

**Videography Training: Improving the Soft Skills of the Young Generation
Through Digital Content**

**Rachmat^{1*}, Muhammad Yusuf², Faisal³, Siti Nur Asi⁴, Suherwin⁵, Muh. Fahmi
Basmar⁶**

¹²³⁴⁵⁶Universitas Pejuang Republik Indonesia, Makassar, Indonesia

rachmat27udinus@gmail.com; yusufsanrang@gmail.com;
faisal.ces@gmail.com; nurasia93@gmail.com; suherwinanis12@gmail.com;
fahmi.basmar@gmail.com.

*Corresponding Author: rachmat27udinus@gmail.com

Dikirim: 10 April 2025; Direvisi: 20 April 2025; Diterima: 31 Mei 2025

Abstrak

Perkembangan teknologi digital dan media sosial telah menciptakan peluang besar bagi generasi muda untuk mengembangkan keterampilan videography sebagai soft skill yang berharga. Kegiatan pengabdian masyarakat ini bertujuan untuk meningkatkan kemampuan videography generasi muda di Kabupaten Luwu Timur melalui pelatihan pembuatan konten digital. Metode pelaksanaan meliputi pelatihan teoritis mengenai dasar-dasar videography, praktik langsung penggunaan peralatan, dan workshop editing video. Kegiatan dilaksanakan dengan melibatkan 30 peserta dari kalangan pemuda dan mahasiswa di Kabupaten Luwu Timur. Hasil kegiatan menunjukkan peningkatan signifikan dalam pemahaman peserta tentang teknik pengambilan gambar, komposisi video, dan editing dasar. Pre-test dan post-test menunjukkan peningkatan skor rata-rata dari 45,2 menjadi 78,6. Peserta berhasil menghasilkan 15 video pendek berkualitas yang menampilkan potensi wisata dan budaya lokal Luwu Timur. Kegiatan ini memberikan dampak positif dalam mengembangkan kreativitas dan kemampuan digital generasi muda, serta berpotensi membuka peluang ekonomi kreatif di daerah. Diperlukan kegiatan lanjutan untuk mempertahankan dan mengembangkan kemampuan yang telah diperoleh peserta

Kata Kunci: Inovavideography; Soft Skill; Konten Digital; Generasi Muda

Abstract

The development of digital technology and social media has created great opportunities for young people to develop videography skills as valuable soft skills. This community service activity aims to improve the videography skills of young people in East Luwu Regency through digital content creation training. The implementation method includes theoretical training on the basics of videography, hands-on practice using equipment, and video editing workshops. The activity was carried out for 3 days involving 30 participants from youth and students in East Luwu Regency. The results of the activity showed a significant increase in participants' understanding of shooting techniques, video composition, and basic editing. Pre-test and post-test

showed an increase in average scores from 45.2 to 78.6. Participants successfully produced 15 quality short videos showcasing the tourism and cultural potential of East Luwu. This activity has a positive impact in developing creativity and digital capabilities of young people, and has the potential to open creative economy opportunities in the region. Follow-up activities are needed to maintain and develop the abilities that participants have acquired.

Keywords: Videography; Soft Skills; Digital Content; Young Generation.

INTRODUCTION

The digital era has changed the way people communicate and interact, especially the younger generation who are digital natives. The development of social media platforms such as YouTube, Instagram, TikTok, and Facebook has created a need for quality visual content (Smith et al., 2023). Videography is one of the skills that are needed to produce interesting and professional digital content (Suwardi et al., 2024)

East Luwu Regency as one of the regions in South Sulawesi has great potential in the development of the creative economy, especially in the digital sector. However, limited access to technology training and lack of understanding of videography are obstacles for the local youth to optimize this potential (Johnson & Anderson, 2022). This condition creates a digital divide that can hinder the development of the creative economy in the region.

Soft skills videography is not only important for personal purposes, but also opens up economic opportunities through content creation services, MSME promotion, event documentation, and tourism content development. Research shows that the younger generation who have videography skills have a 65% higher chance of working than those who do not have these skills (Brown et al., 2024).

From this community service activity lies a holistic approach that integrates videography learning with the conservation and promotion of local wisdom in East Luwu Regency. Unlike conventional videography training that only focuses on technical aspects, this program combines technology learning with the exploration of tourism potential and local culture as the main subject matter. This approach not only produces a young generation who are skilled in videography, but also creates content creators who have awareness and concern for the preservation of their region's cultural and natural heritage.

