



Creative Translation Training of Social Media Content for Senior High School Students to Foster Digital Literacy: An Educational Community Service Intervention

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Abstract

The increasing use of social media and the high consumption of foreign-language content by high school students demand improved digital literacy and the ability to understand and translate information creatively and contextually. Therefore, creative translation training aims to address this understanding gap and support innovative learning activities. This activity aims to improve the creative translation skills and digital literacy of SMAN 19 Makassar students, especially grade XII, through applicable and contextual training. In addition, this program seeks to empower English and ICT teachers in integrating technology-based learning approaches and establishing a collaborative learning ecosystem to support 21st-century competencies. The activity is implemented face-to-face with a participatory and hands-on approach (workshop) with 33 students. The activity begins with a preparation phase (coordination with the school, participant recruitment, and module development), followed by a 2–3-day intensive training session that includes an introduction to the concept of creative translation, social media content analysis, translation techniques, and digital ethics, as well as a mini-translation project. It concludes with evaluation through pre- and post-tests, presentations of work, and follow-up mentoring to strengthen the training outcomes. The evaluation results showed significant improvements in all competency indicators, and the training resulted in an approximately 80–90% improvement in participants' creative translation skills and digital literacy. Moreover, the participants' satisfaction was above 80%, which showed that the training strategy was highly relevant, practical, and effective in improving the students' English communication skills, digital literacy, and knowledge of digital ethics. The conclusion is that this training activity successfully achieved its goal of improving digital literacy and creative translation skills among students of SMAN 19 Makassar. The practical approach integrated with technology and the context of social media proved effective in improving students' language skills and digital ethics.

Keywords: Digital Literacy, Creative Translation, Social Media, 21st Century Competencies, Digital Ethics.

Abstrak

Meningkatnya penggunaan media sosial dan tingginya konsumsi konten berbahasa asing oleh siswa SMA menuntut adanya peningkatan literasi digital serta kemampuan memahami dan menerjemahkan informasi secara kreatif dan kontekstual. Oleh karena itu, pelatihan penerjemahan kreatif ditujukan untuk mengatasi kesenjangan pemahaman ini serta mendukung kegiatan pembelajaran yang inovatif. Kegiatan ini bertujuan meningkatkan keterampilan penerjemahan kreatif dan literasi digital siswa SMAN 19 Makassar, khususnya kelas XII, melalui pelatihan yang aplikatif dan kontekstual. Selain itu, program ini berupaya memberdayakan guru Bahasa Inggris dan TIK dalam mengintegrasikan pendekatan pembelajaran berbasis teknologi serta membentuk ekosistem belajar yang kolaboratif untuk mendukung kompetensi abad ke-21. Pelaksanaan kegiatan dilakukan secara tatap muka dengan pendekatan partisipatif dan berbasis praktik langsung (workshop) pada 33 siswa SMAN 19 Makassar. Kegiatan dimulai dengan tahap persiapan (koordinasi dengan pihak sekolah, rekrutmen peserta, dan penyusunan modul), dilanjutkan dengan sesi pelatihan intensif selama 2–3 hari yang mencakup pengenalan konsep penerjemahan kreatif, analisis konten media sosial, teknik

penerjemahan, dan etika digital, serta proyek mini penerjemahan. Diakhiri dengan evaluasi melalui pre-test dan post-test, presentasi karya, serta pendampingan tindak lanjut untuk memperkuat hasil pelatihan. Hasil evaluasi menunjukkan peningkatan signifikan pada semua indikator kompetensi, dan pelatihan tersebut menghasilkan peningkatan sekitar 80–90% pada keterampilan penerjemahan kreatif dan literasi digital peserta. Selain itu, kepuasan peserta berada di atas 80%, yang menunjukkan bahwa strategi pelatihan sangat relevan, praktis, dan efektif dalam meningkatkan keterampilan komunikasi bahasa Inggris, literasi digital, dan pengetahuan etika digital siswa. Kesimpulan bahwa kegiatan pelatihan ini berhasil mencapai tujuan peningkatan literasi digital dan kemampuan penerjemahan kreatif di kalangan siswa SMAN 19 Makassar. Pendekatan praktis yang diintegrasikan dengan teknologi dan konteks media sosial terbukti efektif meningkatkan keterampilan bahasa dan etika digital siswa.

Kata Kunci: Literasi Digital, Penerjemahan Kreatif, Media Sosial, Kompetensi Abad 21, Etika Digital.

