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Developing Digital Literacy and Content Creation Skills Through a Content Creator Workshop for Adolescents of St. Ignatius Danan Parish Wonogiri

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Abstract. This community service activity aimed to provide adolescents with practical opportunities to develop digital literacy and content creation skills through a content creator workshop conducted at St. Ignatius Danan Parish, Wonogiri. The activity involved 56 participants consisting of 28 junior high school (SMP) students and 28 senior high school (SMA) students from Catholic schools under the parish community. The one-day workshop was conducted on March 29, 2026, using a participatory training approach that combined interactive material delivery, hands-on practice, presentation, reflection, and qualitative evaluation. The training covered digital literacy, content ideation, product photography, short-form video production, copywriting, personal branding, and the use of accessible applications such as Canva and CapCut. TikTok and Instagram were introduced as platforms for content distribution. During the practical sessions, participants used everyday consumer products and a locally produced crispy mushroom product from a home-based business as learning objects for practicing product photography and promotional content creation. The products were used solely as practical examples and were not treated as direct community service beneficiaries or as formal business partners. Observations during the activity indicated active participation and willingness to experiment with content production. Senior high school participants generally demonstrated greater familiarity with editing applications, while junior high school participants showed strong enthusiasm for visual exploration and required more intensive guidance. Participants practiced transforming familiar products and ideas into digital content concepts while learning to consider visual presentation, audience, communication objectives, and message clarity. Overall, the workshop provided opportunities for participants to practice digital literacy, creativity, communication, personal branding, and introductory digital entrepreneurship skills. Because the activity did not employ standardized pre-test and post-test instruments, the findings are presented as qualitative observations rather than statistical evidence of learning improvement. Future activities should incorporate structured assessment instruments and follow-up mentoring to provide stronger evidence of learning outcomes and sustainability.

Keywords: *Digital Literacy; Content Creation; Social Media; Personal Branding; Digital Entrepreneurship*
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INTRODUCTION

The rapid development of social media has transformed the way individuals communicate, build networks, and convey ideas. Social media is no longer used merely as a space for interpersonal interaction but has become an important component of the digital communication ecosystem, enabling users to create and disseminate content independently [1]. Adolescents are among the active users of social media platforms such as TikTok and Instagram. However, familiarity with social media does not necessarily indicate the ability to create purposeful, audience-oriented, and responsible digital content. Adolescents therefore need opportunities to practice digital skills that enable them to move from being primarily consumers of content toward more active and creative content producers.

From a business and management perspective, digital content plays an important role in building awareness, reaching specific audiences, developing relationships with users, and supporting marketing and communication objectives [2], [3]. The increasing integration of technology into marketing also requires users to understand how digital tools can support communication, customer engagement, and value creation [4]. Kietzmann et al. [5] explain that social media consists of functional elements related to identity,

conversation, sharing, presence, relationships, reputation, and groups. These elements are relevant to the development of personal identity and communication through digital platforms. Consequently, content creation should not be viewed merely as a technical ability to operate digital applications, but also as the ability to develop and communicate messages according to particular objectives and target audiences.

Digital content creation is also relevant to the development of introductory entrepreneurial competencies. Young people who understand how to produce visual, video, and written content can potentially use these skills not only for personal expression but also for communication, promotion, and community-based economic activities. Digital entrepreneurship involves the ability to recognize opportunities and utilize digital technologies and resources to create and communicate value [6]. Digital marketing similarly emphasizes the importance of integrating communication objectives, target audiences, messages, media, and expected outcomes into marketing activities [2], [3]. Therefore, introducing content creation within a practical learning environment can help adolescents understand the relationship between creativity, communication, digital technology, and entrepreneurial activity.

The relevance of these skills is particularly evident in the context of Micro, Small, and Medium Enterprises (MSMEs). Local products may have good quality and market potential but may not yet be communicated effectively through digital media. Digital transformation is increasingly relevant to business sustainability because businesses, including MSMEs, need to adapt to technological and market changes while developing their capacity to remain relevant in a changing business environment [7]. In the context of this workshop, a locally produced crispy mushroom product from a home-based business was selected as one of the practical learning objects. The product was not positioned as a community service partner or direct beneficiary, but rather as a real and familiar product example through which participants could practice product photography and develop basic promotional content concepts.

