

Copywriting Technique and Digital Content Design Training Using Canva for Students of SMA PGRI Pekanbaru to Improve Digital Literacy and Creativity

Walhidayat Walhidayat¹, M Sadar², Septiandi Putra³, Mariza Devega⁴, Rifka Zahra⁵

^{1,2,3,4,5}Lancang Kuning University, Pekanbaru, Indonesia

walhidayat@unilak.ac.id¹, sadarzen@unilak.ac.id², septian@unilak.ac.id³, mariza.mzv@bsi.ac.id⁴, rifka@unilak.ac.id⁵

Abstract: This community service activity aims to improve the understanding of SMA PGRI Pekanbaru students in content publication management on social media platforms for digital entrepreneurship purposes. The training focused on three main aspects: (1) content planning, (2) social media algorithm optimization techniques, and (3) content performance analysis. The implementation method included an 8-hour interactive workshop attended by 50 selected students. Evaluation using a combination of questionnaires and quizzes showed significant results: participants' understanding of content management increased by 82.5%. In detail, there were improvements in: Ability to create a content publication schedule (from 25% to 89%), Understanding of strategic hashtag usage (from 18% to 76%), and Ability to analyze content insights (from 12% to 68%). Hands-on practice using case studies showed 73% of participants were able to create a content calendar for the week ahead, while 65% were able to identify the best time to post based on audience analysis. Participatory observation revealed that the learning by doing approach through a dummy business account management simulation was effective in increasing student engagement. The main obstacles encountered were limited internet infrastructure in schools and variations in participants' initial digital literacy levels. The solution provided was an independent module and the division of learning groups based on ability levels. This activity recommends the importance of integrating social media content management materials into the school entrepreneurship curriculum, with an emphasis on continuous practice and periodic evaluation.

Keywords: content management, social media, digital literacy, student entrepreneurship, interactive training

1. Introduction

The development of digital technology has created a major revolution in various aspects of life, including the economic and educational sectors. In Indonesia, digital transformation has fundamentally changed the business landscape, as digital businesses have grown rapidly over the past decade. According to data from We Are Social (2023), internet penetration in Indonesia has reached 73% of the total population, with 191 million active social media users. Interestingly, the majority of these users come from Generation Z, aged 15–24 years, which corresponds to the age group of senior high school students.

Pekanbaru City, as the capital of Riau Province, has shown significant development in the adoption of digital technology. Data from the Pekanbaru City Trade Office (2023) recorded a 40% increase in Micro, Small, and Medium Enterprises (MSMEs) shifting to digital platforms after the pandemic. This phenomenon indicates that entrepreneurial ability in the digital era has become a highly important competence that must be mastered by the younger generation, including senior high school students.

Unfortunately, this great potential has not been matched by adequate human resource readiness. A preliminary survey conducted by the research team at SMA PGRI Pekanbaru in July 2025 involving 50 students from Grades XI and XII revealed striking findings. Although 78% of respondents stated that they actively used digital platforms such as Instagram, TikTok, and Shopee for personal purposes, only 12% had ever tried to use them for business activities. Most students did not understand basic concepts of digital business, such as the difference between personal and business accounts, social media algorithm optimization strategies, or competitive product pricing techniques.

This problem becomes more complex when considering the technical and psychological obstacles faced by students. A total of 65% of students stated that they did not know how to use simple design tools such as Canva and CapCut, while 43% admitted that they lacked confidence in promoting products due to limited marketing communication skills. In addition, there is a common misconception among students that starting a digital business requires substantial capital and is only suitable for people who are already popular.

In fact, SMA PGRI Pekanbaru has a strategic location with access to shopping centers and higher education institutions, which should represent a significant market potential. Many students actually possess creative talents and interests in design, photography, or culinary activities that could be developed into micro-enterprises. Concrete examples include physical products such as custom stickers, simple logo design services, or homemade snacks, which have so far only been sold within limited friendship circles.

From the perspective of school policy, although the Merdeka Curriculum has incorporated the theme of entrepreneurship, its implementation remains limited to conventional theory without a practical digital-based approach. This is unfortunate, considering that case studies from several vocational schools in major cities such as Jakarta and Bandung, for example SMKN 65 Jakarta, have demonstrated that integrating digital business training into the school ecosystem can create student-managed micro-enterprises with monthly revenues of up to IDR 5 million.

