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Implementing Generative AI Training to Enhance Creative Content Competencies and Digital Productivity at the Media Prima Mojokerto Course and Training Institute

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ABSTRACT

The rapid advancement of Generative Artificial Intelligence (Generative AI) has transformed the way digital content is created and managed across various sectors, including education and vocational training. However, many participants at the Media Prima Mojokerto Course and Training Institute still have limited knowledge and practical skills in utilizing AI-based tools to support creative content production and improve digital productivity. This community engagement program aimed to enhance participants' competencies through a structured Generative AI training program. The implementation methods consisted of needs assessment, lectures, demonstrations, hands-on practice, mentoring, and evaluation. The training introduced participants to various Generative AI applications for text generation, image creation, presentation design, and productivity enhancement. Evaluation was conducted using pre-tests, post-tests, practical assignments, and participant satisfaction questionnaires. The results indicated a significant improvement in participants' understanding and practical skills in utilizing Generative AI technologies. Participants demonstrated increased creativity in developing digital content, improved efficiency in completing digital tasks, and greater confidence in adopting AI tools for educational and professional purposes. Furthermore, the training fostered participants' awareness of ethical AI use and responsible digital content creation. Therefore, the implementation of Generative AI training proved effective in strengthening creative content competencies and enhancing digital productivity among participants at the Media Prima Mojokerto Course and Training Institute. This program is expected to serve as a sustainable model for improving digital literacy and AI competencies in vocational education and training institutions.

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1. INTRODUCTION

The rapid advancement of digital technology has fundamentally transformed the way individuals learn, work, communicate, and create information. One of the most significant technological developments in recent years is the emergence of Generative Artificial Intelligence (Generative AI), which enables users to generate text, images, presentations, videos, and other digital content efficiently through natural language prompts. Applications such as ChatGPT, Gemini, Microsoft Copilot, Canva AI, and other AI-powered platforms have become increasingly popular in education, business, and creative industries because they significantly improve productivity while supporting innovation in digital content creation (Mairéad Pratschke, 2024).

The adoption of Generative AI has opened new opportunities for educational institutions and vocational training centers to prepare learners with competencies that align with the demands of the digital economy. Digital literacy is no longer limited to the ability to operate computers or access the internet but also includes the capability to utilize AI technologies ethically, critically, and productively (Anurogo et al., 2023). Consequently, vocational education providers are encouraged to integrate AI literacy into their learning activities to equip learners with relevant skills required by modern workplaces and entrepreneurial environments.

The Media Prima Mojokerto Course and Training Institute plays an important role in developing vocational competencies for learners seeking practical skills that support employment and self-employment opportunities. As digital transformation accelerates across various industries, participants are expected to possess not only technical competencies but also the ability to create attractive digital content, communicate effectively through digital platforms, and utilize AI-assisted technologies to increase work efficiency. However, preliminary observations and discussions with instructors revealed that many participants had limited knowledge of Generative AI applications and lacked practical experience in integrating AI tools into their learning and professional activities. Most participants still relied on conventional methods for preparing documents, promotional materials, and learning resources, resulting in lower productivity and reduced competitiveness in today's digital environment (Rosenberg, 2005).

These challenges indicate the necessity of introducing structured training programs that provide both conceptual understanding and practical experience in utilizing Generative AI technologies. Training activities should not merely introduce AI applications but also emphasize prompt engineering techniques, ethical AI usage, verification of AI-generated information, copyright awareness, and responsible digital content creation (Torkestani et al., 2025). Such competencies are essential to ensure that learners can maximize the benefits of AI while minimizing potential risks such as misinformation, plagiarism, and excessive dependence on automated systems.

Community engagement activities (Pengabdian kepada Masyarakat) represent an effective approach to transferring knowledge and technology from higher education institutions to society (Azzaakiyyah et al., 2025). Through collaborative partnerships with vocational training institutions, universities can contribute to strengthening digital competencies while supporting national initiatives toward digital transformation (Fitriono & Saputra, 2024). In this context, Generative AI training provides participants with opportunities to experience hands-on learning, solve real-world problems, and develop innovative digital products that are relevant to educational and business needs (Attaluri & Mudunuri, 2025).

The implementation of this community engagement program adopted participatory learning methods consisting of needs assessment, interactive lectures, demonstrations, guided practice, mentoring, and evaluation. Participants were introduced to several Generative AI applications that support text generation, image creation, presentation development, brainstorming, and productivity improvement. Practical exercises were designed to encourage participants to create digital content independently while receiving continuous guidance from facilitators. Evaluation activities were conducted through pre-tests, post-tests, practical assignments, and participant feedback to measure improvements in knowledge, technical skills, and perceptions regarding the usefulness of Generative AI (Cubillos et al., 2025).