Based on these considerations, a content creator workshop was conducted for adolescents at St. Ignatius Danan Parish, Wonogiri. The activity was designed to combine digital literacy with practical content creation, including product photography, short-form video production, copywriting, personal branding, and an introduction to the application of digital content for product communication. The activity also considered the different educational backgrounds of the participants by providing learning assistance according to their levels of experience and understanding.

The main objective of this community service activity was to provide adolescents with practical experience in producing purposeful digital content while developing their digital literacy, creativity, communication, and introductory entrepreneurial skills. Through this approach, the activity sought to connect digital literacy with practical content production and help participants understand how digital content can be developed for personal, creative, and basic promotional purposes.

METHODS

1. Activity Design and Participants

The community service activity was conducted in the form of a content creator workshop based on an assignment letter issued by Universitas Sugeng Hartono. The workshop was held on Sunday, March 29, 2026, at St. Ignatius Danan Parish, Wonogiri. The primary beneficiaries and participants of the activity were 56 adolescents consisting of 28 junior high school (SMP) students and 28 senior high school (SMA) students. The participant quota was provided by the parish community, with an equal allocation of 28 students from each educational level. The participants were adolescents from Catholic schools under the pastoral community of St. Ignatius Danan Parish.

The differences in educational level were considered in designing the learning approach because participants had different levels of cognitive development, digital experience, and familiarity with content creation applications. The main problems identified before and during the activity were participants' limited understanding of purposeful digital content creation and the limited utilization of their existing digital skills for creative and promotional purposes.

The activity did not involve a formal MSME partner as a direct community service beneficiary. A locally produced crispy mushroom product from a home-based business was used only as one of the practical learning objects during the product photography and promotional content exercises. The product was selected to provide participants with experience in developing digital content based on a real local product.

The business owner did not participate directly in the workshop and was not the recipient of the training or its outputs.

2. Training Approach

The activity employed a participatory training approach that combined knowledge transfer, direct practice, presentation, reflection, and discussion. This approach was selected because content creation skills require not only conceptual understanding but also opportunities for participants to practice the production process directly.

The training materials were developed based on basic principles of digital communication and digital marketing, particularly the relationship between objectives, target audiences, messages, media, and expected communication outcomes [2], [3], [8]. The workshop consisted of four main stages.

2.1 Preparation and Initial Identification

The community service team coordinated with the administrators of the parish center to identify participant characteristics and prepare the learning environment. The participants consisted of 56 adolescents, divided equally between junior high school and senior high school students.

The facilitators prepared supporting equipment for practical activities, including a product photography backdrop, lighting equipment, smartphones, and application-use guidelines. An informal initial identification process was also conducted through brief discussions and observations to understand participants' familiarity with social media, types of content they commonly consumed or created, and their previous experience with editing applications such as Canva and CapCut.

2.2 Material Delivery

The materials were delivered interactively and adjusted to the participants' educational levels and existing digital experience. For junior high school participants, the materials emphasized basic digital literacy, digital ethics, visual creativity, and introductory use of content creation applications. For senior high school participants, the materials were extended to include storytelling, personal branding, copywriting, and the use of digital content for MSME promotion.

Four main applications and platforms were introduced during the workshop: Canva for graphic design, CapCut for video editing, and TikTok and Instagram for content distribution. Participants were encouraged to understand that effective digital content requires not only attractive visual elements but also a clear message, appropriate target audience, and meaningful value.

2.3 Content Creation Practice

The practical sessions were conducted through individual and group activities. Participants were divided into several mixed groups to encourage collaboration and peer learning. The practical activities included:

a. Product Photography

Participants practiced taking photographs of products using a prepared backdrop and lighting equipment. A locally produced crispy mushroom product from a home-based business was used as one of the practical learning objects. Participants also used personal consumer products, including lipstick or body lotions that some participants happened to bring to the workshop venue, as supplementary objects for photography practice. The lipstick or body lotions was not associated with the local MSME activity and was used solely to provide participants with an additional familiar object for experimenting with product photography techniques. Through these activities, participants were introduced to basic composition, lighting, product arrangement, and shooting angles.

b. Short-Form Video Production

Participants created short-form video content using smartphones. The videos were subsequently edited using CapCut and, where appropriate, Canva.

c. Scriptwriting and Copywriting

Participants developed content ideas, prepared simple scripts, and created promotional captions based on intended audiences and communication objectives.

d. Personal Branding

Participants were introduced to the concept of personal branding and encouraged to connect their content with their interests, abilities, creativity, and personal identity.

e. Product Promotional Content Practice

Participants were introduced to the use of digital content creation skills for communicating information about local products. A locally produced crispy mushroom product from a home-based business was used as a practical example. Participants practiced translating information about the product into a basic digital promotional concept by considering its visual presentation, product information, intended audience, and promotional message. This exercise was designed as a learning activity for the participants and was not intended to provide direct marketing assistance to the product owner or to produce a final commercial campaign.