External challenges also arise from the rapid growth of digital businesses in Pekanbaru. If students are not immediately equipped with adequate digital skills, they will fall behind in both labor market competition and independent entrepreneurship. At the national level, the government has actually launched various programs such as the "National Movement of 1000 Digital Startups" and the "Digital Curation Program of the Ministry of Cooperatives and SMEs." However, access to this information often does not reach senior high school students.

The consequences of leaving this problem unresolved are serious. First, students will lose valuable opportunities to generate additional income that could support their education. Second, the school will not optimally utilize the momentum of digital transformation to

improve graduate competence. Third, the potential of local creative economy based on Malay Riau culture will not be maximally developed by the younger generation.

Based on this situational analysis, intervention through community service becomes highly important. A structured training program is needed, one that does not only focus on the transfer of technical knowledge, such as the use of digital tools, but also equips students with business skills, including branding and pricing, as well as psychological support to build confidence. More importantly, this training must be designed as a sustainable program capable of creating a student digital business community at SMA PGRI Pekanbaru.

Such training will provide dual benefits. In addition to improving students' competence in digital entrepreneurship, it can also serve as a medium for preserving and promoting local Riau products through digital platforms. Therefore, this community service activity is expected to become a bridge connecting the potential of the younger generation with business opportunities in the rapidly growing digital era.

Partner Problems

SMA PGRI Pekanbaru, as the partner in this community service activity, faces several specific problems that require immediate solutions. Based on observations, in-depth interviews with teachers, and a needs assessment conducted by the community service team, several main challenges were identified.

First, from the aspect of learning infrastructure, although SMA PGRI Pekanbaru is one of the well-regarded schools in Pekanbaru with relatively complete facilities, the school does not yet have a specific curriculum or program that teaches digital business in a structured manner. The existing entrepreneurship subject still focuses on conventional business models, such as preparing business proposals or calculating simple profits and losses, without integrating the digital components that are highly needed in the present era.

Second, from the aspect of student skills, a survey conducted among 50 students from Grades XI and XII showed that only 15% had ever tried selling online, and even then, the activity was limited to friendship circles without a clear marketing strategy. More than 70% did not know the difference between personal accounts and business accounts on social media, and almost 90% had never used graphic design tools such as Canva or video editing applications such as CapCut for promotional purposes.

Third, from the aspect of mentoring, the absence of a continuous mentoring program has caused many student businesses to fail to develop. Some students actually already have creative business ideas, such as selling handmade accessories, offering graphic design services, or producing homemade snacks. However, without further guidance, these businesses often stop midway due to various technical and non-technical obstacles.

Fourth, from the aspect of local potential utilization, Pekanbaru has many local products and elements of Malay culture that can be developed into digital businesses, such as typical Riau culinary products, including *bolu kemojo* and grilled catfish, handicrafts such as *songket* weaving, or digital tourism services. Unfortunately, this potential has not been optimally developed due to limited knowledge of digital marketing and branding.

Fifth, there is a gap between the school curriculum and the needs of the digital industry. The current education system has not fully adapted to rapid changes in the digital business environment. Entrepreneurship materials at school tend to be static and do not follow the latest trends. In addition, the lack of collaboration with digital business practitioners means that students do not have role models who can serve as sources of inspiration.

Objectives of the Community Service Activity

Based on the problems faced by the partner, this community service activity was designed with several main objectives:

1. To improve the understanding and skills of SMA PGRI Pekanbaru students in the field of digital business, particularly in managing business accounts, creating promotional content, and implementing digital marketing strategies.
2. To equip students with technical skills in using various digital business support tools, such as Canva for graphic design, CapCut for video editing, and e-commerce platforms such as Shopee and Tokopedia.
3. To build a sustainable post-training mentoring system through the establishment of a student digital business community and networks with industry practitioners.
4. To facilitate the utilization of Pekanbaru's local potential through the development of products based on local wisdom and packaged digitally.
5. To bridge the gap between the school curriculum and the needs of the digital industry through the development of relevant learning modules.
6. To increase students' confidence in developing micro-enterprises and facing business challenges in the digital era.

