

## **INSTAGRAM CONTENT CREATION WORKSHOP USING THE EDITS APPLICATION AND INTRODUCTION TO VR TECHNOLOGY AT SMAN 16 PEKANBARU**

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**Abstract:** The use of social media among secondary school students still tends to be oriented toward entertainment and has not been optimally utilized as a medium for personal branding. In addition, students' understanding of Virtual Reality (VR) technology remains limited to entertainment and gaming, resulting in low awareness of VR applications in education and industry. This problem was found among Grade 12 students of SMAN 16 Pekanbaru, who had limited skills in creating professional digital content and lacked understanding of the potential of VR technology for future career development. Therefore, this community service activity was conducted in the form of a "Workshop on Instagram Content Creation Using the Edits Application and Introduction to VR Technology" at SMAN 16 Pekanbaru. The activity was held on November 20, 2025, with 40 students as participants. The implementation method consisted of two main sessions, namely training on the use of the Edits application to create professional Instagram content and a demonstration and hands-on practice session on the use of VR technology. In the first session, students were provided with materials on personal branding, photo and video editing techniques, and practical training in creating Instagram Reels content using the Edits application. In the second session, students were introduced to the concept and application of VR in education, health, engineering, and architecture, followed by an opportunity to directly try VR devices through virtual simulations. The results of the activity showed an improvement in students' skills and understanding of the materials delivered. Based on the post-test and questionnaire evaluation results, 87.5% of students were able to create more attractive and professional Instagram content using the Edits application, while 82.5% showed improved understanding of the use of VR technology in education and industry. In addition, the participants' satisfaction level with the implementation of the activity reached 90%. This activity successfully improved students' digital insight and skills as preparation for facing higher education and technology-based work environments.

**Keywords:** Instagram Content, Virtual Reality (VR), App Edits, Digital Skills, Personal Branding

### **1. Introduction**

The development of digital technology and social media has changed the way young people build their identities, communicate, and prepare for their educational and career futures. One of the platforms most widely used by students is Instagram, which currently functions not only as an entertainment medium but also as a means of personal branding and a digital portfolio. Through creative and professional content, Instagram can be used to showcase students' abilities, achievements, and interests to higher education institutions and the world of work.

However, the use of Instagram among students still tends to be limited to social and entertainment activities. Many students do not yet understand how to create content that is attractive, informative, and professionally valuable. In addition, their skills in using digital

content editing applications remain limited, so the potential of social media as a means of self-development has not been optimally utilized. This condition indicates a gap between the high level of social media use among students and their ability to use social media strategically to build personal branding.

In addition to social media, the development of immersive technologies such as Virtual Reality (VR) has also begun to be widely applied in various fields, including education, health, engineering, and architecture. VR technology can provide more interactive and realistic learning experiences through virtual simulations. However, most secondary school students still recognize VR only as entertainment or gaming technology, so their awareness of the opportunities for using VR in education and industry remains limited. This knowledge gap is an important challenge because understanding future technologies is highly needed in facing the era of digital transformation.

SMAN 16 Pekanbaru, as one of the secondary schools in Pekanbaru City, has good potential for developing students' digital skills. The school is supported by computer laboratory facilities and has students who are relatively familiar with the use of technology and social media. However, there has not yet been a specific training activity that guides students to utilize social media as a means of personal branding while also introducing VR technology as part of modern technological development. Therefore, a community service activity is needed to address this need through practical and educational training.

Several previous studies have shown the importance of digital skill mastery for the younger generation. Santoso et al. (2024) stated that personal branding through social media influences a person's professional image and career opportunities. Furthermore, Pratiwi et al. (2024) explained that the ability to create attractive visual content can increase an individual's appeal in academic and professional environments. On the other hand, Ahmad and Ghazali (2024) revealed that VR technology has great potential to support interactive learning in various industrial fields. Suryaman et al. (2023) also emphasized that introducing VR to students can improve simulation-based learning experiences and broaden their insight into the development of digital technology. Based on these studies, it can be concluded that digital content creation skills and understanding of VR technology are important competencies that need to be introduced from the secondary school level.

