



Encourage the Creation and Development of Handicraft Brands in Students at the Social Foundation, Tambun, West Java

Resti Hardini¹, Melati², Elwisam³, Suadi Sapta Putra⁴, Saharso⁵, Muhammad Nur⁶

^{1,2}Sarjana Manajemen, Fakultas Ekonomi dan Bisnis, Universitas Nasional

^{3,4}Magister Manajemen, Fakultas Ekonomi dan Bisnis, Universitas Nasional

⁵Sarjana Bisnis Digital, Fakultas Ekonomi dan Bisnis, Universitas Nasional

⁶Sarjana Akuntansi, Fakultas Ekonomi dan Bisnis, Universitas Nasional

email: Resti.hardini@civitas.unas.ac.id

Info Artikel :

Diterima :

13 Desember 2022

Disetujui :

15 Januari 2023

Dipublikasikan :

25 Januari 2023

ABSTRACT

This community service activity aims to improve the skills of high school students at the Tambun Social Foundation in making and developing brands for the handicraft products they produce. These high school students are students who are accommodated in foundations that accommodate orphans and the poor with all their limitations. This training was provided in response to the need to expand their knowledge and abilities in aspects of product marketing, especially in terms of effective branding and efforts to establish independence in improving welfare. The methods used in this training include lectures, group discussions and direct practice. Apart from that, a questionnaire was given about understanding branding before and after the activity was carried out. Before the implementation of PKM, only 20% of participants understood branding in product marketing activities. After carrying out socialization and training activities, 80% of participants understood the branding strategy for the handicraft products produced. The results of this activity showed an increase in students' understanding of the importance of brands in marketing strategies and their ability to create and develop brands that are attractive and in accordance with product characteristics. It is hoped that the impact of this training will be to increase the competitiveness of handicraft products made by students in local and wider markets as well as to form independence and improve welfare.

Keywords: Marketing, Brand, Entrepreneur, Handicraft



©2022 Penulis. Diterbitkan oleh Arka Institute. Ini adalah artikel akses terbuka di bawah lisensi Creative Commons Attribution NonCommercial 4.0 International License.
(<https://creativecommons.org/licenses/by-nc/4.0/>)

INTRODUCTION

Branding strategy in marketing activities is essential for building customer trust and loyalty, increasing brand awareness, and creating a competitive advantage in the market. Marketing management is a comprehensive system of business activities designed to plan, price, and distribute products, services, and ideas that can satisfy the desires of the target market to achieve organizational goals (Nasution & Aslami, 2022). A branding strategy encompasses all visual and emotional aspects used to build a positive perception in the minds of consumers (Muntazori & Listya, 2021). According to Allen et al. (2018), the marketer's task is to develop and embed the brand into customers' minds so that it occupies a strong position. Based on this, it can give an idea of how much brand strategy is needed for competitive advantage. This was also stated by Rifianita et al. (2022) that UMKM must carry out branding so that they have a competitive advantage.

Branding strategy is a marketing effort to position products in the customers' minds relative to competing products (Kohli et al., 2015). If a brand's positioning is strong in the customers' minds, it is likely to influence their purchasing behavior, making branding strategy a key effort in gaining a competitive advantage. Branding strategy impacts consumer behavior (Masita, 2016). Purchasing behavior includes decision-making processes. Additionally, branding strategy influences product purchase decisions, as stated in research findings (Neissya et al., 2022). The first step in branding

activities is to create brand identity, including brand name, logo, and appropriate color design, making it easy to embed in customers' minds (Kotler & Keller, 2016). Building a brand involves creating simple and relevant messages that we can repeat continuously, allowing us to "embed" ourselves in the public's minds (Cholil, 2018). The steps in building a brand are determining the target market, choosing brand characteristics, determining the brand name or tagline, etc (Kladou et al., 2017). In branding activities, it is very important to pay attention to the steps in building a brand so efforts are needed to encourage human resources to carry out the branding strategy through entrepreneurial activities to form independent people and improve welfare.