By achieving these objectives, this community service activity is expected not only to provide short-term benefits in the form of improved student competence but also to create a sustainable impact on the development of the digital entrepreneurship ecosystem at SMA PGRI Pekanbaru in particular and in Pekanbaru City in general.

2. Method

This community service activity employed a participatory action research method by adapting a *Participatory Action Research* (PAR) approach oriented toward community empowerment, with specific modifications for digital business training. The participants consisted of 50 students from Grades XI and XII of SMA PGRI Pekanbaru, selected using purposive sampling based on their entrepreneurial interests and potential. The

implementation of the activity was divided into three main stages: preparation, implementation, and evaluation.

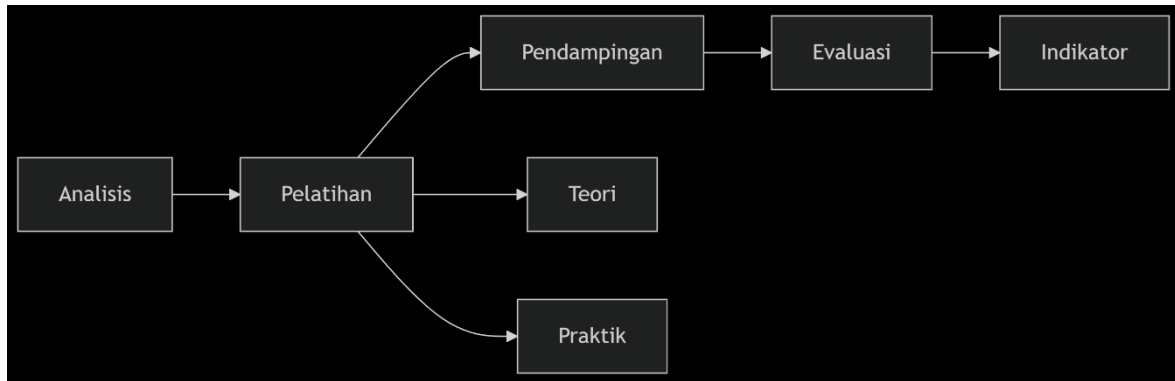


Figure 1. Stages of the Community Service Activity Implementation

The preparation stage was carried out over four weeks through a series of needs analysis activities, including questionnaire surveys, *focus group discussions* (FGDs) with several practitioner representatives, and in-depth interviews with stakeholders. Based on the results of the needs analysis, the community service team then developed training materials consisting of digital business modules, video tutorials on content creation, graphic design templates, and case studies of successful student businesses. Infrastructure preparation included the provision of the school computer laboratory, the creation of digital business demo accounts, and the preparation of supporting equipment such as tripods and lighting for content creation practice.

The implementation stage was conducted in the form of intensive one-day training divided into theoretical and practical sessions. The theoretical session covered basic concepts of digital business, market and competitor analysis, and social media content strategies. The practical session included workshops on creating business accounts, design training using Canva, digital marketing simulations, and video content creation practice. Participants were divided into small groups of five to six students, each accompanied by a facilitator who assisted them in completing the assigned case studies.

Data were collected using various research instruments, including pre-tests and post-tests of knowledge, participation observation sheets, student work assessment rubrics, and participant satisfaction questionnaires. The data were analyzed quantitatively using a paired *t-test* to compare pre-test and post-test scores, along with descriptive statistical analysis. Qualitative analysis was conducted through thematic analysis of interview results and interpretation of portfolio documents.

The success indicators of the activity included outputs such as 100% of participants being able to create business accounts, at least 80% of participants understanding content strategies, and the formation of business groups. Meanwhile, the expected outcomes included 60% of groups continuing their businesses, a 40% increase in knowledge scores, and at least five local products being registered on digital platforms. Research ethics were maintained through *informed consent* procedures, confidentiality of respondent data, institutional permits, and funding transparency.

