

Enhancing Students' Storytelling Creativity through CapCut-Based Video Editing Training: A Case Study at SMA Negeri 1 Semarang

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ABSTRACT

This community service program aims to enhance the digital creativity of students at SMA Negeri 1 Semarang through training in digital storytelling techniques and video editing using the CapCut application. The program is motivated by the significant potential of the creative industry for Generation Z; however, there remains a gap in skills related to producing structured and engaging video content. The program involved 37 students and was conducted through an interactive workshop consisting of theoretical lectures on narrative concepts, technical demonstrations of CapCut features, and guided hands-on practice in creating short videos. Evaluation using the Kirkpatrick Model showed a success rate of 91.6%, indicating a significant improvement in students' digital literacy and storytelling skills. Participants were not only able to operate technical editing features such as transitions and audio adjustments, but also capable of integrating strong storytelling structures into their work. Overall, this training effectively equipped students with practical and relevant skills to prepare them for future opportunities in the digital creative industry.

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INTRODUCTION

Rapid technological advancement has ushered society into the digital era, a period in which individuals have the capability to act as media producers and create engaging content for public dissemination. This shift has transformed people from passive consumers into active content creators, giving rise to a highly promising new profession known as content creators (Mesra et al., 2024). This career path offers significant opportunities and remains highly relevant in the Society 5.0 era, with the market value of the industry in Indonesia projected to reach approximately IDR 4 to 7 trillion by 2027 (Melita et al., 2023). The primary drivers of this trend are Generation Z (Gen Z), a cohort that has grown up alongside rapid technological advancements and is characterized by its creativity, innovation, and strong proficiency in utilizing various social media platforms (Gede & Maha, 2025).

Among the various forms of content, creative video has become one of the most popular and widely consumed. However, producing impactful videos requires more than just appealing visuals; it demands the ability to construct a compelling narrative, commonly referred to as digital storytelling (DST). DST is a contemporary approach that combines narrative elements with multimedia components to create an immersive audience experience. A well-developed storyline plays a crucial role in capturing viewers' attention, fostering emotional engagement, and effectively conveying messages (Iskandar & Zarkasi, 2025). Without a well-structured storyline, the resulting video becomes less effective in communicating its intended message.

The potential of the digital creative industry is highly relevant for development in Klungkung Regency, Bali. The local government envisions transforming Klungkung into a leading, world-class tourism hub rooted in local wisdom. One of its primary missions is to develop high-quality and competitive human resources. (Pemerintah Kabupaten Klungkung., 2024). This digital potential is increasingly evident through the growing adoption of digitalization across various sectors, including small and medium enterprises (SMEs) that leverage technology to promote local strengths and reinforce the cultural narratives of their craft products (Antara et al., 2025). Training in creative content production for young people can directly support marketing strategies and strengthen the branding of regional tourism.

Amid this significant potential, SMA Negeri 1 Semarapura holds a strategic role as an educational institution in preparing high-quality human resources in Klungkung. Its students, who belong to Generation Z, are inherently familiar with the digital environment and represent valuable potential to become content creators capable of supporting the region's vision (Pemerintah Kabupaten Klungkung, 2025). However, limited training programs integrate storytelling and technical editing skills simultaneously at the high school level. The primary issue lies in the low level of digital literacy, particularly in the ability to create well-structured content and apply proper storytelling techniques to produce engaging videos. Without well-developed critical thinking skills supported by digital literacy, students are also more vulnerable to the negative impacts of digital media, such as the spread of misinformation and hate speech. Furthermore, limited access to specialized training and technical guidance remains a major barrier preventing them from fully developing their creative potential. Therefore, this study aims to evaluate the effectiveness of CapCut-based storytelling training in enhancing students' creative competencies.