2.4 Presentation, Reflection, and Evaluation

At the end of the practical session, selected groups presented their work to the other participants. The presentation was followed by a joint reflection focusing on difficulties encountered during content production, the usefulness of the skills learned, and potential applications after the workshop.

The evaluation was conducted qualitatively through observation of participant engagement, questions and answers, group discussions, practical activities, presentation of selected work, and verbal feedback at the end of the workshop.

Because the activity did not use standardized pre-test and post-test instruments, the results are presented descriptively. The evaluation therefore focuses on observable participation, practical engagement, content development activities, and participant responses rather than statistical measurement of learning improvement.

RESULTS AND DISCUSSION

Participant Engagement and Initial Digital Content Experience

The workshop received an enthusiastic response from the participants. Most participants were already familiar with social media, particularly TikTok and Instagram, as part of their everyday digital activities. However, their prior experience in producing digital content varied. Senior high school participants generally demonstrated greater familiarity with digital content production, and some had previously used editing applications such as CapCut. In comparison, junior high school participants tended to have more limited experience with content production and required greater guidance during the practical sessions.

The difference in prior experience did not prevent participants from becoming actively involved in the workshop. The participatory learning approach enabled participants to learn through direct practice while facilitators provided assistance during the development of content ideas, product photography, video recording, and editing.

One question raised during the workshop concerned how to create content that could attract viewers and potentially become viral. This question reflected participants' interest not only in the technical aspects of content production but also in audience response and content appeal. The discussion therefore emphasized that attractive content should consider the target audience, message clarity, visual presentation, relevance, and consistency rather than relying solely on trends or the expectation of becoming viral.

This finding is relevant to the broader role of social media as a communication environment in which identity, interaction, sharing, and audience relationships are interconnected [5]. Digital literacy in this context therefore extends beyond the ability to operate applications. It also involves understanding the purpose of digital communication, recognizing the intended audience, and making decisions about the message and form of content.

Practical Content Creation Activities

Practical activities constituted the main component of the workshop. Participants used their smartphones to produce content and practiced using Canva and CapCut, while TikTok and Instagram were introduced as platforms for distributing digital content. The facilitators also provided supporting equipment, including a product photography backdrop and lighting equipment. The use of simple equipment allowed participants to experience the content production process directly rather than merely discussing content creation conceptually.

The product photography session received considerable attention from participants. Participants experimented with product arrangement, lighting, composition, and shooting angles. Through this activity, they practiced the basic principle that promotional photography requires consideration of how a product is visually presented rather than simply photographing the product.

The video production session was conducted through group work. Participants collaborated in developing ideas, recording scenes, and preparing short-form videos. This collaborative process encouraged them to divide roles and make decisions regarding ideas, scenes, presentation, and delivery. The editing session used accessible applications, particularly CapCut and Canva. Participants practiced transforming photographs and video recordings into more structured digital content.

The practical approach reflected the relationship between digital tools, communication, and marketing activities [2], [3], [4]. However, the workshop focused on introductory content creation rather than a full digital advertising or paid-media campaign. Therefore, the activities were intended to provide foundational practice rather than comprehensive digital marketing campaign management.

Content Ideation, Copywriting, and Personal Branding

In addition to technical production, participants showed interest in content ideation and copywriting. When developing captions and promotional messages, participants were encouraged to consider the intended audience, the main message, and the desired response from viewers. The exercise demonstrated that creating digital content involves more than selecting attractive images or videos. Participants also needed to translate an idea into a concise and understandable message.

The content ideation session allowed participants to develop content based on familiar topics and products. The exercise included food products, commercially available products, fictional products, and topics based on participants' own creativity. This approach provided opportunities for participants to explore different types of content.

Personal branding was also introduced as part of the workshop. Participants were encouraged to understand that social media content can represent an individual's interests, abilities, creativity, and identity. This perspective expanded the understanding of content creation beyond entertainment and viral trends toward communication and self-development.