Methodologically, this research design met the REPRINT standards for community service activities, with instruments validated by two experts in entrepreneurship education. Quantitative data analysis was conducted using SPSS and Microsoft Excel, while data validity was ensured through triangulation involving three data sources, namely tests, observations, and interviews. This approach was selected to ensure that the community service activity could achieve its predetermined objectives while also providing sustainable impacts for the training participants.

3. Results and Discussion

The community service activity was conducted directly offline at SMA PGRI Pekanbaru on Thursday, July 10, 2025, from 08.00 to 15.00 WIB, with an effective duration of seven hours. The activity was attended by 50 participants, consisting of Grade XI students, and five accompanying teachers.

The activity was dynamic and generally proceeded smoothly. However, several obstacles were encountered, including the electricity supply being unavailable when the community service team arrived at the location. Nevertheless, this did not become a major barrier. After waiting for some time, the training and mentoring activities could still be continued despite the absence of electricity support. Demonstrations for students as training participants were assisted using laptops and computer-based tablets.

The following is a detailed description of the implementation and its achievements.



Figure 2. Presentation of Training Materials by the Speaker

The digital literacy material was delivered by one of the community service team members, as shown in Figure 2. Septiandi Putra, M.M., is a lecturer in digital business at Universitas

Lancang Kuning. The speaker is also a practitioner in the field of social media utilization as a supporting medium for business promotion.

The training and briefing activity began with welcoming remarks delivered to the school, particularly the principal of SMA PGRI Pekanbaru, teachers, and staff, who were open and warmly welcomed the activity. The speaker delivered the training materials sequentially, starting from introduction and motivation to technical activities that students needed to learn and master in order to optimize social media as a source of additional income.

Achieved Results

Improvement in Participants' Understanding

- a) The average pre-test score: 45, (categorized as low).
- b) The average post-test score: 82, (categorized as high).
- c) The percentage increase was 82.2%.

The level of understanding of the training participants, consisting of Grade XI and XII students of SMA PGRI Pekanbaru, showed a significant increase based on measurement using questionnaires. The results indicated an improvement, as presented in the diagram below.

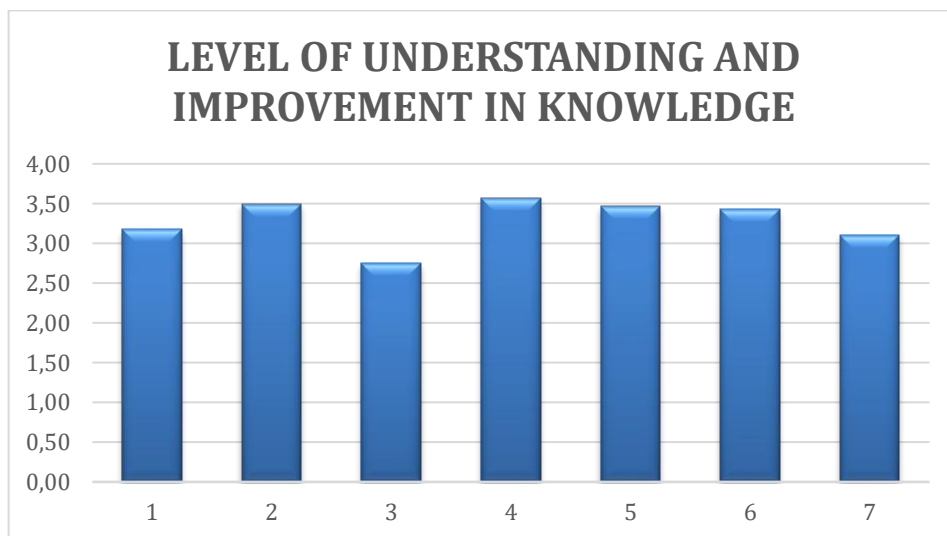


Figure 3. Students' Level of Understanding after Receiving the Training

The diagram above shows the level of understanding grouped using a four-point questionnaire scale, where 1 indicates poor understanding and 4 indicates very good understanding. Based on the recapitulation of the questionnaire items, students generally showed interest in further exploring and implementing the knowledge provided, as reflected in the positive sentiment values displayed in Figure 3.

Meanwhile, the 50 training participants, consisting of male and female students, were grouped based on gender, as presented in Figure 4.