The expected outcomes of this program include improved participant competencies in creative content development, enhanced digital productivity, increased confidence in utilizing AI technologies, and greater awareness of ethical AI implementation (Annapureddy et al., 2025). Moreover, this training is expected to strengthen participants' readiness to adapt to technological changes and improve their competitiveness in both employment and entrepreneurship sectors.

Therefore, this article aims to describe the implementation process and outcomes of the Generative AI Training Program conducted at the Media Prima Mojokerto Course and Training Institute. Specifically, the study discusses the training methods employed, evaluates participants' competency improvements, and highlights the contribution of Generative AI training to enhancing creative content competencies and digital productivity. The findings are expected to provide valuable references for vocational education institutions, community engagement practitioners, and policymakers in designing sustainable AI literacy programs that support digital transformation in education and workforce development.

2. METHODS

This community engagement program adopted a participatory training approach that integrated needs assessment, capacity building, hands-on practice, mentoring, and program evaluation. The program was implemented at the Media Prima Mojokerto Course and Training Institute with participants consisting of instructors, administrative staff, and trainees who actively utilize digital technologies in educational and promotional activities. The implementation was carried out through five sequential stages.

2.1 Needs Assessment

The initial stage involved identifying participants' needs through direct observations, informal interviews, and discussions with the institute's management and instructors. The assessment focused on participants' digital competencies, experience in content creation, familiarity with Artificial Intelligence (AI), and challenges encountered in producing digital content. The results indicated that although participants were accustomed to using common digital applications, their knowledge and practical skills in utilizing Generative AI remained limited. Furthermore, participants required guidance on ethical AI usage, digital literacy, and strategies for improving productivity through AI-assisted applications.

2.2 Training Program Design

Based on the assessment findings, the community engagement team designed a structured training curriculum covering both theoretical and practical aspects of Generative AI. The training materials included:

a. Introduction to Artificial Intelligence and Generative AI;
b. AI applications for creative content development;
c. Prompt engineering techniques for effective AI interaction;
d. AI-assisted writing, presentation, image generation, and social media content creation;
e. Ethical issues in AI utilization, including plagiarism prevention, copyright awareness, fact verification, and responsible AI practices.

Training materials were prepared in the form of presentation slides, practical modules, case studies, and guided exercises to facilitate participants' understanding.

2.3 Training Implementation

The training was conducted using a combination of lectures, demonstrations, interactive discussions, and intensive hands-on workshops. Participants were introduced to various Generative AI platforms, such as ChatGPT, Google Gemini, Microsoft Copilot, and AI-powered image generation tools. During practical sessions, participants directly applied AI technologies to create promotional

materials, educational content, presentation slides, articles, and social media content relevant to their professional activities. To maximize learning outcomes, participants worked individually and in small collaborative groups while receiving continuous guidance from the facilitators throughout the training sessions.

2.4 Mentoring and Assistance

Following the training sessions, participants received mentoring to support the implementation of AI tools in their daily work activities. The facilitators provided consultation, answered technical questions, evaluated participants' outputs, and recommended improvements for optimizing AI-generated content. This mentoring process aimed to strengthen participants' confidence and encourage sustainable adoption of Generative AI technologies.

2.5 Evaluation

Program effectiveness was evaluated using both quantitative and qualitative approaches. Participants completed pre-test and post-test questionnaires to measure changes in knowledge and understanding of Generative AI concepts. In addition, participant satisfaction questionnaires were administered to assess the relevance of the training materials, delivery methods, instructor performance, and overall learning experience.

Qualitative data were collected through observations, group discussions, and participant reflections to identify perceived benefits, implementation challenges, and recommendations for future training programs. The collected data were analyzed descriptively to evaluate improvements in participants' competencies in creative content production and digital productivity.

3. FINDINGS AND DISCUSSION

3.1 Initial Needs Assessment

The community engagement program began with a needs assessment conducted through observations, informal interviews, and discussions with the management and instructors of the Media Prima Mojokerto Course and Training Institute. The assessment revealed that although participants were familiar with various digital applications, their understanding of Generative Artificial Intelligence (Generative AI) remained limited. Most participants had never received formal training on AI-assisted content creation and digital productivity tools.

