












Empowering Indonesian Da'wah Academy North Sumatera Students through AI-Driven Content Creation

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ABSTRACT

The rapid development of technology, especially in the field of artificial intelligence (AI), has created new opportunities for the creation of creative content and provided fresh approaches to captivate viewers and deliver important messages. The purpose of this community service project is utilizing AI technology to create preaching content for the students of the Indonesian Da'wah Academy located in North Sumatra. The activity is carried out in four stages, starting with a socialization of the activity plan to the partner and participants (students), followed by a presentation of training materials, independent learning, and task presentations. A number of AI-powered platforms are unveiled, including those for image, video and voice generation. The training emphasized the importance of digital literacy and ethical content creation within the context of dakwah (Islamic propagation). By the end of the program, a Student Content Creator Unit was established as a unit that will continue to enhance students' abilities in the digitalization of content. The evaluation was conducted in the form of a questionnaire, with results reflecting the enthusiasm and satisfaction of the participants regarding the training they attended. The program's success highlights the potential of AI in empowering students to enhance their creative skills while promoting positive and constructive narratives in the digital age.

Keyword: Artificial Intelligence, Content-Creator, Indonesian Da'wah Academy, Students



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1. Introduction

Da'wah plays an important role in spreading religious, moral, and ethical values in society. Especially in Indonesia, where the majority of the population is Muslim, preaching has become the primary means to strengthen faith and expand religious understanding, including in North Sumatra. The Indonesian Da'wah Academy (ADI) campus in North Sumatra is located in the city of Medan, which has a relatively dense population, creating opportunities to reach the community more effectively. The ADI (Islamic Da'wah Institute) is a program for the education of da'is (Islamic preachers) in the field of education organized by the Central Islamic Da'wah Council of Indonesia, held in various regions [1]. The location in North Sumatra is on Brig.Jend Katamso street No. 325, Medan (Figure 1).

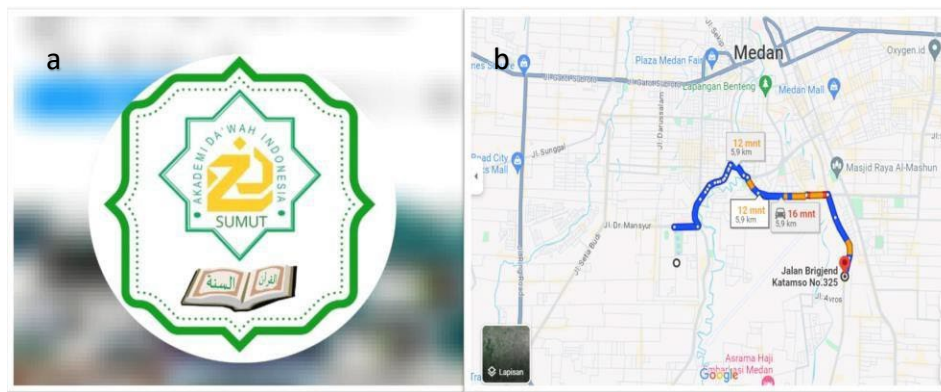


Figure 1. (a) ADI's logo (b) Distance from ADI campus to Universitas Sumatera Utara (USU)

With the development of information and communication technology, such as the Internet and social media, society's communication patterns have changed greatly. Many people are more likely to engage with digital content than conventional media, such as books or lectures. Artificial intelligence (AI) has the ability to process large amounts of data in a short time and produce relevant and engaging content [2].

Most ADI students have a fairly good understanding of the basic concepts of dakwah but still need further development in practice. They often have theoretical knowledge about dakwah but lack practical experience facing real challenges in the field. Even though they have access to technology, they do not fully understand how to use it effectively for dakwah and business development purposes. With the help of AI, preaching content can be customized to the preferences and requirements of diverse audiences, including different age groups and societal strata, so that students can perform better without giving up their valuable time for school and other social activities. By means of this community service project, students can be encouraged to use their AI technology skills to make a positive impact on society. Additionally, it is intended that community service projects can offer long-term answers and enable students to become more potent change agents in da'wah and entrepreneurship with a thorough awareness of the circumstances and issues.

2. Method

The implementation method was:

1. Socialization

We carried out outreach to ADI administrators and targeted students regarding the activities that will be held. So, we had information regarding general material that can be used as training video material.

2. Data collecting

Through questionnaires, we collected participants' basic data, including demographic data and understanding of AI.

3. Training

- First stage: material presentation by the team chief, and participants must be active. Several examples of AI videos were shown to participants and continued by the theory of some tools and AI for preparing content.
- Second stage: participants learned independently and needed to complete the task given. They had two weeks to fulfill the assignment. During this period, the participants were accompanied by team members to carry out their assignments.
- Third stage: presentation of assignment and evaluation. The participants presented their assignments and were evaluated. One participant presented the assignment, and the others, including the team of service activity, gave feedback.