High school girls at a social orphanage and underprivileged foundation in Tambun, West Java, have engaged in entrepreneurship as part of the curriculum. Entrepreneurship is an effort to create value by identifying business opportunities, managing potential risks, and mobilizing resources, especially human resources, to create something valuable (Clough et al., 2019). Handicrafts are the products they have produced. Handicrafts are artistic activities that focus on hand skills and the function of processing raw materials that are often found in the environment into objects that are not only of use value, but also have aesthetic value, the work for this activity is called crafts or crafts (Huddin & Nafiudin, 2021; Setyawati & Priyo Siswanto, 2020). The girls in High School Tambun produced Handy crafts, these include tissue holders, wallets, small bags, accessories, and more. The students face many competitors targeting the same market. The challenges in their entrepreneurship activities include limited knowledge and guidance in marketing. One of the marketing challenges they face is the lack of brand identity for their handicrafts and limited knowledge in brand development strategies. These limitations need to be addressed and guided to ensure that their products' brands become known, enter customers' minds, and can compete and excel in the target market through understanding branding strategies. This issue provides an opportunity for community service activities.

Community service activities have an important role in supporting local communities, especially small businesses that are still developing. In line with Dewi et al. (2019) research, which shows that training and workshops can increase the motivation, innovation, and creativity of business actors, this kind of activity has proven effective in having a positive impact on the progress of small businesses. Based on this phenomenon, a community service program in the form of entrepreneurship counseling and training was held for young women in orphanages and orphanages in Tambun, West Java. This activity is part of the implementation of the Tri Dharma of Higher Education which aims to provide insight and motivation to the girls about branding in entrepreneurship. Through proper counseling and training, it is hoped that independent, productive, and innovative young individuals will emerge, who will be able to develop businesses and achieve prosperity for a better future. The training is also designed to facilitate the development of creativity in designing branding strategies, so that participants not only have technical skills, but are also able to think strategically in marketing their products.

RESEARCH METHOD

Based on the identified problems, the target solution involves specific methods. The method employed is knowledge transfer and training in brand naming and branding strategy design in entrepreneurship. Initially, motivation, understanding, and insight on brand naming for products in entrepreneurship are provided. After the knowledge transfer counseling, training is conducted, focusing on generating appropriate brand name ideas for their products and developing a branding strategy.

The methods include presentations, interactive discussions, and training guidance, with the goal of fostering motivation, insight, and innovative creativity through guidance on brand naming and branding strategy. It is expected that the participants, high school girls at the orphanage and underprivileged foundation, will be motivated to apply appropriate brand names and branding strategies as solutions to the problems they face. Additionally, questionnaires were distributed before and after the community service activities to assess the understanding of branding strategies.

The community service method for high school girls at the orphanage and underprivileged foundation in Tambun, West Java, focuses on creating appropriate brand names and branding strategies for handicrafts. The following is an outline of the community service activities:

1. Introduction and Preparation
 - a. Participant Identification: High school girls residing at the orphanage and underprivileged foundation in Tambun, West Java.

- b. Initial Data Collection: Distribution of questionnaires to measure initial knowledge about branding strategies.
 - c. Material Preparation: Preparing presentations and training materials on branding strategies relevant to creating and marketing handicrafts.
 - d. Tool and Material Preparation: Ensuring the availability of tools and materials for handicraft-making training.
2. Activity Implementation
- a. Session 1: Presentation of Material
 - 1) Material 1: Brand and branding strategy
 - 2) Material 2: Steps in building a brand, including identity, positioning, and brand messaging
 - 3) Material 3: Examples of simple branding that can be applied to handicrafts
 - 4) Activity: Presentation using slides, videos, and visual examples
 - b. Session 2: Discussion and Q&A
 - 1) Interactive discussion to deepen understanding of the material
 - 2) Q&A on branding concepts that are unclear
 - 3) Use of simple case studies relevant to branding strategies for handicrafts c.
 - c. Session 3: Training and Guidance on Brand Naming and Branding Strategy Design
 - 1) Training Phase 1: Brand naming considering the steps for creating a brand name for the handicrafts produced
 - 2) Training Phase 2: Applying branding concepts to the handicrafts, such as adding labels, selecting colors, or designing consistent with the brand identity
 - 3) Activity: Hands-on practice by students with facilitator guidance
3. Evaluation and Closing
- a. Final Questionnaire Distribution: Measure changes in understanding of branding strategies after the training
 - b. Mini Product Exhibition: Display of handicrafts with newly established brand names and branding strategy designs
 - c. Reflection Discussion: Students are encouraged to share experiences and new insights gained during the activity

RESULT AND DISCUSSION

The community service activity was conducted in a high school classroom at the orphanage and underprivileged foundation YPMS in Tambun, West Java. The activity began with material presentation on branding strategies, followed by interactive discussions, brand naming, and branding strategy design training, and ended with evaluation and a final questionnaire.