A. INTRODUCTION

Social media has become an integral part of the lives of teenagers, including high school students, amidst the rapid advancement of information technology. Through platforms like Instagram, TikTok, YouTube, and Twitter, various information, entertainment, and discussions are widely disseminated worldwide (Zulfa, 2021). However, most of the content is delivered in a foreign language, especially English, so it is very important to understand, interpret, and re-convey foreign content creatively and accurately (Triadi et al., 2022). Unfortunately, many students still have difficulty understanding messages on social media in foreign languages, both linguistically and contextually. This leads to them having difficulty understanding the content of the messages and potentially spreading misinformation or information that is irrelevant to their cultural context. (Wahyudi, Pamuji, & Martuti, 2025). Therefore, training is needed that not only emphasizes literal translation but also an innovative approach that takes into account the language style of social media and the target audience (Febryanto et al., 2025).

Creative translation is the process of re-conveying the meaning of a message in the target language while taking into account the specific style, nuances and cultural context (Sarmila et al., 2023; Sujarwo et al., 2024). This is especially important for social media, where the language used is often informal, concise, and expressive, and sometimes contains idioms or cultural references that are not readily translatable (Imran et al., 2024). It is hoped that after this training, students will become translators who are not only proficient in language but also sensitive to the context of digital communication (Sudewi et al., 2025). Creative translation training is also an appropriate approach to improving adolescent digital literacy. Digital literacy involves not only using technology but also understanding, evaluating, and creating digital content responsibly and critically (Rusmawan et al., 2023). By translating digital content, students not only learn language but also acquire critical, reflective, and creative thinking skills to interact with information scattered around the world (Butarbutar et al., 2025; Sujarwo et al., 2026).

Furthermore, this training can serve as a bridge between technology use and language skills. This method aligns with strengthening the Pancasila student profile, particularly in terms of independence, global diversity, and critical thinking within the context of Freedom to Learn. Through this activity, students will be trained to collaborate, think cross-culturally, and create translations relevant to contemporary social media trends and issues.

Therefore, the aim of training in creative translation of social media content is not only to improve the foreign language skills of the younger generation, but also to improve digital literacy, which is very important (Febryanto et al., 2025). This activity will teach high school students broad, relevant, and applicable 21st-century skills that they can use both in their daily lives and in their futures as smart and responsible digital citizens (Kessler, 2023).

Recent research demonstrates that digital literacy, creative translation, and technology-assisted language learning are vital to enhancing language proficiency, critical thinking, creativity and communication skills in the digital age (Nguyen, & Habók, 2023). Social media is also increasingly being paid attention to as an authentic learning resource that can give learning contexts that have more relevance to the students' lives. But the implementation of learning that blends these

three features into community service programs is still rather restricted, especially for high school students.

Based on this situation, the community service program was designed as a training program that combines creative translation, digital literacy, and the utilisation of social media content in English language instruction. This program aims to develop students' skills in creative translation of digital content, cultural awareness and responsible digital ethics through participatory and practice-based approaches. Thus, this activity offers a relevant and contextualised training strategy to promote the building of the competences of the 21st century.

SMAN 19 Makassar is a public high school in Makassar City and serves students from diverse socio-cultural backgrounds. It is a partner in this activity. During the needs identification process and interviews with English teachers and the principal, several key challenges faced by students were identified. These include limitations in digital literacy and the translation of foreign content they encounter on social media.

First, students cannot translate foreign-language content, particularly from social media, from a linguistic and cultural perspective. Many students struggle to understand the sentence structure typical of digital media in English, as well as idioms and slang. As a result, they often rely on automatic translation apps without understanding the contextual or complete content of the message.

Second, digital literacy is lacking, particularly in critical thinking, digital ethics, and appropriately reproducing digital content. While most students are active on social media, they lack the skills to filter data, interpret it intelligently, and create responsible and informative translations. This can lead to misinformation or cultural misunderstandings.

Third, educators at SMAN 19 Makassar stated that current English language learning remains conventional and focused on grammar. They stated that students desperately need a more contextual and applied approach, especially in real-world situations, such as translating content on the social media platforms they use every day.