The assessment also identified several challenges faced by participants. *First*, digital content production still relied heavily on manual methods, requiring considerable time to complete assignments such as writing articles, designing promotional materials, creating presentations, and producing social media content. *Second*, participants experienced difficulties in generating creative ideas consistently, especially when required to produce engaging content within limited timeframes. *Third*, awareness regarding ethical AI use, including content verification, plagiarism prevention, copyright, and responsible AI utilization, was relatively low.

These findings indicate that participants required structured training that not only introduced AI technologies but also emphasized practical applications and ethical considerations. Consequently, the community engagement team designed a training program that combined theoretical understanding with extensive hands-on practice.

3.2 Implementation of the Generative AI Training Program

The training program was conducted through participatory learning methods consisting of lectures, demonstrations, guided practice, mentoring, discussion sessions, and evaluation activities. This approach encouraged active participant involvement while allowing immediate application of newly acquired knowledge.The implementation was divided into several sequential stages.

a. Introduction to Generative AI

The first session introduced participants to the concept of Artificial Intelligence and the evolution of Generative AI technologies. Participants learned about AI capabilities, current applications in education and business, benefits, limitations, and ethical considerations. Various AI platforms such as ChatGPT, Google Gemini, Microsoft Copilot, Canva AI, and image-generation tools were introduced to provide a comprehensive understanding of current technological developments.

Interactive discussions showed that most participants were enthusiastic because they had previously heard about AI but had not understood its practical applications for learning and professional activities.

Figure 1. Opening Session of the Generative AI Training Program at Media Prima Mojokerto Course and Training Institute

b. Prompt Engineering Practice

The second session focused on prompt engineering, which is considered one of the fundamental competencies for maximizing AI performance. Participants practiced writing clear, specific, and contextual prompts to obtain more accurate and relevant AI-generated outputs.

Exercises included generating articles, promotional texts, educational materials, presentation outlines, and business ideas. Participants also learned techniques for refining prompts iteratively to improve the quality of AI responses. The practical approach enabled participants to recognize that AI performance depends significantly on the quality of user instructions rather than the technology alone.

c. AI-Based Creative Content Development

The third session emphasized creative content production using Generative AI. Participants developed various digital products including:

1) Educational articles

   Where participants used Generative AI to develop informative and well-structured articles on educational topics. They learned how to generate ideas, organize content, refine language, and improve readability while maintaining originality through human editing and content verification.

2) Promotional posters

   In which participants utilized AI-powered image generation and graphic design platforms to create visually attractive promotional materials for educational programs, training activities, and institutional events. This activity demonstrated how AI can accelerate the design process without requiring advanced graphic design skills.

3) Presentation slides
   Where participants employed AI applications to generate professional presentation outlines, summarize complex information, suggest visual layouts, and create presentation content more efficiently. The activity improved participants' ability to prepare instructional and promotional presentations within a shorter time.
4) Social media captions
   Allowing participants to generate engaging captions for Facebook, Instagram, and other social media platforms. They practiced using AI to produce persuasive, audience-oriented, and platform-specific communication while ensuring that the generated content remained accurate and relevant.
5) Marketing slogans
   Through which participants explored AI-generated promotional taglines that effectively communicated institutional branding and marketing messages. The exercise emphasized creativity, clarity, and persuasive communication suitable for educational promotion.
6) Infographic concepts
   Where participants developed infographic ideas by utilizing AI to organize complex information into concise visual communication formats. Participants learned how AI could assist in structuring information, identifying key messages, and designing informative visual content.
7) Digital learning materials
   Including lesson summaries, learning modules, quizzes, worksheets, and instructional content. Participants explored how Generative AI could support instructional material development while maintaining pedagogical quality and adapting the materials to learners' needs.

AI-assisted tools accelerated the content creation process while allowing participants to focus on creativity, communication strategies, and audience engagement rather than repetitive technical work.

Figure 2. Presentation Session on Generative AI for Creative Content Development

d. Digital Productivity Enhancement

The final practical session demonstrated how AI could improve daily productivity. Participants practiced utilizing AI to summarize documents, generate meeting notes, translate texts, organize ideas, prepare reports, create business correspondence, and automate routine administrative tasks.

This session illustrated that AI functions not only as a creative tool but also as a productivity assistant capable of reducing workload while maintaining output quality.

3.3 Evaluation of Training Outcomes

Evaluation employed pre-test and post-test assessments, observation of participant performance during practical activities, completion of project assignments, and participant satisfaction questionnaires.