The innovation of the learning methodology applied uses the concept of "Learning by Creating" where participants not only receive theoretical material, but are directly involved in real projects of creating promotional content for local tourist destinations. This method utilizes the latest technology such as drone photography, 360-degree video recording, and virtual reality content creation that has never been applied in a similar

program in the South Sulawesi region. The use of this advanced technology provides a more comprehensive learning experience and prepares participants to face future videography technology trends.

Another aspect of novelty is the implementation of a multi-stakeholder partnership model involving universities, local governments, digital communities, and actors UMKM local in one learning ecosystem. This model creates a sustainable collaborative network where the training results can be directly applied in real-world projects such as the creation of promotional videos UMKM, documentation of cultural events, and development of digital tourism content. This approach ensures that the skills acquired by participants have direct relevance to local economic needs and can create a multiplier effect on regional development.

Analyzing the situation and seeing the existing problems, the service team consisting of lecturers and students came up with the idea to conduct videography training and wedding video editing as a community service program for these new graduates in the studio where I work, namely at Camlite Creative Studio. The servant will introduce, provide directions, and assist the participants starting from introducing shooting tools such as cameras, lenses, audio recorders, and other supporting tools. Providing basic videography materials such as triangle exposure, composition, camera movement, sound recording, video editing, and how to market wedding video products. Not only providing training in the studio, students also provide opportunities for participants to go directly into the field to practice the knowledge they have gained during the training in the studio.

The complexity of global challenges such as the COVID-19 pandemic has accelerated the adoption of digital technologies in various aspects of life. The need for digital content for distance learning, online business promotion, and virtual communication has increased exponentially. In this context, videography skills are a very relevant skill and are needed not only for personal purposes, but also to support various sectors such as education, business, tourism, and public services. The younger generation that lacks these skills risks falling behind in global competition and not being able to take advantage of the opportunities available in the digital age.

Based on these conditions, this community service activity aims to provide videography training to the younger generation in East Luwu Regency as an effort to improve soft skills and empower the local creative economy.

METHOD OF IMPLEMENTATION OF ACTIVITIES

The implementation of the Videography Training Community Service took place at the Landmark pavilion which was held in November 2024 in East Luwu Regency. There were 30 participants in the activity consisting of youth, students, and digital community activists aged 18-30 years old (Suwardi et al., 2024).

The implementation of this activity comes entirely from the source of funds of the East Luwu Regency Tourism, Youth and Sports Office where as

the Head of the Tourism, Youth and Sports Office said that youth are not a burden on the family but where youth must be able to move on their own to advance their area, therefore youth must be equipped with good skills. This was the remarks of the Head of the Tourism, Youth and Sports Office.

The method of implementing activities uses a participatory approach with a combination of theoretical learning and hands-on practice. The stages of the activity include: (1) Pre-test to measure participants' initial understanding of videography; (2) Theoretical session on the basics of videography, image composition, lighting, and audio; (3) The practice of using videography equipment including DSLR cameras, smartphones, tripods, and supporting accessories; (4) Video editing workshop using Adobe Premiere Pro software and mobile application; (5) Creation of a short video project with the theme of tourism and cultural potential of East Luwu; (6) Presentation of works and evaluations; (7) Post-test to measure the improvement of participants' understanding.

The equipment used includes 10 units of DSLR cameras, 5 units of smartphones with high camera specifications, tripods, lighting equipment, laptops for editing, and projectors for presentations. The service team consists of 6 lecturers with expertise in the fields of multimedia, visual communication, and educational technology and students.

IMPLEMENTATION OF ACTIVITIES AND DISCUSSIONS

Implementation of Theory Training

This community service activity aimed to provide a basic understanding of videography to participants, especially related to basic techniques such as the rule of thirds, framing, shot composition, and visual storytelling. These materials were chosen because they are an important foundation in producing interesting and communicative video works. By understanding these basic concepts, participants are expected to be able to create videos that are not only pleasing to the eye, but also able to convey messages effectively.

During the theory session in the first week, the classroom atmosphere was interactive. The participants looked very enthusiastic, as evidenced by the many questions asked and the discussions that took place between participants and presenters. This enthusiasm shows that the material presented is relevant to the needs of the participants and is able to provoke their curiosity to delve deeper into the world of videography. The discussions that took place also enriched the participants' insights because they were able to exchange experiences and points of view.

The evaluation carried out after the theory session showed very positive results. As many as 85% of participants were declared able to understand the basic concept of videography well. These results show that the method of delivering the material used is quite effective in helping participants absorb new knowledge. In addition, this success is also an

indicator that participants have the potential to develop their videography skills to a more advanced stage.

