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DIGITAL CREATIVE ECONOMY WORKSHOP: BUILDING CAREERS AND MONETIZATION IN THE DIGITAL ERA

Hanif Afif Naufal[1,*], Yeti Lastuti[1], Harya Kuncara Wiralaga[1], Dicky Iranto[1], Ervina Maulida [2]

[1] Economic Education, Faculty of Economics and Business, Universitas Negeri Jakarta, Indonesia
[2] Office Administration Education, Faculty of Economics and Business, Universitas Negeri Jakarta, Indonesia

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ABSTRACT

This study presents the outcomes of the Digital Creative Economy Workshop, designed to equip senior high school Economics teachers in Jakarta with essential skills for navigating the digital economy. Held on June 18, 2025, the workshop trained 45 teachers from 10 schools on digital literacy, AI-based learning tools, and digital monetization strategies. Using a structured approach of training and evaluation, participants engaged with platforms like Eduaide and Magic School. Pre- and post-test results showed marked improvements across all learning areas: understanding of the digital creative economy rose from 3.2 to 4.4, AI tool utilization from 3.1 to 4.3, and digital monetization knowledge from 3.0 to 4.1. The workshop successfully enhanced teachers' readiness to integrate digital technologies in Economics education, supporting Sustainable Development Goal 4 (Quality Education). Continued professional development and infrastructure support are recommended to sustain these advancements.

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* Corresponding Author.
hanifafifn@unj.ac.id

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INTRODUCTION

The advent of digital transformation has ushered in unprecedented opportunities for individuals and communities to actively participate and thrive within the burgeoning creative economy, yet a significant skills gap persists among educators and learners regarding the effective utilization of digital technologies for career advancement and income generation (Feijao et al., 2021). Addressing this disparity is paramount to fostering a competitive and sustainable economic landscape that leverages the full potential of the digital era (Arewa, 2022). The digital creative industry, which integrates creativity with digital technology, has seen significant growth due to digital technology, impacting areas like design, music, and fine arts (Shin & Mynt, 2021). Consequently, it is imperative to equip educators and learners with the requisite knowledge and practical skills to navigate and capitalize on the evolving dynamics of the digital economy (Tee et al., 2024). This workshop serves as a catalyst for cultivating digital literacy, which extends beyond mere technical proficiency to encompass the ability to critically evaluate information, communicate effectively in digital environments, and ethically engage with technology (Antoniuk & Zasiadivko, 2023).

The Digital Creative Economy Workshop: Building Careers and Monetization in the Digital Era is meticulously designed to provide participants with an in-depth understanding of the digital economy, while simultaneously imparting practical skills that enhance their competitiveness and foster sustainable economic growth (Zhao et al., 2024). The creative economy, fueled by cultural and creative industries, has experienced remarkable expansion over the past two decades, underscoring the importance of integrating creativity and innovation into economic development strategies (Savva et al., 2019). This workshop is strategically positioned to bridge the existing gap between policy aspirations and practical implementation, where educational systems often struggle to keep pace with the rapid advancements in creative and digital economies (Barajas et al., 2019). By providing participants with practical strategies for building careers and monetizing their skills in the digital realm, the workshop aims to empower them to become active contributors to the creative economy, thereby driving

The core objective of the Digital Creative Economy Workshop is to empower participants with the knowledge and skills necessary to thrive in the digital economy, fostering a deeper understanding of digital technologies and their applications in creative endeavors and entrepreneurship. The workshop curriculum is structured around several key modules, each designed to provide participants with a comprehensive understanding of the digital economy and its various facets, and to enable stakeholders to maximize their benefit from the

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new emerging technology landscape in the Creative Industries (Magomedov et al., 2020). Participants will explore the foundational principles of the digital economy, including its key drivers, emerging trends, and potential impact on various industries and sectors.

Digital Creative Economy Workshop to empower senior high school teachers with the knowledge and skills necessary to thrive in the digital economy (Magomedov et al., 2020). This workshop aims to foster a deeper understanding of digital technologies and their applications in creative endeavors and entrepreneurship. The workshop curriculum is structured around several key modules, each designed to provide participants with a comprehensive understanding of the digital economy and its various facets. Specifically, this workshop aims to:

1. Enhance digital literacy among teachers in the context of the creative economy.
2. Equip participants with digital monetization skills, such as digital marketing, creative content creation, and technology-based business models.
3. Build professional networks between academics, industry practitioners, and the global community to support the development of the digital economy.
4. Increase the involvement of students in community service programs.