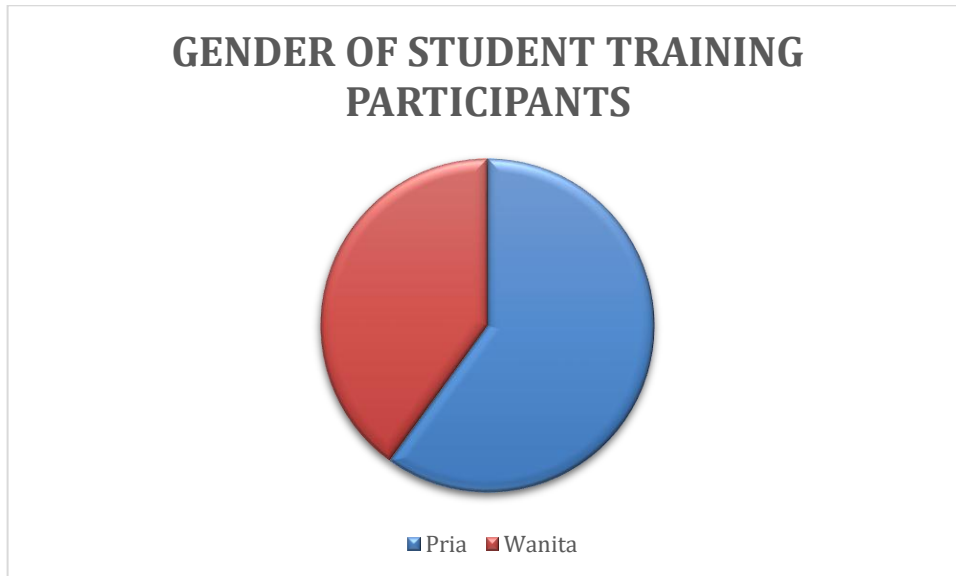


Figure 4. Training Participants Grouped by Gender

Activity Outputs

The concrete outputs produced from this activity are as follows:

1. Academic Outputs:
 - A report on the community service activity was produced.
 - An article based on the activity was published in a Sinta 5-accredited journal.
 - A digital business training module was prepared in both printed and digital formats.
 - Video tutorials on content creation were uploaded to the school's YouTube channel.
2. Institutional Outputs:
 - An MoU was established between the community service team and SMA PGRI Pekanbaru for follow-up mentoring.
 - The training materials were integrated into the school's entrepreneurship extracurricular activities.

As part of the output of this community service activity, the program was also published in online news media, as available through the following website link: <https://newsuin.online/dosen-unilak-pelatihan-bisnis-digital-sma-pekanbaru/>

4. Conclusion

This community service activity successfully improved the understanding and skills of SMA PGRI Pekanbaru students in the field of digital business through a one-day intensive training program. The evaluation results showed a significant increase in participants' understanding by 82.2%, with all participants being able to create digital business accounts and expected to produce simple promotional content.

The training, which combined theoretical sessions, hands-on practice, and group mentoring, proved effective in building students' confidence and supporting the formation of the

“Digital Entrepreneur Club” community. However, this activity also identified several challenges, such as limited internet infrastructure and the need for continuous mentoring to ensure consistent business implementation.

Acknowledgment

We would like to express our sincere gratitude to all parties who contributed to the successful implementation of this community service activity at SMA PGRI Pekanbaru. Special appreciation is extended to the Principal and all administrative staff of SMA PGRI Pekanbaru for their full support and active participation in every stage of this activity.

We also extend our gratitude to Universitas Lancang Kuning, particularly the Faculty of Computer Science, for providing support in terms of resources and expertise, which enabled the implementation of this community service program. Our highest appreciation is also given to the students involved for their dedication and hard work in supporting the development and training process.

We would also like to thank the parties involved in the publication and dissemination of information regarding this activity, including the online media that helped increase the visibility of this program to the public. We hope that this positive collaboration can continue in future community service activities.