METHOD

This community service program is implemented using an interactive workshop-based training approach that integrates multiple methods to ensure effective transfer of knowledge and skills. This study adopts a community-based training with an evaluative approach, aimed at assessing the effectiveness of the implemented program. This approach is selected due to its proven effectiveness in simultaneously enhancing conceptual understanding and practical skill mastery (Noorlistyo Adi & Rajby Nur Alawy, 2025). The evaluation of the program refers to the Kirkpatrick Model, which is used to measure participants' reactions, learning outcomes, and overall effectiveness of the training. The approach employed includes lecture-based methods for delivering theoretical material, instructional and demonstration techniques to guide participants technically, and hands-on practice sessions where participants directly apply the learned material with intensive supervision. The following are the stages of implementation.

Session 1: Introduction to Digital Storytelling Concepts (Lecture Method). The instructor delivers theoretical material on the importance of narrative in video production, key storytelling elements, and techniques for developing storylines and simple scripts for video content.

Session 2: Technical Demonstration of the CapCut Application (Instructional Method). The instructor provides a step-by-step demonstration of how to use the CapCut application, starting from installation and interface introduction to the use of key features such as clip trimming, transitions, text, music, and visual effects.

Session 3: Guided Hands-on Practice. Participants apply the skills they have learned by producing a short video based on their own scripts. During this session, the facilitation team (lecturers and students) offers intensive guidance, either individually or in small groups, to assist participants facing technical difficulties.

Session 4: Project Presentation and Discussion (Q&A Method). At the end of the training, selected participants present their video outputs. This session is followed by discussion and question-and-answer activities to provide feedback and deepen understanding of the material.

Session 5: Evaluation of Outputs. Participants' videos are assessed based on creativity, application of editing techniques, and the strength of storytelling.

Session 6: Feedback Questionnaire. Participants complete a questionnaire via Google Forms to evaluate the training content, teaching methods, and relevance to their needs. The results serve as a basis for improving future community service programs. The collected data are analyzed using descriptive quantitative analysis to measure the level of participants' responses and the overall effectiveness of the training program.

RESULTS

The implementation of this community service activity, conducted on Tuesday, January 13, from 10:00 AM to 12:30 PM (WITA) at SMA Negeri 1 Semarang, had a positive impact on students, particularly in their ability to develop engaging storytelling. Through the training, students not only learned the stages of constructing a narrative but were also able to apply various video editing techniques, including trimming clips, adding transitions, incorporating visual effects, adjusting text, and managing audio. These skills enabled them to produce more compelling videos that align with the current demands of the creative industry.

Beyond technical skills, this activity also fostered students' creativity and confidence in producing digital content. They were given opportunities to explore their creative ideas in video production, both for academic assignments and for personal or entrepreneurial purposes (Aan Darmawan et al., 2023). Some students even demonstrated a strong interest in video editing and expressed their intention to further develop their skills in this field.

In the long term, this activity also broadened students' perspectives on the potential of the digital economy, particularly in leveraging comedic promotional video skills for marketing purposes, personal branding, and the creation of educational content (Wulandari et al., 2025). Thus, this training not only enhanced students' technical skills but also equipped them with the necessary competencies to prepare for future career opportunities in the digital creative industry.

TABLE 1. Training Materials

Time	Activity	Material
10:00 AM - 12:30 PM WITA Tuesday, January 13, 2026	Presentation of material about video storytelling, video taking practice, editing, and assessment	The Importance of Video Editing Skills
		The Role of Video in the Digital Age
		How to Create Engaging Storytelling
		Career Opportunities in the Creative Industry
		Video Shooting Practice
		Video Editing Practice



FIGURE 1. Material Presentation

The material presentation session served as the initial stage of this community service activity, where students were provided with in-depth insights into the importance of storytelling as a soft skill and video editing as a hard skill, along with potential career opportunities in the creative industry. Beyond theoretical explanations, the session also included hands-on practice to help participants better understand each step in producing engaging promotional videos with a comedic approach. Participants were encouraged to ask questions and engage in discussions, making the learning process more interactive and aligned with their needs. The primary objective of this session was to establish a strong foundational understanding before participants proceeded to group-based video editing practice.