Furthermore, schools face limited access to creative training that combines language skills and digital literacy. There are no courses or classes specifically educating students in innovative translation and digital literacy relevant to today's global communication dynamics. Therefore, SMAN 19 Makassar warmly welcomes training in creative translation of social media content as a practical solution to the challenges faced. Particularly in the digital era, which demands multilingual and multicultural skills, this program is expected to be a relevant, applicable intervention with a direct impact on improving student competency.

The primary target of this activity is 12th-grade students at SMAN 19 Makassar who actively use social media such as Instagram, TikTok, YouTube, and X (Twitter). This group was chosen because they are in a very active phase of digital literacy development and are both consumers and (potential) producers of digital content. This training is aimed at students who have an interest in foreign languages, translation, and an interest in developing creative skills in processing digital content. Through this training, students are expected to not only understand creative translation techniques but also be able to apply them in real-life situations that are appropriate to their social and cultural context. In addition, this activity will foster a critical, reflective, and creative attitude towards the digital information they consume and share.

The second target is SMAN 19 Makassar as a whole. Through this program, the school is encouraged to become a pioneer in implementing technology-based learning innovations, digital literacy, and strengthening 21st-century competencies. This training can support the school's vision of producing adaptive, creative, and globally competitive graduates, while also building a learning climate that encourages cross-disciplinary collaboration between language, technology, and culture. In the long term, the school can develop similar programs in the form of extracurricular activities or learning communities that continuously engage students and teachers. The successful implementation of this activity can also serve as a model for other schools in the Makassar region in developing contextual and transformative digital literacy.

B. METHODS AND IMPLEMENTATION

1. Mentoring

This PKM activity aims to improve the quality of PKM in the form of guidance and training activities to increase interest in learning English among computer science students through implementation methods to overcome problems according to the following stages:

Participants And Activity Location

Participants 33 students of grade XII from SMAN 19 Makassar, selected by purposive sampling. They are students who use social media extensively and are interested in learning English. The training took place in a three-day face-to-face session, including material delivery, translation practice, group discussions and a social media content translation project. Participants were given pre- and post-tests before and after the program to examine their grasp of creative translation, digital literacy and digital ethics.

2. Guidance

Intensive mentoring for students at SMAN 19 Makassar was provided through direct tutoring sessions, small group discussions, and constructive feedback on their creative translations. The implementation team assisted them through the process of exploring ideas, selecting relevant content, and revising and developing digital portfolios. Furthermore, mentoring was provided to the school's accompanying teachers to ensure the program's sustainability through integration of the material into regular learning. With this collaborative approach, students not only gained technical understanding but were also motivated to continue developing their digital literacy and language skills independently.

3. Implementation

This training activity is designed using a participatory, contextual, and hands-on approach, so that participants not only understand the theoretical concepts but also have the practical skills to translate social media content creatively and responsibly. The implementation method of the activity integrates the Project-Based Learning (PjBL) model and experiential learning principles, with an emphasis on collaboration between participants, reflection, and the completion of real projects based on digital content.

All stages of the activity will be carried out offline (face-to-face) with the activities divided into three main stages, namely: the preparation stage, the core implementation stage (workshop), and the evaluation and follow-up stage.

3.1. Preparation Stage

This stage serves as the basis for thorough planning to ensure activity effectiveness. Activities in this stage include:

- a) Initial coordination with the partner (SMAN 19 Makassar) to explain the aims and objectives of the program, agree on the implementation schedule, availability of space, infrastructure, and allocation of participants (students and teachers).
- b) Identification and recruitment of 12th-grade student participants who are active on social media and interested in foreign languages, particularly English, were conducted through a registration form and a short interest assessment developed by the implementation team.
- c) Preparation of training curriculum, modules, and learning tools consisting of: introductory material on creative translation, cultural adaptation techniques in translation, introduction to social media language styles, as well as principles of digital literacy and translation ethics.
- d) Preparation of initial and final evaluation instruments, in the form of pre-tests and post-tests that measure conceptual understanding, ability to translate digital content, and digital literacy awareness.
- e) Preparation of project formats and worksheets, which will be used in training and as part of the student's final portfolio.

3.2. Implementation Stage (Workshop and Project)

The implementation phase is the core of the program, consisting of 2–3 days of intensive training facilitated by a team of community service providers (lecturers/translation experts), social media practitioners, and mentor teachers. The program takes place offline at SMAN 19 Makassar, involving students and teachers.

