

Food Photography Training as a Digital Promotion Strategy Based on the Global Code of Ethics for Tourism for Students of SMKN 1 Leuwimunding, Majalengka Regency

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Abstract.

The development of digital technology has transformed tourism promotion patterns, including the culinary industry, which increasingly relies on attractive visual content through social media platforms. This community service program aims to enhance students' competencies in utilizing food photography as an ethical and sustainable digital promotion strategy based on the principles of the Global Code of Ethics for Tourism. The program was conducted for students of SMKN 1 Leuwimunding, located in Majalengka Regency. The methods implemented in this program included lectures on food photography, the utilization of digital media, practical food photography sessions, and the internalization of tourism promotion ethics based on the Global Code of Ethics for Tourism. The results of the program are expected to demonstrate an improvement in students' understanding of food photography techniques, digital marketing strategies, and awareness of the importance of responsible promotion that respects local culture and supports sustainable tourism. Furthermore, this program is expected to foster a generation of young individuals who are not only technically competent but also possess ethical awareness in digital tourism promotion.

keyword: Food Photography, Digital Promotion, Global Code of Ethics for Tourism and Sustainable Tourism.

I. INTRODUCTION

Digital transformation has driven significant changes in marketing strategies within the tourism and culinary sectors. Social media has become a primary medium influencing tourists' decision-making processes through attractive visual content, particularly in the form of food photography. However, the rapid growth of digital promotion has also created ethical challenges, including cultural misrepresentation, exploitation of local resources, and a lack of awareness regarding tourism sustainability. The image of a destination formed through tourists' experiences can influence the level of tourist satisfaction and loyalty, especially within the context of sustainable tourism [1].

In response to these challenges, the Global Code of Ethics for Tourism emphasizes the importance of responsible tourism promotion, respect for local cultural values, and support for community welfare. The implementation of these ethical values should be introduced at the vocational secondary education level so that students possess not only technical competencies but also social and environmental awareness.

Vocational school students, particularly those at SMKN 1 Leuwimunding, have considerable potential to become actors in the digital creative industry, especially in promoting local culinary products that represent one of the tourism attractions in Majalengka Regency. However, food photography skills integrated with digital promotion strategies still need to be strengthened.

Digital marketing has become an essential component in the success of product-based businesses alongside technological advancement and increasing internet penetration. Attractive and relevant visual content can enhance product visibility, reach wider consumer markets, and improve product competitiveness in an increasingly competitive marketplace. Therefore, food photography skills training programs are highly important in helping product-based businesses maximize their promotional potential. Individuals and groups continuously adopt new technologies into their personal and business activities. Food photography skills training aims to accelerate the adoption of digital technology so that participants are better prepared to compete in the online market.

Digital marketing strategies can be utilized to improve business competitiveness. One important component of digital marketing strategy is the creation of engaging visual content, which can increase user engagement and brand awareness [2]. Digital skills training that includes digital content creation, product

photography, product videography, and digital marketing strategies is essential to enhance the competitiveness of business actors in the digital economy era [3].

In food photography training, it is important to consider image-taking techniques, food styling, lighting utilization, editing processes, and the arrangement of digital promotional content. In addition, strengthening the visual aspect also requires the ability to create compelling captions through copywriting techniques. Copywriting techniques can improve participants' promotional communication skills in attracting customers on digital platforms [4]. Digital platforms are also required to support the accessibility of visual content to wider audiences, as digital content can help participants create attractive promotional media for marketing purposes [5].

Based on the explanations above, a training program that integrates technical food photography skills with an understanding of global tourism ethics is necessary. Through this approach, students are expected to produce promotional content that is not only visually appealing but also responsible, sustainable, and aligned with the principles of global tourism.

II. METHODS

The community service can be carried out through a conceptual framework that explains the relationship between theory and various factors identified as important issues in research or community service activities [6]. In this community service program, the methods and stages implemented consisted of training activities conducted for the students of SMKN 1 Leuwimunding to improve their skills, particularly in the area of food photography.

The stages carried out in this community service program can be divided into three phases: preparation, implementation, and evaluation, as described below:

1. Preparation

The preparation phase was conducted by the lecturer team with assistance from the participating students. This phase consisted of several activities, including:

a. Preliminary Survey

The preliminary survey was conducted to identify the challenges and obstacles faced by the target partner in improving the skills of the students at SMKN 1 Leuwimunding.

b. Problem Identification

At this stage, the team identified the main problems that hindered the improvement of students' skills and determined the possible solutions that could be provided by the lecturer team to address these issues.

2. Implementation

During the implementation stage, the lecturer team, assisted by students, conducted training activities that were tailored to the needs of the target partner.

3. Evaluation

At this stage, the lecturer team conducted several evaluations of the training activities that had been implemented for the target partner.

III. RESULT AND DISCUSSION

The community service program entitled "Food Photography Training as a Digital Promotion Strategy Based on the Global Code of Ethics for Tourism for Students of SMKN 1 Leuwimunding, Majalengka Regency" was conducted through face-to-face sessions. The program began with a preparation stage consisting of a preliminary discussion held online via Zoom with representatives from the school.