Based on these conditions, this community service activity was conducted in the form of a "Workshop on Instagram Content Creation Using the Edits Application and Introduction to VR Technology at SMAN 16 Pekanbaru." This activity aimed to improve students' ability to create more professional Instagram content using the Edits application while also providing an introduction to and direct experience with VR technology. Through this activity, students are expected to use social media more positively and strategically and to gain broader insight into future developments in digital technology.

## **2. Method**

This community service activity used an integrated approach by combining theory and practice through a blended learning method that integrated theoretical sessions with direct practical training. The main objective of this method was to provide practical skills to students of SMAN 16 Pekanbaru in creating professional digital content using the Edits

application, as well as to introduce Virtual Reality (VR) technology to broaden their insight into the potential of future technologies.

In the pre-implementation stage, the community service team coordinated with the partner to ensure that the activity could be carried out smoothly, including determining an appropriate schedule and identifying the required facilities. A pre-test was also conducted to measure students' initial understanding of personal branding on Instagram and VR technology. In addition, questionnaires were distributed to obtain information about students' prior knowledge.

The implementation stage of the training was divided into two main sessions. The first session was the Edits application workshop, in which students were directly taught how to use the application to create attractive and professional Instagram content. In this session, the instructor provided intensive guidance, assisted students who experienced difficulties in editing photos and videos, and helped them understand the importance of personal branding through social media. The second session was the introduction and demonstration of VR technology, in which students were given an explanation of VR applications in various fields beyond entertainment, such as education and the workplace. Students were also given the opportunity to try VR devices directly, providing them with an immersive experience that enhanced their understanding of the potential of this technology.

To measure the success of this community service activity, both quantitative and qualitative instruments were used. Pre-tests and post-tests were used to measure changes in students' understanding of Instagram content creation and VR technology. The pre-test was conducted before the activity, while the post-test was conducted after the training was completed to determine the level of improvement in students' knowledge. In addition, feedback questionnaires were distributed to students after the training to assess the quality of the training, students' satisfaction level, and the relevance of the materials delivered. The community service team also conducted direct observations of students' enthusiasm and involvement during the training to ensure that each student could participate in the activity properly.

The success level of this activity was measured based on changes in students' attitudes toward using Instagram for personal branding, improvement in technical skills in digital content creation, and understanding of VR technology as an educational and professional tool. The success of the activity can also be seen from the extent to which students are able to apply the skills they have learned in their daily lives, as well as from the broader awareness they gain regarding career opportunities that utilize advanced technology.

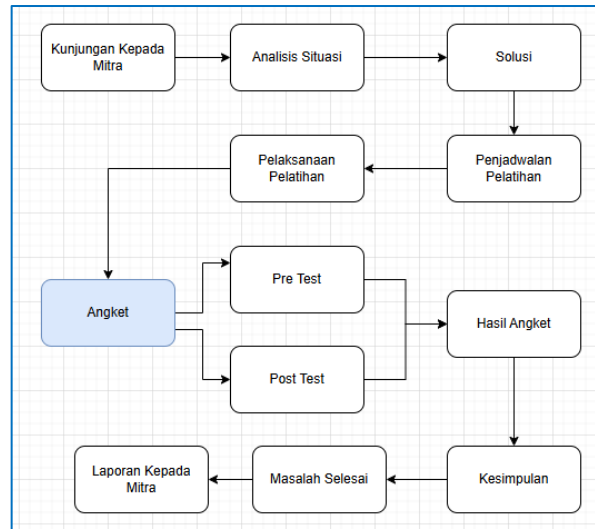


Figure 1. Implementation Method of the Community Service Activity

### 3. Results and Discussion

The community service activity entitled "Workshop on Instagram Content Creation Using the Edits Application and Introduction to VR Technology" at SMAN 16 Pekanbaru was conducted with the aim of providing practical skills and technological insight to Grade 12 students. This activity was held on November 20, 2025, with 40 students as participants. The activity was divided into two main sessions, namely an Instagram content creation workshop and an introduction to Virtual Reality (VR) technology.