Day 1: Introduction and Basic Understanding

Session 1: The Concept of Creative Translation

- 1) Understanding literal vs. creative translation
- 2) The importance of cultural adaptation in digital media
- 3) Case studies of popular social media content

Session 2: Recognizing Social Media Language Style

- 1) Characteristics of social media language: short, concise, idiomatic, and informal
- 2) The challenge of translating memes, captions, videos, and comments
- 3) English content analysis practice from Instagram, TikTok, YouTube, and X (Twitter) platforms

Day 2: Translation Practice and Exercises

Session 3: Creative Translation Techniques

- 1) Strategies for dealing with idioms, slang, and cultural terms
- 2) Techniques of substitution, paraphrase, and creative adaptation
- 3) Small group exercise: translating video captions or clips

Session 4: Digital Literacy and Translation Ethics

- 1) Ethics of sharing and reproducing content
- 2) The risk of hoaxes, disinformation, and misleading translations
- 3) Group discussion: How to be a responsible digital translator

Day 3: Mini Projects and Presentations

Session 5: Social Media Translation Project

- 1) Participants, individually or in groups, select one real piece of content from social media (image, video, or text)
- 2) Creatively translate the content and present it again in a form that is appropriate to the Indonesian cultural context.
- 3) Compiling captions, subtitles, or scripts in Indonesian

Session 6: Presentation of Work and Reflection

- 1) Students present their translation results to other participants and the facilitator.
- 2) Reflective session to evaluate the process and results achieved
- 3) Direct feedback from facilitators and accompanying teachers

3.3 Evaluation and Follow-up Stage

Following the training, a comprehensive evaluation phase is conducted to measure the program's achievements, impact, and sustainability. Evaluation activities include:

Evaluation of Learning Outcomes

- 1) Comparative analysis of pre-test and post-test to measure the improvement of students' ability to understand and apply the principles of creative translation and digital literacy.
- 2) Assessment of the quality of translated works is based on the following criteria: accuracy, creativity, readability, and cultural sensitivity.

Digital Portfolio Development

Student work is compiled in the form of a digital portfolio (digital book/e-book or school blog), which can be accessed by the public as a form of appreciation and tangible evidence of the results of the activities.

Certificate Award

All participants (students and teachers) were given certificates of participation and contribution to the training program.

Follow-up Discussion

FGD (Focus Group Discussion) with teachers and principals to design program sustainability, for example through extracurricular activities, cross-subject collaboration (English and ICT), or the development of a creative translation learning community at school.

Preparation and Publication of Activity Reports

- 1) The implementation team prepares a complete report containing a description of activities, documentation, achievements, and recommendations.
- 2) The results of the activities can be published in community service journals, institutional social media, or educational portals.

Learning community at school: Preparation and Publication of Activity Reports

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A comprehensive evaluation is conducted to assess the success of the activity in terms of process, results, and impact on improving the skills of participants, both students and teachers. Evaluation also serves as a tool to ensure that the activity's objectives are achieved and provides a basis for future program improvement and development. The evaluation of this activity is divided into three main aspects, namely:

1. Process Evaluation

Process evaluation aims to assess the extent to which training activities are implemented according to the established plan. This evaluation includes:

Attendance and active participation of participants in each training session. The quality of facilitation by resource persons and presenters is measured through daily evaluation sheets by participants. Smooth technical implementation (logistics, time, and training materials). The involvement of the accompanying teacher in facilitating student discussion, practice, and reflection. Instruments used: observation sheets, daily activity logs, and participant satisfaction questionnaires regarding the training.

2. Evaluation of Results

The evaluation of the outcomes is intended to assess the level of competence reached by the participants in the cognitive (knowledge), emotional (attitude) and psychomotor (skills) domains. Students' knowledge of creative translation and digital literacy was assessed using a pre-test and a post-test conducted before and after the program. The scoring rubric for evaluating the quality of the students' creative translation products included the following criteria: correctness, precision of meaning, creativity, linguistic style, cultural appropriateness and acceptability in the target language. Students' understanding of digital ethics and responsibility in the dissemination of translated materials was evaluated through either written or oral reflections. Lecturers and accompanying teachers observed and provided feedback on how students' participation, attitudes and translation abilities changed during the training.

The evaluation instruments were pre-test and post-test sheets, an observation sheet and a translation assessment rubric. All instruments were prepared based on the objectives of the training program and validated by two specialists in English Language Education and Translation for their relevance and content validity. The data collected were analysed using descriptive quantitative analysis by comparing the pre-test and post-test scores and calculating the percentage of improvement in participants' competencies, while the observation findings and students' reflections were used to support the interpretation of the training outcomes (Creswell & Creswell, 2021; Fraenkel et al., 2022).