4. Technology application

- The application of technology used was:
 - Leonardo AI [3].
 - KineMaster; used for video editing [4].
 - AI Voice Generator [5].
- The team produced a video of the entire activity, where the video material was copyrighted and published in newspapers.

5. Mentoring and evaluation
 - The team members accompanied the participants during independent learning, allowing them to be creative and innovative.
6. Program sustainability
 - Formation of a group by establishing a special unit at Academy Dakwah Indonesia, North Sumatra, responsible for developing dakwah content using AI technology, namely The Student Content Creator Unit. The plan of action involves assembling a group of students and supervisors who are dedicated to carrying out ongoing projects to produce da'wah material and assign tasks and responsibilities to each team member.

3. Result and Discussion

Twelve students in all, nine of them female and three of them male, ranging in age from 19 to 21, took part in the training. After that, we used questionnaires to get basic information from the participants, such as demographics and level of AI comprehension. The outcome of the questionnaire is displayed in Table 1.

Table 1. Participants Questionnaire Response

Questions	Responses	n (%)
How often have you heard about AI in content creation?	Often	5 (42)
	Seldom	2 (16)
	Never	5 (42)
Do you know what AI is?	No	9 (75)
	Yes	3 (25)
How well do you understand about AI works in content creation?	Not understand	5 (42)
	Understand a little	7 (58)
Do you know what Voice Maker is?	No	9 (75)
	Yes	3 (25)
Have you ever used AI or Voice Maker to create content?	No	12 (100)
	Yes	0 (0)
What do you think about using AI and Voice Maker in content creation?	Positive	9 (75)
	Neutral	3 (25)
	Negative	0 (0)
Do you think using AI and Voice Maker can improve the quality of content you create?	Yes	12 (100)
	No	0 (0)
In your opinion, how important the use of AI in creating creative content?	Very important	2 (16.5)
	Important	5 (42)
	Neutral	3 (25)
	Not important	2 (16.5)
Have you ever attended training or workshop about AI?	Never	12 (100)
	Ever	0 (0)
How often do you use AI or Voice Maker in creating content?	Never	11 (92)
	Often	1 (8)
	Always	0 (0)
Have you ever used AI or Voice Maker for project or assignment?	Never	11 (92)
	Ever	1 (8)
Have you ever looked for information or tutorials about using AI or voice maker for content creation?	Never	9 (75)
	Often	2 (17)
	Always	1 (8)

According to Table 1, all participants (100%) never used voice recognition or artificial intelligence (AI) in content creation, and the majority believed that these tools may enhance and improve content. Additionally, 100% of them had never had any AI training previously, yet 25% of them searched for material on AI-related content production.

Following data collection, training materials were made available (Figure 2). The team leader introduced the information with a hypothesis about how to create quality content utilizing Leonardo AI, Voice Maker, and KineMaster. Additionally, the participants were instructed to try opening or registering the applications on their smartphones right away.



Figure 2. Presentation of training material (a, b) Prof. dr. Tri Widyawati, M.Si, Ph.D and team explained the subject to the participants (c) The participants focused on explanation

The self-learning stage with guidance via a WhatsApp group (WAG) named AI Training Group. In this stage, students are assigned the task of creating content in the form of videos using the AI tools that were taught in the previous stage (Figure 3). The video presentation is entrusted to each individual's creativity by conveying the same theme of material that contains a call for goodness (da'wah).



Figure 3. Participants and team members discussed about the assignment

After self-study, it was followed by a presentation of the assignment. At this stage, each participant presents the video they have worked on, providing explanations for the reasons behind each element they created. After each presentation, the service team provides feedback on the tasks that have been assigned (Figure 4).



Figure 4. The participants presented the assignment.

After completing the task, each participant received feedback from the community service team. They creatively created their own videos with da'wah-related themes. At the conclusion of the session, we administered a quiz to assess the participants. With an average of 75, the highest score was 93, and the lowest was 70, they all passed the test.

In order to learn more about the participants' thoughts, we also asked for their impressions, recommendations, and hopes. They all left with favorable impressions and expressed a desire to learn more in the future about AI and other technologies to advance da'wah. Subsequently, a unit dedicated to creating da'wah content was established, led by a student assistant from ADI, namely Student Content Creator Unit (Figure 5).

The program's outcomes demonstrated improved student confidence in creating captivating and influential da'wah content, as well as increasing skill with digital technology. Through this project, they were able to enhance their technological proficiency and promote a contemporary approach to religious communication that meets the needs of the digital age.



Figure 5. ADI students, partners, and the community service team

4. Conclusion

The community service program at Akademi Dakwah Indonesia (ADI) North Sumatera successfully empowered students in AI-driven content creation. Students' creativity and digital literacy were developed through practical training, which allowed them to create interesting da'wah content. This initiative modernized their approach to religious outreach, making it more effective and impactful in the digital age.

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