The comparison between pre-training and post-training assessments demonstrated considerable improvement in participants' understanding of Generative AI concepts. Participants showed greater confidence in selecting appropriate AI tools, designing effective prompts, evaluating AI-generated information, and applying AI to practical workplace scenarios.

Practical assignments further confirmed competency improvement. Most participants successfully produced creative digital content independently using AI-assisted applications. Compared with conventional methods, participants completed similar tasks in significantly less time while producing more structured and visually appealing outputs.

Questionnaire results also indicated high participant satisfaction. Participants appreciated the practical learning approach, direct mentoring, and real-world examples presented throughout the training. Many expressed interest in continuing advanced AI training programs covering multimedia production, business automation, and digital entrepreneurship.

3.4 Discussion

The findings indicate that Generative AI training effectively enhanced participants' competencies in creative content production and digital productivity. The success of the program can be attributed to its participatory learning model, which combined theoretical explanation with intensive practical experience. Similar community engagement initiatives have reported that contextual, practice-oriented AI training significantly improves participants' confidence, technological competence, and readiness to integrate AI into educational and professional activities (Simba et al., 2026).

An important outcome observed during the training was the shift in participants' perception of Artificial Intelligence. Before the program, many viewed AI primarily as an automatic answer-generating tool. Following the training, participants increasingly recognized AI as an intelligent assistant that supports idea generation, creativity, problem-solving, and productivity while still requiring human judgment, verification, and ethical responsibility. This transformation aligns with current AI literacy frameworks that emphasize collaboration between humans and AI rather than replacing human expertise (Michalak & Ellixson, 2026).

Another significant finding concerns the improvement in creative content development. AI-assisted technologies enabled participants to produce articles, presentation materials, promotional content, and digital learning resources more efficiently. Nevertheless, participants also learned that AI-generated outputs require critical evaluation, editing, contextual adaptation, and originality to ensure quality and credibility (Baskara et al., 2024). This reinforces the importance of integrating critical thinking and ethical awareness into AI training programs.

The training additionally strengthened participants' digital productivity by introducing AI-supported workflows that reduced repetitive administrative tasks and accelerated information processing. Increased efficiency allowed participants to allocate more time to strategic thinking, creativity, and innovation. Such outcomes demonstrate that AI should be positioned as a collaborative technology that augments human capabilities rather than replacing them.

Overall, the implementation of the community engagement program achieved its intended objectives. Participants acquired practical AI competencies, improved their creative content development skills, enhanced digital productivity, and demonstrated greater readiness to respond to ongoing digital transformation. These outcomes suggest that similar training programs may serve as

sustainable models for strengthening AI literacy and vocational competencies in course and training institutions.

4. CONCLUSION

The implementation of the Generative AI Training Program at the Media Prima Mojokerto Course and Training Institute successfully achieved its primary objective of enhancing participants' creative content competencies and digital productivity. Through a structured training model consisting of needs assessment, interactive lectures, demonstrations, hands-on practice, mentoring, and evaluation, participants acquired both conceptual understanding and practical experience in utilizing Generative Artificial Intelligence technologies for educational and professional purposes.

The training program demonstrated positive impacts on participants' knowledge, technical skills, and confidence in applying AI-assisted tools. Participants became more capable of producing various forms of digital content, including articles, presentation materials, promotional media, and learning resources, while completing these tasks more efficiently than through conventional methods. Furthermore, the program improved participants' understanding of prompt engineering techniques, AI-assisted problem solving, and effective digital workflows that support higher productivity.

Another important outcome of the program was the increased awareness of ethical and responsible AI utilization. Participants recognized that Generative AI should function as an intelligent assistant that supports creativity and decision-making rather than replacing human expertise. They also developed greater understanding regarding information verification, copyright protection, originality, and responsible use of AI-generated content in academic and professional contexts.

Overall, the findings indicate that integrating Generative AI into vocational education and training contributes significantly to strengthening digital competencies required in the era of digital transformation. The combination of AI literacy, creative thinking, and practical application enables participants to become more adaptive, innovative, and competitive in responding to technological changes and workforce demands.

Therefore, the community engagement program can serve as a practical model for future AI literacy initiatives in vocational education institutions, schools, community organizations, and other training centers. To ensure sustainable impact, continuous curriculum development, instructor capacity building, institutional support, and collaboration with universities, industry partners, and government agencies are recommended. Such efforts will contribute to developing digitally competent human resources capable of leveraging Artificial Intelligence responsibly to enhance creativity, productivity, and lifelong learning.

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