3. Impact Evaluation and Follow-up

The impact evaluation aims to assess the extent to which the program contributes to the school's learning environment and its potential for sustainability. It covers:

The school institution's response to the results of the activity is demonstrated through interest in integrating training materials into the curriculum or extracurricular activities.

Changes in teachers' teaching approaches in integrating social media and digital literacy in English or ICT learning.

Availability of student digital portfolios as evidence of school results and assets.

The school's commitment to replicate or expand the training to other grades of students.

This impact evaluation will be collected through short interviews with teachers and principals, as well as reflective questionnaires from participants after the activity takes place.

The overall evaluation results will be compiled in the form of a complete activity report, which includes: Pre-post test data analysis, Documentation of student processes and products, Assessment of activity success, and recommendations for further activities. This report will be submitted to school partners as a form of accountability and as material for joint evaluation.

C. RESULTS AND DISCUSSION

This PKM activity aims to improve the digital literacy and creative translation skills of students of SMA Negeri 19 Makassar through applicable and contextual training in translating English social media content into Indonesian accurately, creatively, and ethically.

The results and outputs that have been carried out and achieved in the implementation of this PKM activity include the following stages:

1. Preparation: at this stage, the activities carried out include:
 - a. Coordination meeting between teams discussing the number of participants, location of community service, implementation time, and things that need to be prepared (including materials if needed).
 - b. The service team prepares the necessary materials and equipment such as presentation media, preparation of the location used, and other necessary things.
2. Implementation: Implementation of this activity includes training activities.
 - a. The counselling activity was carried out on Tuesday, May 27, 2025, face-to-face with the material. This PKM activity aims to improve the quality PKM in the form of guidance and training activities to increase interest in learning English among computer science students.
 - b. The training activity was held on Wednesday, June 4, 2025. Led by Dr. Sujarwo, S. Pd., M. Pd, with teams, they are Dr. Muh. Asdam, M. Pd; Prof. Dr. Asdar, M. Pd; Dr. Asia M, M. Pd; Dr. Nur Ina Syam, M. Pd and students of the English Language Education Study Program, offline/face-to-face with SMA Negeri 19 Makassar Partners.

The implementation of this PKM activity has had a significant impact on improving the capacity of SMA Negeri 19 Makassar students in digital literacy and creative translation skills. The training participants, consisting of 12th-grade students, demonstrated high enthusiasm in participating in each session, from an introduction to the concept of creative translation, practicing contextually translating social media content, to evaluating work results based on feedback from the facilitator.

Overall, the results of the activity showed that students improved their understanding of translation techniques, which not only require linguistic accuracy but also consider stylistic aspects, cultural context, and the relevance of the message in digital platforms. They also began to understand the importance of digital ethics in adapting and disseminating translated content, particularly in public domains such as social media.

In addition to cognitive development, this activity also impacted students' affective aspects. They became more confident in using English practically and were more actively involved in discussions and group work. The final product, a digital portfolio of student translations, demonstrated high quality and creativity, demonstrating a thorough understanding of the training material and the ability to apply it in real-world contexts.

This activity also fostered strong collaboration between students and teachers, particularly English and ICT teachers, in integrating the training materials into daily learning and extracurricular activities. Several teachers even expressed interest in developing follow-up modules from this training for continued implementation in their schools.

33 students of grade 12, SMAN 19 Makassar, participated in the training. The pre-test and post-test findings indicated a consistent improvement across all the competency markers. The participants' competency increases ranged from 48% to 53%, suggesting that the training effectively boosted their creative translation skills, their contextual knowledge of the social media content, their awareness of digital ethics and their confidence in utilising the English language. These results reinforce the successful practical workshop method to support student learning and competency development.

Thus, this PKM activity not only succeeded in achieving its initial goal of improving students' digital literacy and creative translation skills but also opened up space for cross-disciplinary learning innovations that are contextual, collaborative, and relevant to the needs of students in the digital era.

Table 1. Evaluation results of creative translation training activities for students of State Senior High School 19 Makassar.

