using available equipment, performed basic editing, and then uploaded the final results to the Lukisan Senja YouTube channel. Of the 10 videos, three covered basic techniques, including an introduction to tools, color theory, and basic stroke techniques; four covered intermediate techniques, including composition, perspective, shading, and color mixing; and three project-based videos covered the creation of landscape, portrait, and still life works.

Third, social media content management training for TikTok, Instagram, and other digital platforms was held in March. This included creating creative content in the form of time-lapse videos of the painting process for TikTok, portfolio photos of student work for Instagram, and engagement strategies with target audiences.

4. Evaluation Phase (Month 3)

The evaluation phase was conducted at the end of month 3. Activities included conducting the first online class with 10–15 pilot students, monitoring the performance of uploaded social media and YouTube content, and making continuous improvements based on participant feedback. The final program evaluation was conducted through focus group discussions (FGDs) with partners to measure target achievement, collect testimonials, document the program's impact, and develop recommendations for further development.

Evaluation was conducted at the end of the program using instruments that measured the number of new registrants, social media engagement levels, student satisfaction, and revenue growth. The final phase of the program in month 3 included a comprehensive evaluation FGD, collecting testimonials and documenting impacts, compiling an accountability report.

5. Implementation Team Role Division

The implementation team consists of one leader and four members, with a clear division of duties. The team leader, is responsible for coordinating the overall program, developing the partner's financial system, conducting financial feasibility analysis, and conducting comprehensive program monitoring and evaluation. The first member, handles digital

marketing strategy development, business plan development, market analysis, and customer retention strategies. The second member, is responsible for instructor training programs, developing operational SOPs, quality control, and coordinating workshop implementation. Three student members are responsible for website technical coordination, market research and surveys, social media content production, program documentation, reporting data analysis, monitoring social media performance, managing customer service, and collecting testimonials.

III. RESULTS AND DISCUSSION

This community service program resulted in a series of technological and managerial solutions systematically designed to address three priority issues within the Sunset Paintings. All developed solutions integrate with each other to form a comprehensive and sustainable digital ecosystem. The following discussion outlines the program's implementation results, along with an analysis of their impact and relevance to current literature.

3.1 Instructor Training for Online Classes via Zoom

Instructor training for conducting online classes via Zoom is a key component of this program. Two studio instructors were trained in virtual teaching techniques, including camera positioning skills, optimal lighting, online painting demonstration techniques, virtual student engagement strategies, and managing interactive question-and-answer sessions. Classes are scheduled for two sessions per week or eight sessions per month, with a maximum capacity of 10 students per session to maintain a personalized and interactive learning experience. This system allows for real-time, two-way interaction between instructors and students, overcoming the limitations of geographical distance, which has historically been a major barrier to business development. Nurfadillah et al. (2021) confirmed that the development of technology-based media significantly improves student learning outcomes, supporting the relevance of this digital learning training.

The video content production training for YouTube resulted in 10 video tutorials uploaded to the Lukisan Senja YouTube channel. Instructors were trained in basic recording techniques, good framing, simple editing, and optimizing video titles and descriptions for organic discovery. The content of the 10 videos is distributed as follows: three videos on basic techniques (tool introduction, color theory, basic stroke techniques), four videos on intermediate techniques (composition, perspective, shading, color mixing), and three project-based videos (landscape, portrait, still life). Wijayanti and Setiawan (2024) stated that designing art video tutorial learning media requires a systematic approach to ensure learning effectiveness, which serves as the reference in this training program.

Social media content management training includes synergistic optimization of three main platforms. On TikTok, instructors are trained to create time-lapse videos of the painting process, which have high viral potential. On Instagram, content focuses on student portfolios, behind-the-scenes footage of the teaching process, and 15–60-second Reels featuring short painting tips. On YouTube, the content strategy is geared towards free tutorial videos serving as an organic marketing tool to attract potential new students. All content is scheduled consistently four to five times per week to build audience habits and expectations.

3.2 Digital Marketing and Social Media Management Training

Digital marketing training includes synergistic optimization of three main platforms. On Instagram, instructors are trained to create content in the form of student portfolios, behind-the-scenes videos of the teaching process, and 15–60-second Reels featuring short painting tips. On TikTok, instructors are trained to produce time-lapse videos of the painting process, which have proven to have high viral potential and can reach new audiences organically. On YouTube, instructors are

trained to create structured and easily discoverable tutorial content through optimized titles and descriptions. Posting frequency is set at 4–5 times per week consistently to build audience habits and expectations.

3.3 Social Program: A Solution to Children's Gadget Addiction

In response to the social problem of high gadget addiction among children aged 4–12, the program designed a special curriculum that is engaging and utilizes a gamification approach. This curriculum includes a challenge program with a reward system that motivates consistent learning, a parent engagement program through free bimonthly workshops and webinars, a progress tracking system that parents can monitor in real time, and the creation of an online support group community for parents. (Billah et al., 2024) noted the urgency of arts learning in supporting the development of students' cognitive, affective, and psychomotor aspects, which serves as the theoretical basis for this curriculum design. (Iskandar et al., 2022) added that digital arts programs have proven effective in enhancing student creativity in 21st-century learning competencies.

3.4 Output Targets and Achievement Indicators

All program output targets are summarized in Table 1 below. The targets were set using SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) criteria based on baseline data collected during the outreach phase and benchmarking analysis with similar art studios that have undergone digital transformation.