Figure 1. Community Service Activities

This community service activity began with a presentation on branding strategies that aimed to increase participants' understanding of the importance of branding in the business world, especially in the craft industry. The presentation was delivered interactively using visual media in the form of slides and videos, which systematically explained various aspects of branding. The material presented covered the basic concepts of branding, the steps in creating a brand, the importance of branding for a product,

and simple ways to apply branding to craft products. In this session, ten participants from social foundations and high school students actively participated. Based on the results of the initial questionnaire, it was found that around 85% of the participants had a very limited understanding of the concept of branding.

However, after the material was presented, there was a significant increase in understanding. This can be seen from the active discussions that took place and the participants' increasingly precise answers to the questions asked. The presentation on branding strategies proved effective in improving the participants' basic insights regarding the importance of branding. Prior to this activity, the majority of participants did not have an in-depth understanding of how elements such as brand identity, brand positioning and brand messaging can influence consumer perceptions of their craft products. Through the material presented, participants became more aware of the role of branding in increasing the selling value of products, including simple products such as handicrafts.

The next session was a dynamic discussion and Q&A session. Participants showed great enthusiasm, as evidenced by the many questions asked about the application of branding to their craft products. Some participants even started formulating branding ideas for their products, including deciding on a brand name, creating a simple logo, and choosing a color theme. This shows that the participants are not just passively receiving information, but are also starting to apply it in the context of their own products. The interactive discussions that took place during this session helped the participants to better understand the material as well as adapt it to their needs and conditions. The active involvement of the participants in the discussion sessions also showed that the material presented was relevant and succeeded in arousing their interest in the concept of branding, as well as motivating them to develop products with added value through effective branding strategies.

The next activity was a handicraft-making training that was carried out in two stages, namely the brand creation stage and the stage of applying the brand to the product. The training was designed to give participants hands-on experience in applying the branding concepts they had learned earlier. By the end of the training, the participants had successfully created a variety of handicraft products that were not only functional, but also equipped with a strong brand identity. Each participant was able to develop a brand name and implement appropriate branding strategies, such as choosing a color scheme that reflects the brand identity and adding a simple label bearing the brand name.

The training demonstrated the participants' ability to integrate branding concepts into the product manufacturing process in a practical way. Although still at an early stage, the participants demonstrated a fairly deep understanding of how branding can increase the value and appeal of products in the eyes of consumers. Some participants, for example, chose colors that were not only aesthetic but also in line with the brand character they wanted to build, while others began to think strategically about how their brand name and visuals could influence consumer perception.

This practical experience was crucial in developing the participants' skills and insights. By seeing first-hand how branding can affect the appeal and marketability of their products, participants gained greater confidence to grow their small businesses in the future. In addition, the training also gave them a strong foundation in understanding that branding is not just a visual identity, but an important element that can improve a product's position in the market. This is in line with Framita & Maulita (2020) research, where after the training, participants increasingly understood the positive impact of branding in marketing their products. The experience is expected to be a significant first step in building a sustainable business for the participants.



Figure 2. Examples of Handicraft Products

After the training was completed, a final questionnaire was distributed to evaluate changes in participants' understanding of branding strategies. The results of this questionnaire showed significant improvement, with 90% of participants reporting a better understanding of branding compared to before the training began. In addition, feedback from the participants was also very positive, especially regarding the relevance of the material to their needs. Participants felt that the material presented was not only useful but also directly applicable in the context of the handicrafts they make. This positive feedback also indicated that the teaching and training methods used were very effective in delivering the material, as well as facilitating participants to apply the branding concepts directly to their products.

The improved results of the final questionnaire and the positive feedback from the participants indicate that this community service activity successfully achieved its objective, which was to improve participants' understanding of branding strategies. More than just theory, this activity provides hands-on experience that strengthens participants' understanding and skills, while encouraging them to continue developing their abilities in the field of branding for the success of their business in the future.

CONCLUSION

The community service activities conducted for high school girls at the social foundation in Tambun, West Java, were successfully implemented by the Community Service Team. The participants gained insights and motivation in applying branding strategies to their entrepreneurial activities, namely the handicrafts they produced. After the counseling and training, it is hoped that the outcomes from this community service activity can be implemented by using the established brand names and applying branding strategies to the handicrafts produced, thereby addressing the problems faced. With the right branding strategy, it is hoped that the handicraft products will be able to compete, enabling the formation of independent individuals, generating income, providing well-being, and serving as a foundation for the future.