LITERATURE REVIEW

The digital economy is characterized by the pervasive integration of digital technologies into economic activities, fundamentally altering the way goods and services are produced, distributed, and consumed (Radosav et al., 2022). Digital platforms, which facilitate real-time connections between supply and demand, are revolutionizing business models and operational paradigms for micro-enterprises and entire industries (Radosav et al., 2022). In this context, digital literacy is essential, encompassing the ability to critically evaluate information, communicate effectively in digital environments, and ethically engage with technology (Antoniuk & Zasiadivko, 2023).

The rise of digital literacy is critical, as it enables individuals to navigate the complexities of the modern digital landscape, fostering effective communication and ethical engagement with technology (Antoniuk & Zasiadivko, 2023). The workshop's focus on digital transformation aligns with the broader recognition that students need to develop sound digital literacy skills to thrive in digitally enhanced project work environments (Koh et al., 2022). Strengthening individual digital literacy is essential for digital transformation. Given the rapid evolution of technology, this workshop would also focus on cultivating a growth mindset

ISSN
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among participants, encouraging them to embrace continuous learning and adapt to emerging trends in the digital landscape (Antoniuk & Zasiadivko, 2023).

The lack of adequate digital skills and information poses a significant barrier to digital transformation and participation in the digital economy (Malodia et al., 2022). Individuals who are not digitally literate are more likely to struggle in various aspects of their lives, which increases the likelihood of not being able to handle the various domains of their lives, thus increasing the likelihood of struggling to participate and survive in the digital world and be compatible with digitalization (Reddy et al., 2023).

The workshop will address the practical aspects of digital content creation, digital marketing, and technology-driven business models, empowering teachers with the tools and knowledge necessary to build successful careers and generate income in the digital realm. The curriculum emphasizes hands-on training and real-world case studies, ensuring that participants gain practical skills that can be immediately applied in their classrooms and personal projects. The shift towards teachers as facilitators emphasizes the importance of student-centered learning (Amin, 2023).

MATERIAL AND METHOD

The Digital Creative Economy Workshop was structured into four key modules, each designed to build participants' understanding and practical skills in leveraging digital technologies for creative and entrepreneurial purposes. These modules were developed to address the multifaceted nature of the digital economy and equip teachers with both conceptual insights and applicable tools. Through these learning stages, participants not only explored theoretical frameworks but also engaged with current platforms and monetization strategies that are shaping today's creative industries. The following modules outline the core content of the workshop:

1. Module 1: Introduction to Digital Creative Economy.

   The first module offers a foundational understanding of the digital creative economy, elucidating its core components, key concepts, and salient characteristics. According to the UNCTAD report, the digital economy accounts for around 15% of global GDP and is expected to rise to 25% by 2030.

2. Module 2: Digital Literacy and Essential Soft Skills

   The second module focuses on developing essential digital literacy and soft skills necessary for success in the digital creative economy. The digital creative content sector (streaming, e-learning, online publishing) is growing by an average of 9% per year.

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According to We Are Social, 62% of global internet users actively seek educational information on social media.

3. Module 3: Featured Platforms in the Digital Creative Economy for Teachers & Educators.

   The third module examines the featured platforms available in the digital creative economy that are relevant to teachers and educators. Digital transformation is changing socio-economic interactions in the global dimension (Zhang et al., 2020). The emergence of new business models, the transformation of the labor market, and the emergence of new professions necessitate the acquisition of new skills and competencies.

4. Module 4: Digital Monetization for the Digital Creative Economy.

   The fourth module provides a comprehensive analysis of digital monetization strategies applicable to the digital creative economy. According to a recent study by Grand View Research, the global digital transformation market is expected to reach $3.29 trillion by 2028, growing at a CAGR of 22.7% from 2021 to 2028.

The community service was carried out on June 18, 2025, with participant teachers in high schools in the DKI Jakarta area, at a location to be determined, with the goal of empowering teachers to integrate AI-driven learning media into their teaching practices. This initiative aligns with Sustainable Development Goal 4: Quality Education and addresses the need for educators to acquire skills relevant to the digital creative economy. The activity followed a structured four-stage process method: preparation and stakeholder alignment, AI-driven workshop training, evaluation and documentation, and ethical compliance and sustainability.

1. Preparation and Stakeholder Alignment: Initial coordination took place one month before the event. The service team engaged in discussions with the school principal, staff representatives, and a district officer to align the workshop with the school's needs and objectives in integrating digital tools. A collaboration agreement was signed, detailing mutual responsibilities. The high schools committed to providing classroom space, network access, and basic IT support, while the university team was responsible for delivering workshops.