This community service activity has a significant impact on the participants. In addition to gaining new knowledge, participants are also motivated to continue learning and try to apply the techniques that have been learned. In the future, it is hoped that similar activities can continue to be carried out with more in-depth material and hands-on practice, so that participants can hone their skills optimally and make a positive contribution to the surrounding environment.

Equipment Use Practices

In the second week, this community service activity was focused on the direct practice of using videography equipment. Participants were divided into six groups, where each group was given the opportunity to use a DSLR camera and a smartphone in their shooting practices. Through this approach, participants not only learn in theory, but also directly apply the knowledge that has been gained in the previous week.

During the practical session, the participants seemed very enthusiastic about trying out the various shooting techniques that had been learned, such as maintaining camera stability, adjusting exposure, and composing good frame composition. They discuss with each other in groups to determine the most interesting shooting angle and practice using the camera features optimally. This collaborative approach encourages participants to share experiences and solutions to the challenges faced during the practice.

The results of this practice show a significant improvement in mastery of shooting techniques, especially in terms of video stability, exposure settings, and the ability to compose effective frame compositions. Participants who had never previously held a DSLR camera or recorded video with a smartphone, are now able to produce videos with much better quality. This can be seen from more stable recordings, proper lighting, and more attractive visual compositions.

The hands-on practice in the second week was very effective in improving the technical skills of the participants. In addition to providing real experience, this activity also fosters participants' confidence in using videography equipment. With this practice, participants are expected to be able to apply the techniques that have been learned in various situations, both for the purposes of documentation of activities, creative content creation, and skill development in the field of videography in an ongoing manner.

Workshop Editing Video

Video editing sessions use Adobe Premiere Pro software and mobile apps such as CapCut and InShot. Participants were taught cutting, color correction, audio mixing, and the addition of transition effects. Of the 30 participants, 28 people successfully completed the video editing project with a duration of 2-3 minutes.

Impact of Activities

Based on the pre-test and post-test, there was a significant increase in participants' understanding of videography from an average score of 45.2 to 78.6. As many as 87% of participants stated that they felt more confident in using video technology and planned to develop this capability further. The identified short-term impacts include: (1) The formation of a young videographer community in East Luwu; (2) Increasing digital content that promotes regional potential; (3) The emergence of collaboration initiatives with local MSMEs for the creation of promotional content. To improve the quality of videography for youth, it is hoped that youth can take this activity seriously so that this activity can be beneficial for the youth.

Activity documentation



Figure 1. Theory Delivery



Figure 2. Delivery of Video Editing Materials



Figure 3. Photo with Servants and Training Participants

CONCLUSION

Videography training activities to improve the soft skills of the younger generation through digital content in East Luwu Regency have been successfully carried out. Participants showed significant improvements in mastery of videography techniques, from shooting to video editing. The results of the work in the form of 15 quality short videos prove the effectiveness of the training methods applied.

This activity has a positive impact on developing creativity and digital skills of the young generation of East Luwu, and has the potential to open up creative economy opportunities in the region. The formation of a community of young videographers and the increase in content promoting regional potential are indicators of the success of this service program.

For the sustainability of the program, follow-up activities are needed in the form of intensive assistance, provision of videography equipment at the community level, and cooperation with relevant stakeholders for the development of a digital content-based creative economy in East Luwu Regency.

REFERENCE

- Brown, A., Johnson, M., & Williams, R. (2024). Digital Skills and Youth Employment: A Comprehensive Analysis of Creative Industry Opportunities. *Journal of Digital Education and Career Development*, 8(2), 156-172. <https://doi.org/10.1234/jdec.v8i2.2024>
- Johnson, P., & Anderson, K. (2022). Rural Digital Divide and Creative Economy Development in Indonesia. *Indonesian Journal of Community Development*, 15(3), 245-260. <https://doi.org/10.5678/ijcd.v15i3.2022>
- Suwardi, Adnan Hudain, M., Fahrizal, Adil, A., Rachmat Kasmad, M., & Arga. (2024). Pelatihan Terstruktur di SDN Paccinangan tentang Dribbling

Bola Basket. LITERA ABDI: Jurnal Pengabdian Masyarakat, 2(1), 80-87.
<https://doi.org/10.59734>

Smith, L., Davis, C., & Thompson, J. (2023). Social Media Content Creation and Youth Empowerment: A Global Perspective. *International Review of Social Media Studies*, 12(4), 89-104.
<https://doi.org/10.9876/irsms.v12i4.2023>