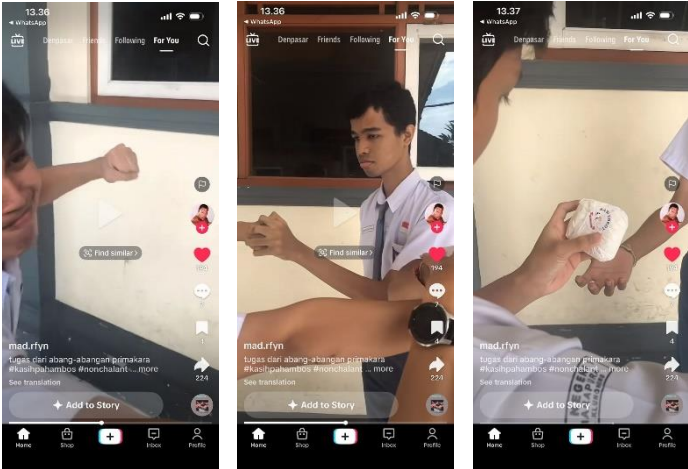
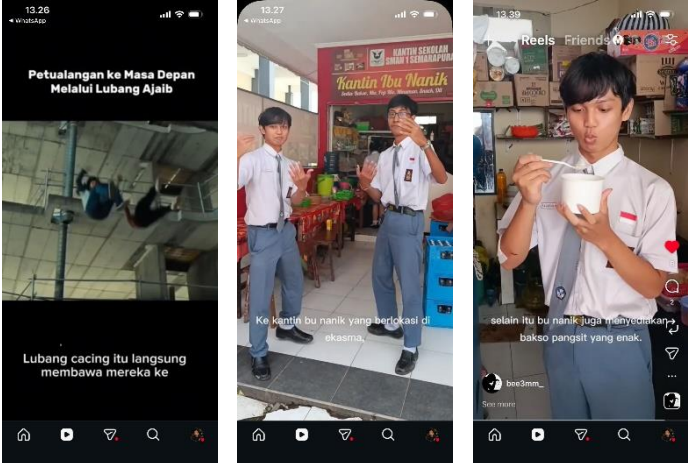


FIGURE 2. Graph of Posttest Questionnaire Results for Community Service

Following the material presentation, the activity continued with a storytelling development session centered on comedic promotional videos. In this session, participants worked in groups to develop storylines, generate creative ideas, record video footage, and apply fundamental video editing techniques such as trimming and arranging clips, adding transition effects, inserting text and graphic elements, and adjusting audio. The goal was to produce videos that are engaging, entertaining, and of high quality. During the practice session, the mentoring team, consisting of one lecturer and two students, actively provided guidance and assisted participants in overcoming any technical challenges they encountered. This approach enabled participants to learn directly through exploration and both individual and group practice, resulting in a deeper understanding of each stage in producing compelling and humorous promotional videos. Through this mentoring session, participants not only gained theoretical insights but also developed practical skills applicable to various contexts, including academic work, personal projects, and the creative industry. (Syawaldipa et al., 2024). With this approach, participants are expected to become more confident in developing their video storytelling skills and be capable of producing more professional and impactful work. The following are three of the best storytelling videos created by the participants.

TABLE 2. Documentation of the community service implementation

No	Video Link	Video Preview
1.	Beverage Promotional Video https://vt.tiktok.com/ZSa1nSDo6/	

No	Video Link	Video Preview
2.	Food Promotional Video https://vt.tiktok.com/ZSa1nd9N3/	
3.	School Cafeteria Promotional Video https://www.instagram.com/reel/DTcDbAVDPIg/?igsh=NDAzM2l2djcwNmhs	