2. AI-Driven Workshop Training: On the day of the workshop, the session began with a presentation and live demonstration by a mentor, highlighting how AI tools can enhance teaching and increase student engagement. This segment also covered the potential of these tools in fostering digital literacy and creativity among students, aligning with the

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demands of the digital creative economy. This was followed by hands-on media creation, where teachers developed adaptive quizzes using Eduaide and created interactive exercises via Magic School. A Q&A session was also held to address participants' questions and provide further clarification.

3. Evaluation and Documentation: To measure learning outcomes and the teachers' ability to integrate AI tools, pre- and post-tests consisting of five formative questions were administered before and after the demonstrations. The scores were recorded to assess knowledge gain. A reflective discussion session followed, allowing teachers and mentors to share insights, challenges, and potential applications of the learned tools in their classrooms. Recommendations for future improvement and scaling the initiative were documented. All materials including presentation slides, test results, and discussion notes were uploaded to a shared Google Drive folder accessible to the high schools and mentors..

RESULT AND DISCUSSION

The Digital Creative Economy Workshop was attended by 45 Economics teachers from 10 senior high schools across Jakarta, reflecting strong enthusiasm from the education sector to enhance teachers' digital competencies. The participants represented a diverse teaching cohort, with a balanced mix of experience and gender representation.

Figure 1. Workshop Session

Of the total participants, 60% were female (27 participants) and 40% were male (18 participants), showing a balanced gender distribution in the teaching profession, particularly

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in Economics education. This gender representation aligns with broader trends in the teaching profession, where female educators play a significant role in curriculum development and innovation.

Table 1. Participant Demographics

Demographics	Total Participants	Percentage (%)
Male	18	40%
Female	27	60%
Teaching Experience < 5 years	12	27%
Teaching Experience 5–15 years	23	51%
Teaching Experience > 15 years	10	22%

In terms of teaching experience, the largest group of participants (51%) had between 5 to 15 years of experience, demonstrating that mid-career teachers—who often hold leadership roles in curriculum implementation—are actively seeking to upgrade their digital and pedagogical skills. Additionally, 27% of teachers had less than five years of experience, indicating the presence of early-career educators who are digitally native but still building pedagogical depth. Meanwhile, 22% had over 15 years of experience, showing that even veteran teachers are aware of the importance of adapting to digital teaching trends.

All participants specialized in Economics education, covering key subjects such as Core Economics, Entrepreneurship, and Financial Literacy. Their involvement highlights a commitment to embedding digital creative economy concepts into the Economics curriculum, preparing students for future digital entrepreneurship and workforce readiness.

Figure 2. Group photo Session with the teachers

ISSN
2580-4332 (online)
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The effectiveness of the workshop was assessed through pre- and post-test evaluations. Pre-test and post-test evaluations were carried out to measure the improvement of teachers' understanding of the four main indicators that were the focus of the training. Here are the average results of participant scores for each indicator (scale 1—5):

Table 2. Pre-Test and Post-Test Results (Per Indicator)

Indicator	Pre-Test Mean Score (out of 5)	Post-Test Mean Score (out of 5)	Score Increase
Understanding of Digital Creative Economy Concepts	3.2	4.4	+1.2
Utilization of AI-Based Learning Tools	3.1	4.3	+1.2
Digital Monetization Strategies	3.0	4.1	+1.1
Digital Literacy and Essential Soft Skills	3.3	4.4	+1.1
Average Score	**3.15**	**4.3**	**+1.15**

The workshop results indicated notable improvements across all key competency areas. Initially, teachers possessed a moderate understanding of digital creative economy concepts, reflected in a pre-test average of 3.2 out of 5, largely shaped by prior exposure through media and entrepreneurship education. Following the workshop, their comprehension deepened significantly, reaching an average of 4.4, particularly in applying these concepts to Economics instruction and preparing students for digital career pathways.

Similarly, teachers demonstrated some familiarity with educational technology, scoring 3.1 in their initial understanding of AI-based learning tools such as Eduaide and Magic School. However, hands-on practice during the workshop enhanced their confidence and technical ability, raising their score to 4.3 and equipping them to create adaptive, engaging learning experiences for their students.

In terms of digital monetization strategies, participants began with a fair level of understanding (3.0), as some had already incorporated basic digital entrepreneurship concepts in their lessons. The workshop sessions strengthened this area, improving their score to 4.1, as teachers gained practical insights into digital business models and monetizing creative content—valuable skills they can pass on to students.