From a digital entrepreneurship perspective, the ability to identify ideas, communicate value, and use digital media provides an introductory foundation for entrepreneurial activity [6]. In this workshop, however, entrepreneurship was introduced at a basic level. The activity did not measure entrepreneurial intention or entrepreneurial competence quantitatively; rather, participants were given an opportunity to practice communicating ideas and products through digital content.

Application of Content Creation to Local Product Examples

The workshop also introduced participants to the application of digital content creation techniques in communicating information about products. Digital transformation can provide opportunities for MSMEs to improve the way they communicate their products and reach potential consumers through digital

channels [7]. However, the workshop did not involve a formal MSME partner or evaluate any changes in business performance.

A locally produced crispy mushroom product from a home-based business was used as one of the practical examples. Participants were given an opportunity to develop content concepts for the product by considering its visual presentation, product information, and promotional message. The exercise remained at the introductory and trial stage, and the content produced during the workshop was not intended to function as a final commercial campaign or as a deliverable for the product owner.

The use of the mushroom-chip product as a learning object allowed participants to experience the process of transforming information about a real local product into a digital content concept. This exercise helped participants distinguish between creating content for personal expression and creating content for basic promotional purposes. When working with a product, participants needed to consider what information should be communicated, how the product should be presented visually, and how the content could attract audience interest.

The activity therefore positioned the local product as a practical learning object rather than as a direct beneficiary of the community service program. The main learning outcome remained the participants' opportunity to practice digital literacy, content creation, communication, and introductory digital entrepreneurship skills.

Participant Creativity and Learning Through Practice

The strongest observable outcome of the workshop was participants' willingness to engage directly in the content production process. Rather than relying primarily on lecture-based learning, participants were given opportunities to practice photography, video recording, editing, content development, and presentation.

Some participants initially experienced difficulties in determining what type of content they wanted to create. After receiving guidance from the facilitators, they were able to continue developing their ideas and proceed with the production process. This observation indicates that practical assistance and facilitator guidance were important during the workshop, particularly for participants with limited previous content creation experience.

One example that attracted attention involved lipstick or body lotions content using a participant's personal products. The lipstick or body lotions was used as a supplementary practice object because some participants happened to bring their personal products to the workshop venue. The activity was not related to MSME promotion and was intended solely to provide participants with an accessible everyday product for practicing visual presentation and content development. The work was selected as one of the examples presented to other participants, demonstrating how an everyday consumer product could be transformed into a digital content concept through visual presentation and communication.

The important outcome of this practical session was not technical perfection but participants' direct experience with the complete content production process. Participants took photographs, recorded videos, experimented with editing, developed ideas, and observed the results of their own work. These activities provided opportunities to practice the connection between concepts introduced by the facilitators and the digital content produced by participants.

Observable Changes During the Workshop

Changes in participant engagement were observed throughout the workshop. At the beginning of the activity, differences in digital experience were visible, particularly between participants who had previously used editing applications and those with limited experience. As the practical activities progressed, participants became increasingly willing to experiment with content production.

Participants who initially required assistance in developing content ideas were able to continue the production process after receiving guidance. The atmosphere also became more interactive as participants discussed their ideas, worked together, and observed the results of their photographs and videos.

The facilitators observed that the practical component generated the strongest engagement because participants could directly participate in the production process. However, because no standardized pre-test and post-test measurements were conducted, these observations should be interpreted as qualitative indications of engagement and participation rather than quantitative evidence of learning improvement.

Evaluation of the Activity

The evaluation focused on participant engagement, willingness to practice, ability to develop content ideas, participation in group activities, presentation of selected work, questions and answers, and verbal feedback. The observations indicated that the workshop created an active learning environment in which participants were willing to experiment with content production. The practical activities were particularly useful because participants could immediately apply the concepts introduced during the material sessions. The availability of simple production equipment and continuous assistance from facilitators also supported participants during the practical process. Differences between educational levels were visible. Senior high school participants generally demonstrated greater familiarity with technical editing applications, while junior high school participants demonstrated strong enthusiasm for visual experimentation and required more intensive assistance.

The evaluation has an important methodological limitation. The workshop did not use standardized pre-test and post-test instruments. Consequently, the activity cannot statistically demonstrate the magnitude of participants' improvement in digital literacy or content creation skills. The findings should therefore be understood as descriptive evidence of participation, practice, and observable engagement during the workshop.