After participating in the guided practice sessions, the students of SMA Negeri 1 Semarang were able to develop storytelling concepts and produce various videos of fairly good quality in accordance with their prepared scripts. Each work reflected the participants' creativity, from the development of story ideas to the use of visual effects, text integration, and audio arrangement, resulting in more engaging videos aligned with the intended themes. This storytelling and video editing training using the CapCut application was attended by 37 students. The post-training evaluation indicated that the majority of participants experienced improvements in both their understanding and skills in designing narratives for comedic promotional videos. In this community service activity, the Kirkpatrick Model questionnaire was employed to ensure a comprehensive and structured program evaluation. This model was selected because it is capable of assessing training effectiveness not only in terms of participant satisfaction but also in measuring improvements in knowledge and behavioral changes following the program (Abdul-Rashid et al., 2024). The following presents the questionnaire developed based on the Kirkpatrick Model.

TABLE 3. Questionnaire

No.	Evaluation Statements	Score 1	Score 2	Score 3	Score 4	Score 5	Total Students
A. Level 1: Reaction							
1	The storytelling and CapCut materials were very engaging.	0	0	0	14	23	37
2	The instructor was very helpful during the practice session.	0	0	0	11	26	37
3	The CapCut application is easy to use for beginners.	0	0	5	15	17	37
B. Level 2: Learning							
4	I understand how to create a script for a comedic video.	0	0	0	15	22	37
5	I understand the functions of visual and audio features in CapCut.	0	0	0	15	22	37
6	I am able to synchronize text with the video.	0	0	4	13	20	37
C. Level 3: Behavior							
7	I am able to independently create a promotional video.	0	0	0	15	22	37
8	I am able to apply creativity in video production.	0	0	0	9	28	37

The calculation is performed using the following formula:

$$Total\ Score = \sum fx \quad (1)$$

Where:

f = frequency/number of students,

x = score choice value 1–5

$$Percentage = \frac{Actual\ Total\ Score}{Maximum\ Total\ Score} \times 100\% \quad (2)$$

TABLE 4. Percentage Calculation

No.	Evaluation Statement	Detail of Score Calculation	Total Score	Max. Score	%
P1	Material is interesting & easy to follow	$(0 \times 1) + (0 \times 2) + (0 \times 3) + (14 \times 4) + (23 \times 5)$	171	185	92.4%
P2	Speaker is helpful & solution-oriented	$(0 \times 1) + (0 \times 2) + (0 \times 3) + (11 \times 4) + (26 \times 5)$	174	185	94.1%
P3	CapCut app is supportive	$(0 \times 1) + (0 \times 2) + (5 \times 3) + (15 \times 4) + (17 \times 5)$	160	185	86.5%
P4	Understand how to create a script	$(0 \times 1) + (0 \times 2) + (0 \times 3) + (15 \times 4) + (22 \times 5)$	170	185	91.9%
P5	Understand visual & audio features	$(0 \times 1) + (0 \times 2) + (0 \times 3) + (15 \times 4) + (22 \times 5)$	170	185	91.9%
P6	Able to synchronize text	$(0 \times 1) + (0 \times 2) + (4 \times 3) + (13 \times 4) + (20 \times 5)$	164	185	88.6%
P7	Able to create videos independently	$(0 \times 1) + (0 \times 2) + (0 \times 3) + (15 \times 4) + (22 \times 5)$	170	185	91.9%
P8	Apply creativity	$(0 \times 1) + (0 \times 2) + (0 \times 3) + (9 \times 4) + (28 \times 5)$	176	185	95.1%

TABLE 5. Recapitulation by Level

Evaluation Level	Total Score Obtained	Maximum Score	Percentage	Category
Level 1: Reaction (P1-P3)	$171 + 174 + 160 = 505$	555	91.0%	Excellent
Level 2: Learning (P4-P6)	$170 + 170 + 164 = 504$	555	90.8%	Excellent
Level 3: Behavior (P7-P8)	$170 + 176 = 346$	370	93.5%	Excellent
FINAL TOTAL SCORE	1.355	1.480	91.6%	Highly Successful