No	Output	Achievement Indicators	Timeline
1	Online Class Training via Zoom	2 instructors trained to teach via Zoom, 2 classes/week, written SOP available, maximum 20 students/class	Month 2
2	HD Video Tutorials	10 videos in 1080p quality (15–20 minutes/video), 1,000+ total views, 40+ subscribers	Month 3
3	Online Class System	Regular online classes conducted via Zoom, 2 classes/week, written SOP available, maximum 10 students/class	Month 3
4	Number of Active Students	20–25 active students (an increase of 142 – 171% from the baseline of 7 students)	Month 3
5	Partner Revenue	Significant increase in partner revenue through the growth in the number of active students	Month 3
6	Social Media Performance	1,000+ Instagram followers, engagement rate above 5%, 40+ inquiries/month	Month 3
7	Trained Human Resources	2 instructors competent in online teaching and video content production	Month 3

Table 1. Program Output Targets and Achievement Indicators

3.5 Digital Ecosystem Integration and Projected Impact

All training components work synergistically to form an integrated digital learning ecosystem. Online classes via Zoom serve as the primary platform for delivering material in real-time and interactively. Video tutorials on YouTube serve as both a self-paced learning medium and an organic marketing tool, attracting potential new students through high-value free content. TikTok and Instagram serve as awareness builders, increasing the studio's reach and brand recognition to a wider audience. This digital ecosystem, as a whole, creates a seamless customer journey from awareness to conversion to active students, without requiring the development of a technology platform from scratch. In terms of projected social impact, this program provides a tangible solution to the problem of gadget addiction in children by providing productive and engaging arts activities, contributing to the development of children's creativity and fine motor skills, as noted by (Setyaningrum & Hutami, 2021), and building an inclusive and accessible online arts learning community without geographical limitations. (Tafonao, 2018) emphasized that appropriate learning media plays a crucial role in increasing interest in learning, supporting the expectation that the developed digital platform will increase students' enthusiasm and consistency in learning.

In terms of economic impact projections, this program is projected to significantly increase partner income through the growth of the number of active students who are no longer limited by physical space capacity, opening opportunities for instructors to teach more students without geographical constraints, producing digital content assets in the form of video tutorials and social media content bases that continue to provide long-term value, and preparing the foundation of a scalable business model for the development of the next phase. The planned second phase includes specialized art classes such as watercolor and acrylic, a premium membership program with access to exclusive content, corporate classes for team building, and partnerships with schools in the Depok area and its surroundings.



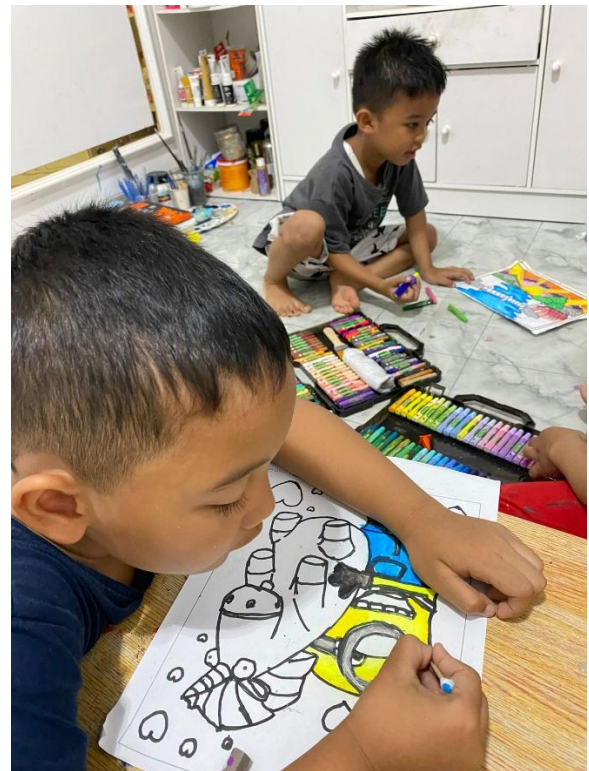




Figure 2 Community Service Activity Photos

IV. CONCLUSION

This community service program successfully designed and implemented a comprehensive digital platform-based training program for Lukisan Senja, a painting studio in Depok, West Java. Through three main training activities—online classroom training via Zoom, video content production training for YouTube, and social media management training via TikTok and Instagram—in synergy with an integrated digital marketing strategy, the program equipped partners with digital capabilities that enabled the studio to transcend its conventional operational limitations.

Measurable program milestones included increasing the number of active students from 7 to 10–15 (an increase of 142–171%), significantly increasing partner revenue, 1,000+ Instagram followers with a 5%+ engagement rate, and 1,000+ total video tutorial views within 3 months. The program's sustainability is ensured through three main pillars: (1) partner financial independence achieved through increased revenue sufficient to cover digital operational costs independently; (2) comprehensive knowledge transfer to the entire partner team through a series of intensive trainings; and (3) permanent ownership of digital content that continues to provide long-term value without requiring significant recurring investment.

This program directly contributes to the achievement of SDG 4 on Quality Education by expanding access to quality arts education, SDG 8 on Decent Work and Economic Growth by strengthening the local creative economy, and Asta Cita point 5 on developing quality human resources through arts education. For further development, it is recommended that the second phase of the program focus on developing specialized classes, exploring premium membership-based monetization models, and expanding partnerships with formal educational institutions in the Greater Jakarta area.

THANK-YOU NOTE

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LIST OF PARTICIPANTS

No	Name	Role in the Program	Status
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2	Achmad Syauqi Ilal Jinan	Digital Marketing Strategy	Lecturer
3	Wahidatur Rosyidah	Training & Quality Control	Lecturer
4	Azahra Sahfitri	Website & Content Technical Support	Student
5	Jenny Verawati	Data Analysis & Monitoring	Student
6	Rosyadiah Andini Agusta	Owner of Lukisan Senja	Partner
7	Rike	Tutoring Instructor	Teacher
8	Nazwa	Tutoring Instructor	Teacher

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