For future implementation, the evaluation could be strengthened through three complementary instruments. First, a pre-test and post-test could be used to measure changes in participants' knowledge. Second, a content production rubric could assess aspects such as message clarity, visual quality, creativity, audience relevance, and promotional effectiveness. Third, follow-up monitoring could assess whether participants continue producing digital content after the workshop. These improvements would provide stronger evidence regarding the effectiveness and sustainability of similar community service programs.

Competencies Practiced and Demonstrated During the Workshop

The practical activities provided opportunities for participants to practice several competencies. The competencies and their observable manifestations are summarized in Table 1.

Table 1. Competencies Practiced and Demonstrated During the Workshop

Competency	Workshop Activity	Observable Manifestation
Digital Literacy	Social media and digital communication discussion	Participants identified the functions and purposes of digital platforms such as TikTok and Instagram and discussed the importance of creating purposeful content.
Visual Creativity	Product photography and graphic design	Participants experimented with product arrangement, lighting, composition, shooting angles, and basic visual design using accessible digital tools.
Communication and Copywriting	Content ideation, scriptwriting, and caption development	Participants developed simple messages and captions by considering the intended audience and communication purpose.
Video Content Creation	Short-form video production and editing	Participants recorded short videos and practiced basic editing using CapCut and, where appropriate, Canva.
Personal Branding	Personal content ideation	Participants connected content ideas with their interests, abilities, creativity, and personal identity.
Digital Entrepreneurship	Local product promotional content exercise	Participants practiced translating information about a local crispy mushroom product into a basic digital promotional concept.

The competencies in Table 1 should be interpreted as competencies practiced and demonstrated during the workshop rather than as statistically measured improvements. The table therefore summarizes observable activities and manifestations rather than claiming measurable learning gains.

The progression represented in Table 1 illustrates the learning pathway of the workshop. Digital literacy provided the foundation for understanding digital platforms and communication purposes. Content creation activities then allowed participants to practice these concepts through photography, video, writing, and personal branding. The use of a local product as a practical learning object extended these skills into a basic promotional context. In this way, the workshop connected individual digital capability with an introductory

understanding of how digital content can communicate information about products within a local economic context.



Figure 1. Digital literacy training session for junior and senior high school students.



Figure 2. Participants practicing product photography using a backdrop and lighting equipment.



Figure 3. Examples of product photography created by the participants.

CONCLUSION

The content creator workshop conducted by lecturers from the International Business Management Study Program at Universitas Sugeng Hartono on March 29, 2026, provided 56 adolescents at St. Ignatius Danan Parish, Wonogiri, with practical opportunities to practice digital literacy and content creation skills. The participants consisted of 28 junior high school students and 28 senior high school students from Catholic schools under the parish community. The participatory training approach, which combined material delivery, hands-on practice, presentation, reflection, and discussion, encouraged participants to engage directly in the content production process.

The workshop covered digital literacy, content ideation, product photography, short-form video production, editing, copywriting, personal branding, and introductory digital entrepreneurship. The observations indicated active participation and willingness to experiment with digital content production. Senior high school participants generally demonstrated greater familiarity with technical editing applications, while junior high school participants showed strong enthusiasm for visual exploration and required more intensive guidance. These observations indicate that differences in prior digital experience should be considered when designing similar community service activities.

The locally produced crispy mushroom product used during the workshop functioned solely as a practical learning object for product photography and promotional content exercises. It was not a formal community service partner or direct beneficiary, and the workshop did not evaluate its business performance or provide a final promotional campaign to the product owner. Similarly, personal consumer products such as lipstick or body lotions were used only as supplementary objects for photography practice. Therefore, the primary beneficiaries and focus of the activity were the participating adolescents and their development of practical digital competencies.

Overall, the activity provided participants with a practical pathway from understanding digital communication to producing visual, video, and written content. The competencies practiced included digital literacy, visual creativity, communication and copywriting, video content creation, personal branding, and introductory digital entrepreneurship. However, because the activity did not use standardized pre-test and post-test instruments, the findings cannot be interpreted as statistically measured learning improvement. Future community service activities should incorporate structured pre-test and post-test instruments, content production assessment rubrics, and follow-up mentoring to provide stronger evidence of learning outcomes and the sustainability of participants' digital skills.

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