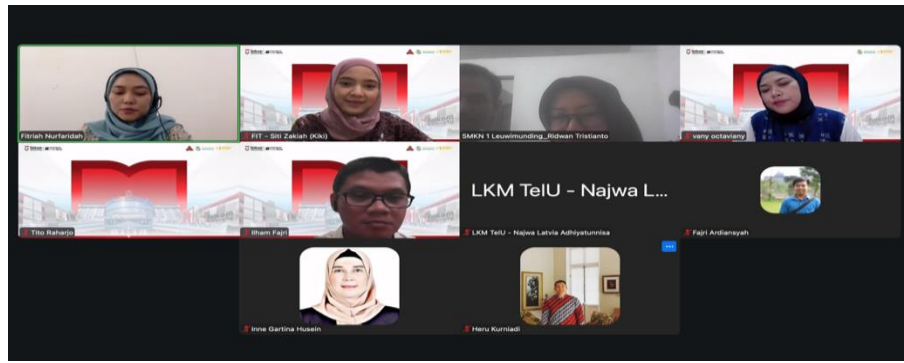


Fig. 1. Online Discussion with SMKN 1 Leuwimunding

The online discussion was conducted to identify the needs, challenges, and potential of the students in developing food photography skills as part of an ethical digital promotion strategy aligned with the principles of the World Tourism Organization Global Code of Ethics for Tourism. The results of this preliminary discussion served as the foundation for designing the training materials, which focused on improving students' technical food photography skills, optimizing the use of digital media, and enhancing their understanding of ethical practices in global tourism promotion.



Fig. 2

Opening Session of the Community Service Program at SMKN 1 Leuwimunding

The next stage was the implementation of the community service program conducted at SMKN 1 Leuwimunding, Majalengka Regency. The activity was attended by representatives of the school, including supervising teachers, as well as students who participated as the main trainees. Approximately 46 students and 8 teachers were involved in this program, particularly those with interests and relevance to the fields of hospitality, culinary arts, and digital marketing.

The involvement of various stakeholders aimed to ensure that the training materials, particularly those related to food photography as a digital promotional strategy based on the Global Code of Ethics for Tourism, could be understood and implemented effectively. Therefore, the participants were expected to develop relevant skills while also increasing their awareness of the importance of ethical practices in tourism promotion in the digital era.



Fig 3 Implementation of the Training Program at SMKN 1 Leuwimunding

The training program entitled “Food Photography as a Digital Promotion Strategy Based on the Global Code of Ethics for Tourism for Students of SMKN 1 Leuwimunding, Majalengka Regency” discussed the importance of food photography in the tourism and hospitality industry as an attractive, informative, and

ethical digital promotional medium. The training explained that food visuals play a significant role in attracting consumers' attention through digital platforms such as Instagram, TikTok, and restaurant or food and beverage business websites. Food photography was defined as the technique of capturing food images in a visually appealing and appetizing manner while still honestly representing the actual product. In addition, the participants were introduced to digital promotion strategies through creative content, such as behind-the-scenes content, before-and-after cooking documentation, and storytelling of local culinary products, while maintaining consistency in color, tone, and the experience intended for the audience.

The training also covered food photography techniques, including lighting, composition, food styling, and the use of simple equipment to produce attractive photographs. Besides photography techniques, participants were introduced to editing applications to enhance the quality of their photos and copywriting materials to support digital promotion activities. Copywriting was explained as a persuasive writing technique aimed at attracting consumer interest through the use of hooks, product descriptions, and calls to action. At the end of the activity, participants conducted group practice sessions by selecting a food product, photographing the product, and creating engaging copywriting content as an application of the materials that had been learned.

This training program is expected to improve participants' understanding and skills in producing attractive, creative, and ethically responsible food photography content. Through this activity, participants not only learned photography and copywriting techniques but also gained an understanding of the importance of presenting products honestly while promoting local culinary potential through digital media. With these competencies, participants are expected to utilize food photography as an effective promotional tool to support the development of the hospitality and tourism industry in the digital era.

IV. CONCLUSION

The community service program entitled "Food Photography Training as a Digital Promotion Strategy Based on the Global Code of Ethics for Tourism" was successfully conducted, beginning with an online discussion with the school representatives and followed by an on-site implementation at SMKN 1 Leuwimunding. This program was designed to enhance participants' knowledge and skills in food photography, digital promotion, and the development of engaging copywriting content. Through the training activities, participants were able to understand the importance of food visuals as a promotional medium in the hospitality and tourism industries, including photography techniques, food styling, lighting utilization, photo editing processes, and the preparation of digital promotional content. Furthermore, the program incorporated direct hands-on practice, providing participants with practical experience that encouraged them to become more active, creative, and enthusiastic throughout the training sessions.

V. ACKNOWLEDGMENTS

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