Lastly, digital literacy and soft skills, the area where teachers showed the strongest initial competence (3.3), also experienced growth. After discussions on digital ethics, critical thinking, and 21st-century communication skills, their score rose to 4.4, reflecting a

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heightened readiness to model responsible and innovative use of digital technology in the classroom.

Overall, these results demonstrate the workshop's success in enhancing both the conceptual understanding and practical abilities of Economics teachers, empowering them to integrate digital creative economy practices into their teaching and better prepare their students for the digital era.

The findings from this workshop highlight the critical role of targeted professional development in enhancing teachers' readiness for the digital creative economy. The significant improvement across all four indicators: digital creative economy concepts, AI-based learning tools, digital monetization, and digital literacy. demonstrates that high school Economics teachers are both willing and capable of adapting their teaching to the demands of the digital era, provided they are given the right support and resources.

The workshop successfully deepened participants' understanding of the digital creative economy, reinforcing previous literature that stresses the importance of integrating creativity, technology, and economic activity in education (Fazylzianova & Balalov, 2020; Rawat & Maulidditya, 2022). Teachers' increased scores in this area reflect their readiness to contextualize economic theories within current digital trends, making Economics lessons more relevant and applicable to students' future career opportunities.

Despite initial familiarity with educational technology, teachers lacked hands-on experience with AI-based tools like Eduaide and Magic School. This gap is consistent with previous findings that teachers often understand the potential of digital tools but lack the training to implement them effectively in classrooms (Druga et al., 2022; Ng et al., 2023). Post-training improvements suggest that when teachers are provided with practical, application-focused training, their confidence and competence increase substantially. This shift from passive knowledge to active implementation aligns with the global push for teacher empowerment in the digital transformation era.

Teachers' improved understanding of digital monetization strategies reflects their growing ability to integrate entrepreneurial thinking and financial literacy into Economics education**.** This supports Lopes et al., (2025) assertion that economic empowerment in the digital age requires equipping individuals with the tools to not only participate but also monetize their skills in creative industries. Teachers can now transfer this practical knowledge to students through project-based learning, simulations, and discussions on digital business models.

ISSN
2580-4332 (online)
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The notable improvement in digital literacy and essential soft skills suggests that teachers recognize the importance of preparing students for more than just technical competencies. These results align with Lin et al., (2022) who emphasized that true digital literacy involves ethical engagement, critical evaluation of digital content, and collaborative communication. By embodying these skills, teachers can foster classroom environments where students are encouraged to engage ethically and creatively in the digital economy.

This workshop supports Sustainable Development Goal 4 (Quality Education) by equipping teachers with the digital competencies necessary for 21st-century learning environments. The structured methodology—combining conceptual learning, hands-on practice, and reflective discussion—ensured that knowledge was not only transferred but also contextualized for practical application in schools.

However, the workshop also highlighted ongoing challenges. Some teachers faced technical difficulties due to varying school infrastructure and digital readiness. This finding echoes Subroto et al., (2023) and Zou et al., (2025) who noted that access to infrastructure and continuous upskilling are essential to prevent digital divides in education systems.

CONCLUSION AND RECOMMENDATION

The Digital Creative Economy Workshop successfully enhanced the digital competencies of senior high school Economics teachers in Jakarta, equipping them with essential knowledge and practical skills to integrate the digital creative economy into classroom instruction. The workshop outcomes demonstrated that teachers not only improved their conceptual understanding of the digital economy but also gained hands-on experience in utilizing AI-based learning tools and applying digital monetization strategies within the context of Economics education.

The significant improvements across all assessed indicators reflect the teachers' increased confidence and readiness to facilitate student learning aligned with the evolving demands of the digital era. Teachers are now better prepared to guide students in exploring entrepreneurial opportunities, engaging in ethical digital practices, and critically navigating the digital economy.

Moreover, the workshop's alignment with Sustainable Development Goal 4 (Quality Education) highlights its contribution toward empowering educators to deliver future-ready, inclusive, and innovative learning experiences. However, the findings also emphasize the

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need for continuous support and infrastructure enhancement to sustain these competencies in the long term.

To sustain and expand the impact of this workshop, it is recommended that schools and education authorities integrate digital creative economy concepts into the Economics curriculum through project-based learning and digital entrepreneurship topics. Teachers are encouraged to continuously enhance their skills by applying AI-based learning tools in their classrooms and engaging in professional learning communities that share best practices in digital pedagogy.

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