Based on the data analysis of the evaluation using the Kirkpatrick Model, the Community Service (PkM) activity at SMA Negeri 1 Semarang is categorized as Highly Successful, with an overall average score of 91.6%. For the Reaction indicator, students showed high satisfaction (91.0%) with the training methods and the speaker. The improvement in cognitive competence is reflected in the Learning indicator (90.8%), where 37 students now have a deep understanding of storytelling structure and video editing techniques. The Behavior indicator achieved the highest score (93.5%), indicating that participants were able to effectively apply the acquired knowledge and skills into practical video production activities, both independently and collaboratively. These findings show a consistent pattern across all evaluation levels, where participants not only responded positively to the training but also demonstrated measurable improvements in knowledge and practical skills. Overall, the results confirm that the integration of storytelling concepts and hands-on video editing practice contributed significantly to students' creative skill development.

DISCUSSION

The implementation of the community service program demonstrated that combining digital storytelling techniques with CapCut video editing skills greatly enhanced the quality of students' projects. Observations during the training revealed that students' primary difficulty was not in using digital tools, but in effectively organizing their narratives in a clear, logical, and communicative way.

By teaching students core storytelling concepts, including dramatic structure (introduction, conflict, climax, and resolution), storyboard development, and basic scriptwriting, they were able to turn ideas into well-organized narratives. This improvement directly enhanced the quality of their videos, making them not only visually appealing but also persuasive and more effective in communicating messages (Lestari, n.d.).

Technically, CapCut has been shown to be an effective educational tool because of its intuitive and user-friendly interface for beginners. Students were able to quickly grasp features like cutting clips, adding transitions, inserting text, applying visual effects, and adjusting audio (Inggit Eka Wahyuni, Dewi Surani, 2024). The questionnaire results demonstrate a high level of satisfaction on the Reaction indicator (91.0%), suggesting that the training methods and media effectively matched the learning preferences of Generation Z, who favor visual, hands-on, and interactive learning experiences.

Additionally, the Learning indicator (90.8%) reflected a clear growth in students' conceptual grasp of storytelling and video editing. They went beyond knowing how to use the app's features, effectively combining visual and audio elements to strengthen the narrative flow. The highest score in the Behavior indicator (93.5%), as presented in the Results section, indicates that students were able to successfully transform their knowledge into real practice. This outcome can be explained through the experiential learning approach, where participants actively engage in learning by doing, allowing them to internalize both technical and creative skills more effectively. This indicates that hands-on learning is more effective than purely theoretical instruction, as students not only understand the concepts but are also to apply them in real-world contexts.

Beyond enhancing technical and cognitive skills, the program positively influenced students' affective growth, boosting their self-confidence, encouraging them to express ideas boldly, and motivating them to produce digital content (Setiaji et al., 2004). During the training discussions, it became apparent that several students started realizing the economic value of video editing skills, seeing their usefulness not only for personal branding and social media content creation but also for potential digital business ventures in the future.

In conclusion, integrating visual literacy through storytelling with technical video editing skills proves to be an effective method for boosting students' creative abilities. The findings reinforce that interactive and practice-oriented learning models are essential in developing digital competencies relevant to the demands of the creative industry.

CONCLUSION

The community service program at SMA Negeri 1 Semarang demonstrates that digital storytelling and CapCut video editing training effectively met its goals of enhancing students' creative skills and digital literacy. This is evidenced by the evaluation results, which showed a 91.6% success rate, indicating significant improvement in both conceptual understanding and practical video production skills.

These findings imply that integrating storytelling and hands-on digital media training plays a crucial role in preparing students for future opportunities in the digital creative industry, particularly in areas such as content creation, personal branding, and digital entrepreneurship.

Therefore, it is recommended that similar training programs be integrated into school curricula or developed as structured extracurricular activities to ensure the sustainability of students' skill development. Future efforts should include more intensive mentoring, industry-based projects, collaboration with creative professionals, and wider use of digital distribution platforms. Such initiatives

will help students continuously refine their skills and generate meaningful academic and economic outcomes.

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