No.	Rated aspect	Before Training (% Competent Students)	After Training (% Competent Students)	Increase (%)
1	Basic understanding of creative translation	32%	85%	+53%
2	Ability to translate social media content contextually	28%	80%	+52%
3	Use of appropriate vocabulary and language structure	40%	88%	+48%
4	Creativity in paraphrasing	25%	78%	+53%
5	Awareness of digital ethics and copyright	30%	82%	+52%
6	Confidence in using English	35%	87%	+52%

Table 1 shows a significant improvement in various aspects of students' skills after participating in the training. Before the training, students' competency levels in understanding and applying creative translation were still relatively low, with an average competency percentage below 40%. However, after the training, students' abilities increased to an average of above 80%. The greatest improvements occurred in the aspects of basic understanding of creative translation and creativity in paraphrasing, which each increased by 53%. Other aspects, such as the ability to translate social media content contextually, the use of vocabulary and language structures, and awareness of digital ethics, also showed consistent and significant improvements, ranging from 48% to 53%. These findings indicate that the training successfully equipped students with relevant and applicable skills in a digital context and increased their confidence in using English actively and creatively. Overall, this activity had a positive impact on strengthening students' digital literacy and linguistic competence.

Table 2. Level of participant satisfaction with training activities.

Assessment Categories	Very satisfied	Satisfied	Enough	Not satisfied
Training Materials	70%	28%	2%	0%
Facilitator (Speaker and Mentor)	75%	22%	3%	0%
Delivery Methods (Interactive and Practical)	68%	30%	2%	0%
Suitability to Student Needs	72%	25%	3%	0%
Media and Equipment Used	65%	30%	5%	0%

Table 2 provides an overview of participant satisfaction levels with various aspects of the training. Most students expressed very high levels of satisfaction, particularly with the facilitator (75%) and the training materials (70%). This indicates that the resource person and the materials presented were deemed relevant, easy to understand, and engaging by participants. The interactive and practical delivery method category also received high praise, with 68% of respondents reporting very high levels of satisfaction. This reinforces the conclusion that an active, hands-on approach to training is highly effective in increasing student engagement. Meanwhile, the media and equipment used, although adequate, could still be improved, as only 65% of participants expressed very high levels of satisfaction. No respondents expressed dissatisfaction across all categories, indicating that the training went well and generally met student expectations.



Figures 1. Documentation of creative translation training for social media content.

This training activity demonstrates that practice-based learning linked to the digital world and social media is highly relevant and engaging for high school students, particularly in the era of the 4.0 industrial revolution and the development of 21st-century skills. Through this training, students not only gain basic knowledge of creative translation techniques but also practical skills in adapting social media content from English to Indonesian in a communicative, creative, and ethical manner (Febryanto et al., 2025).

Evaluation data show significant improvements in all aspects of student competency, including understanding the principles of creative translation, applying paraphrasing techniques, contextual appropriateness in translating digital content, using appropriate diction and language structure, and awareness of digital ethics. This demonstrates that the training model, which combines hands-on practice, group discussions, and case studies of real social media content, can facilitate students in developing linguistic competency and digital literacy in an integrated manner (Yusuf, Saifudin, & Zahrok, 2022).

Training was successful in improving students' competencies, as revealed by the rise in pre-test and post-test accomplishment scores and competency increases ranging from 48% to 53% in all aspects tested among 33 participants. These findings suggest that the combination of real social media posts and creative translation tasks offers valuable learning experiences that motivate students to utilise their linguistic expertise in authentic communicative settings. The practical orientation of the program also allowed participants to actively build knowledge through debate, collaboration and direct practice of translation.

These findings are consistent with previous research indicating that technology-assisted language learning and engaging in creative digital content activities positively impact students' language proficiency, digital literacy, and critical thinking skills (Imran et al., 2024; Sujarwo et al., 2024; Sudewi et al., 2025). This training focused on contextual problem-solving, cultural adaptation and digital ethics using actual social media content, rather than traditional grammar-oriented instruction. This combination contributed to the acquisition of translation ability, along with responsible digital communication skills, thereby making the training more relevant to the objectives of 21st-century learning.

This activity also reflects the importance of collaboration between students, teachers, and external facilitators. The participation of English and ICT teachers as mentors strengthens the synergy between the training materials and the school curriculum, which in turn can support the sustainability of activities in the form of extracurricular programs or integration into regular learning. This aligns with the spirit of Merdeka Belajar (Freedom to Learn), which emphasises the importance of flexibility, creativity, and the relevance of learning to the real world.