REFERENCES

- Allen, C. T., Fournier, S., & Miller, F. (2018). Brands and their meaning makers. In *Handbook of consumer psychology* (pp. 773–814). Routledge.
- Cholil, A. M. (2018). *101 branding ideas: Strategi jitu memenangkan hati konsumen*. Anak Hebat Indonesia.
- Clough, D. R., Fang, T. P., Vissa, B., & Wu, A. (2019). Turning Lead into Gold: How Do Entrepreneurs Mobilize Resources to Exploit Opportunities? *Academy of Management Annals*, *13*(1), 240–271. <https://doi.org/10.5465/annals.2016.0132>
- Dewi, S. R., Andari, A., & Masitoh, M. R. (2019). Peran Pelatihan Dan Workshop Bagi Peningkatan Motivasi, Inovasi Dan Kreativitas Pada Umkm Kerajinan Tangan Dari Manik-Manik. *KAIBON ABHINAYA: JURNAL PENGABDIAN MASYARAKAT*, *1*(2), 59. <https://doi.org/10.30656/ka.v1i2.1509>
- Framita, D. S., & Maulita, D. (2020). Peningkatan Penjualan Melalui Pengemasan, Labelling dan

-
- Branding Produk di Desa Sukaratu Kecamatan Cikeusul Kabupaten Serang. *BERDAYA: Jurnal Pendidikan Dan Pengabdian Kepada Masyarakat*, 2(3), 107–118. <https://doi.org/10.36407/berdaya.v2i3.254>
- Huddin, M. N., & Nafiudin, N. (2021). Pendampingan Peningkatan Ekonomi Kreatif Kelurahan Pabuaran Kecamatan Walantaka Kota Serang Melalui Implementasi Kano Model dan E-commerce. *KUAT: Keuangan Umum Dan Akuntansi Terapan*, 3(2), 121–129. <https://doi.org/10.31092/kuat.v3i2.1432>
- Kladou, S., Kavaratzis, M., Rigopoulou, I., & Salonika, E. (2017). The role of brand elements in destination branding. *Journal of Destination Marketing & Management*, 6(4), 426–435. <https://doi.org/10.1016/j.jdmm.2016.06.011>
- Kohli, C., Suri, R., & Kapoor, A. (2015). Will social media kill branding? *Business Horizons*, 58(1), 35–44. <https://doi.org/10.1016/j.bushor.2014.08.004>
- Kotler, P., & Keller, K. L. (2016). *Marketing management 15th edition* (15th ed.). Pearson education.
- Masita, T. E. (2016). Pengaruh Branding Terhadap Perilaku Konsumen. *Majalah Ilmiah Manajemen & Bisnis*, 13(1), 40.
- Muntazori, A. F., & Listya, A. (2021). Branding UMKM Produk Kopi Bang Sahal melalui Desain Logo. *SENADA: Semangat Nasional Dalam Mengabdi*, 1(3), 342–351. <https://doi.org/10.56881/senada.v1i3.66>
- Nasution, R. U., & Aslami, N. (2022). Strategi Dalam Manajemen Pemasaran. *Transformasi Manageria: Journal of Islamic Education Management*, 2(1), 21–35. <https://doi.org/10.47467/manageria.v2i1.859>
- Neissya, I. K., Mitrasary, A., Tanuwijaya, C. F., Fadila, D. A., Rohma, A. N., Rofifah, R., & Syarifah, S. (2022). Analisis Pengaruh Branding Terhadap Keputusan Pembelian Suatu Produk. *The Journal Gastronomy Tourism*, 6(1).
- Rifianita, V., Falah, R. M., Pangestu, S., & Metasari, A. (2022). Pelatihan Branding Produk UMKM Dan Digital Branding Kerupuk Kulit “Rambakku “. *Prosiding Seminar Nasional Pengabdian Masyarakat LPPM UMJ*, 1(1). <https://jurnal.umj.ac.id/index.php/semnaskat/article/view/14480>
- Setyawati, E. Y., & Priyo Siswanto, R. S. H. (2020). Partisipasi Perempuan Dalam Pengelolaan Sampah Yang Bernilai Ekonomi Dan Berbasis Kearifan Lokal. *Jambura Geo Education Journal*, 1(2), 55–65. <https://doi.org/10.34312/jgej.v1i2.6899>