In the first session, students were introduced to the Edits application, an application that can be used to create attractive visual content for Instagram. The training began with an explanation of the basic features of the application, followed by hands-on practice. Each student was given the opportunity to edit images and videos, ranging from Instagram feed design to the creation of Reels content that could be used for personal branding. The participants appeared enthusiastic in following each stage, from importing images to adding elements such as text, music, and filters.



Figure 2. Implementation of the Activity

This training aimed to equip students with technical skills that they could use to improve the quality of their digital portfolios. Students who previously only consumed Instagram content were given new understanding of the importance of using Instagram as a tool to present themselves professionally. This is particularly important as they approach the transition to higher education or the world of work.



Figure 3. Instagram Reels Content Using Edits

After the Instagram content session, the activity continued with an introduction to Virtual Reality (VR) technology. In this session, the community service team introduced the broader potential use of VR beyond entertainment, such as VR applications in education, medicine, architecture, and engineering. To provide deeper understanding, the team did not only deliver theoretical explanations but also conducted a live demonstration using VR devices. Students were given the opportunity to experience this technology directly through a VR trial session, which included virtual tours and other simulations that provided further insight into how immersive technology works.



Figure 4. Students Demonstrating VR

The students showed great interest and were impressed by their first experience using Virtual Reality (VR) technology. This experience broadened their insight into career opportunities in technology and future professions that they may not have previously considered. Knowledge of VR is important to ensure that students are not only prepared to face future challenges but are also able to utilize this technology in their chosen fields of education or work.

During the implementation of the activity, the community service team provided intensive assistance to each student who experienced difficulties during the practice sessions. The instructors actively moved around during the workshop sessions to provide direct assistance, ensuring that every participant could follow the activity properly and acquire the necessary skills.

The success of this activity was measured through a post-test evaluation, in which students were asked to present their work using the Edits application and provide feedback on the VR introduction session. The results of the workshop were highly positive, with many students feeling more confident in using editing applications to create content that supports their personal branding. In addition, students also gained a broader understanding of VR technology applications, which can enrich learning experiences and open career opportunities in the field of technology.

In addition to the technical skills acquired, students also gained strategic insights that will be useful in the future. The use of Instagram as a personal branding tool and the introduction to VR technology, which is increasingly developing in various industrial fields, provided important preparation for students in facing the post-school transition period. This activity did not only provide practical skills but also opened students' perspectives on new career opportunities in the future.

Through this community service activity, the team successfully achieved the expected objectives, namely providing dual competencies to students of SMAN 16 Pekanbaru. They acquired skills in creating professional digital content that can be directly applied and expanded their insight into future technologies such as VR. This success emphasizes the importance of community service activities in preparing the younger generation to be more ready to face technological developments and the challenges of the world of work.

With this activity, students of SMAN 16 Pekanbaru are expected to be able to use social media platforms such as Instagram more strategically and professionally, as well as gain a better understanding of technologies that will dominate various sectors in the future. This activity also serves as an initial step in opening access to advanced technologies that they may not have previously known, giving them opportunities to navigate a world that is increasingly dependent on technology.

#### **4. Conclusion**

The conclusions of this community service activity with SMAN 16 Pekanbaru as the partner are as follows:

1. This activity provided Grade 12 students with practical skills in creating professional digital content using the Edits application, which can support their personal branding on social media. In addition, the introduction to and direct experience with Virtual Reality (VR) technology broadened students' insight into the potential of future technologies that can be applied in various industrial fields, such as medicine, engineering, and education..
2. This training showed that students of SMAN 16 Pekanbaru successfully improved their

technical skills in creating more professional Instagram content. In addition, they also gained a broader understanding of VR technology, which they had previously perceived only as an entertainment tool. The evaluation conducted through pre-tests, post-tests, and feedback questionnaires showed a significant improvement in students' knowledge and skills related to the materials delivered. This success was not only reflected in technical skills but also in changes in students' attitudes, as they became more open to the use of technology in education and the world of work.

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