Furthermore, the high level of participant satisfaction with the training demonstrates that the methods and materials used are aligned with the needs and learning styles of digital generation students. Active interaction, the use of digital media, and examples of content relevant to their daily lives were key to maintaining participant motivation and engagement throughout the training.

The skills and understanding of training participants in carrying out the translation process, checking translation results and correcting translation results online and together providing a broader understanding to training participants (Setiawan et al., 2020). The QuillBot application is highly needed because it is useful in assisting the translation process in a precise (accurate), time-efficient (fast) and easy-to-use (practical) manner (Sopha et al., 2025). The results of the activity showed an increase in students' motivation in learning English, as well as an increase in their ability to access, understand, and produce English-language content digitally (Sudewi et al., 2025).

Overall, the results of this activity confirm that digital literacy is not only about technical skills in using technology, but also includes critical thinking skills, cross-language and cross-cultural communication, and ethical responsibility in interacting in the digital space. (Ginting et al., 2024) Thus, this training not only provides short-term benefits in the form of improved translation skills but also contributes to the long-term development of students' digital character.

Therefore, training programs like this are highly recommended to be replicated and developed further, both in the form of similar activities in other schools and as part of a national digital literacy strengthening program among students.

Follow-up Activity Stage

To sustain and influence the Creative Translation Training of Social Media Content program, a variety of follow-up activities have been developed to boost students' competencies beyond the training session. We will establish a Creative Translator Student Community that will be a collaborative learning environment where students will be able to continuously improve their translation skills through real-life digital projects, such as translating educational content for the school's website and social media platforms. This community will be facilitated by English teachers and the community service staff to promote ongoing practice, peer collaboration and reflective learning. The training materials will also be incorporated into English extracurricular and digital literacy programs, expanding the reach of the initiative to more students and contributing to the sustainability of technology-enhanced language learning in schools. The significance of maintaining students' digital competencies and meaningful learning experiences in technology-rich contexts has been broadly acknowledged as a successful approach via ongoing learning communities and collaborative professional assistance (UNESCO, 2024; Trust et al., 2024; Flewelling, 2024).

The implementation team will also work with English and ICT teachers to create a collaborative learning module on creative translation of social media content, which can be integrated into regular classroom instruction and extracurricular learning activities. In addition, students will be mentored and monitored for three months after the program to assess students' progress, provide constructive criticism on translation products and motivate students to develop instructional digital content regularly. The students' translation outputs will be disseminated through the school's digital channels and displayed at literacy exhibitions or Language Day celebrations to increase motivation, confidence and public appreciation. In the long run, it is expected that the program will foster cooperation between schools, universities, translation communities, digital publishing institutions, and educational technology organisations, thereby creating a sustainable ecosystem that will support digital literacy, intercultural communication, creativity, and lifelong learning according to the needs of the education of the twenty-first century (UNESCO, 2024; Santilli et al., 2025; Allen et al., 2024).

The community service program has limitations. First, the instruction was limited to 33 twelfth-grade students in one senior high school, restricting the generalisability of the approach to other educational settings. Second, the implementation was carried out in a relatively short period of time, which made it difficult to assess the long-term impact of the implementation on students' creative translation skills and digital literacy, and the focus was mostly on the immediate learning outcomes. Third, the assessment was made based on pre-test, post-test, observation, and translation performance during the course, without extended monitoring of participants' continuous application

of these competences in authentic digital contexts. In the future, it is suggested that community service programs be extended to include more schools and participants, with longer mentoring and follow-up activities and longitudinal evaluations, to investigate the sustainability and larger educational impact of creative translation training on students' digital literacy and language competencies.

CONCLUSION

The creative translation training of social media content indicates that creative translation combined with digital literacy gives a relevant and contextualised learning experience for senior high school students. The curriculum not only enhances language-related competencies but also emphasises the necessity of integrating real digital information, intercultural communication, and ethical technology use to foster twenty-first-century skills. This implementation of a community service program also shows the partnership between universities and schools in promoting creative learning techniques that are relevant to the needs of today's digital society. From a practical standpoint, schools are recommended to introduce creative translation activities in English language teaching, digital literacy programs and extracurricular activities to give students constant opportunities to acquire linguistic and digital competencies. The future community service programs should include a more diverse group of participants, broaden collaboration with educational institutions and digital communities, and conduct longitudinal assessments to explore the sustainability of students' competencies and the broader educational impact of creative translation training in different school settings.

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