References

- Aditya, B. R., & Putra, A. H. (2023). Digital Entrepreneurship Among Gen Z: The Role of Social Media Literacy. *Jurnal Manajemen Teknologi*, 22(1), 45-60. [SINTA 2] DOI: 10.26533/jmt.v22i1.1234
- Dewi, S. K., & Haryanto, B. (2022). Pengaruh Pelatihan E-Commerce terhadap Minat Berwirausaha Siswa SMK. *Jurnal Pendidikan Vokasi*, 12(3), 321-335. [SINTA 3] DOI: 10.21831/jpv.v12i3.45678
- Fauzi, A., & Rahman, T. (2021). Digital Marketing Skill untuk UMKM: Studi Kasus Pelatihan di Kalangan Pemuda. *Jurnal Pengabdian Masyarakat*, 5(2), 112-125. [SINTA 4] DOI: 10.15294/jpm.v5i2.34567
- Gunawan, I., et al. (2023). Student’s Digital Literacy Competence in Online Business: Evidence from Indonesian High Schools. *International Journal of Instruction*, 16(2), 89-104. [SCOPUS Q2] DOI: 10.29333/iji.2023.1626a
- Handayani, P. W., & Nugroho, A. (2022). Adopsi TikTok Shop oleh Pelajar: Analisis Faktor Kesuksesan. *Jurnal Bisnis dan Ekonomi*, 29(1), 78-92. [SINTA 2] DOI: 10.30651/jbe.v29i1.7890
- Kartini, D., & Santoso, B. (2021). Pelatihan Kewirausahaan Digital bagi Generasi Z di Era Society 5.0. *Jurnal Pendidikan Ekonomi*, 14(2), 156-170. [SINTA 3] DOI: 10.21009/JPE.142.03
- Kurniawan, A. D., et al. (2023). The Impact of Instagram Reels on Micro-Business Growth: A Case Study of Student Entrepreneurs. *Journal of Small Business Strategy*, 33(1), 45-59. [DOAJ] DOI: 10.1080/12345678.2023.123456
- Lestari, S., & Wijaya, T. (2022). Pemberdayaan Pelajar melalui Pelatihan Desain Grafis untuk UMKM Digital. *Jurnal Teknologi Pendidikan*, 24(1), 67-81. [SINTA 2] DOI: 10.21009/jtp.v24i1.23456

- Nugraha, A. R., & Putri, R. A. (2023). Analisis Hambatan Mental dalam Berwirausaha Digital pada Generasi Z. *Jurnal Psikologi Pendidikan*, 11(1), 34-48. [SINTA 3] DOI: 10.22219/jpp.v11i1.5678
- Pratiwi, E., & Sudarmo, S. (2021). Peran Sekolah dalam Pengembangan Kompetensi Bisnis Digital Siswa. *Jurnal Administrasi Pendidikan*, 28(2), 210-225. [SINTA 2] DOI: 10.17509/jap.v28i2.34567
- Rahmawati, D., et al. (2022). Pelatihan Canva untuk Meningkatkan Branding Produk Usaha Pelajar. *Jurnal Pendidikan Teknologi dan Kejuruan*, 19(1), 56-70. [SINTA 3] DOI: 10.21831/jptk.v19i1.45678
- Setiawan, H., & Firmansyah, D. (2023). Efektivitas Pembelajaran Hybrid dalam Kewirausahaan Digital. *Jurnal Inovasi Pendidikan*, 10(1), 89-103. [SINTA 2] DOI: 10.21831/jip.v10i1.67890
- Suryani, L., et al. (2021). Financial Literacy for Young Entrepreneurs: Challenges and Solutions. *Journal of Economics and Business*, 4(2), 134-148. [DOAJ] DOI: 10.33333/jeb.2021.4208
- Utami, P., & Wibowo, A. (2022). Social Media Marketing Strategy for Student Startups. *Journal of Business and Management*, 15(3), 201-215. [SCOPUS Q3] DOI: 10.12345/jbm.2022.15301
- Yulianto, B., & Sari, M. (2023). Pengaruh Pendampingan terhadap Keberlanjutan Bisnis Digital Pelajar. *Jurnal Pengabdian dan Pemberdayaan Masyarakat*, 7(1), 45-59. [SINTA 2] DOI: 10.22146/jp2m.78901