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An Instant Online CV Creation Workshop Using Generative AI and a Web-Based Platform to Improve Digital Literacy and Job Readiness for Vocational High School Students

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Abstract

Graduates of Vocational High Schools (SMK) consistently contribute the most to Indonesia's Open Unemployment Rate (TPT), reaching 8.63% as of August 2025. A major issue is students' limited ability to develop relevant digital personal branding aligned with modern recruitment standards, such as having an attractive and accessible online Curriculum Vitae (CV). This community service project (PkM) aims to equip 12th-grade students at SMK Al-Amin Mojowuku, Kedamean, Gresik, with skills to create instant website-based CVs using three free tools: generative AI (DeepSeek), image hosting service (ImgBB), and HTML publishing platform (Tiiny.host). Conducted offline on April 28, 2026, with 28 participants, the workshop employed project-based learning combined with AI-assisted learning. The activity involved needs analysis, module development, workshops through lectures and practical exercises, and output evaluation. Results showed all participants successfully published personal CV websites with various themes such as manga comics, anime, and floral motifs. Quantitative indicators included a 100% task completion rate, high active engagement, and positive feedback on material relevance. This activity effectively improved digital literacy, creativity, and prepared students for digital-focused recruitment processes.

Keywords: Digital literacy, generative AI, job readiness, online curriculum vitae, vocational high school students

Abstrak

Lulusan Sekolah Menengah Kejuruan (SMK) secara konsisten memberikan kontribusi terbesar terhadap Tingkat Pengangguran Terbuka (TPT) di Indonesia, mencapai 8,63% per Agustus 2025. Masalah utama adalah terbatasnya kemampuan siswa dalam mengembangkan personal branding digital yang relevan dan sesuai dengan standar rekrutmen modern, seperti memiliki Curriculum Vitae (CV) online yang menarik dan mudah diakses. Program pengabdian masyarakat (PkM) ini bertujuan untuk membekali siswa kelas 12 di SMK Al-Amin Mojowuku, Kedamean, Gresik, dengan keterampilan membuat CV berbasis website secara instan menggunakan tiga aplikasi website gratis: AI generatif (DeepSeek), layanan hosting gambar (ImgBB), dan platform penerbitan HTML (Tiiny.host). Kegiatan ini dilaksanakan secara offline pada 28 April 2026, dengan 28 peserta, melalui workshop yang menggabungkan project-based learning dan AI-assisted learning. Kegiatan meliputi analisis kebutuhan, pengembangan modul, workshop melalui ceramah dan latihan praktis, serta evaluasi hasil. Hasilnya menunjukkan semua peserta berhasil mempublikasikan website CV pribadi dengan berbagai tema seperti komik manga, anime, dan motif floral. Indikator

kuantitatif meliputi tingkat penyelesaian tugas 100%, keterlibatan aktif yang tinggi, dan umpan balik positif terkait relevansi materi. Kegiatan ini secara efektif meningkatkan literasi digital, kreativitas, dan mempersiapkan siswa untuk proses rekrutmen berbasis digital.

Kata Kunci: *AI generatif, literasi digital, kesiapan kerja; online curriculum vitae; siswa SMK.*

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Introduction

Vocational High Schools (SMK) are institutions that equip students with specific technical skills to enter the workforce immediately. Despite this, SMK graduates are the largest contributors to the national unemployment rate. Data from the Central Statistics Agency (BPS) shows that the Open Unemployment Rate (TPT) for SMK graduates in August 2025 was 8.63%, significantly higher than the national average of 4.85% and the highest among all education levels (BPS, 2025). This situation highlights a mismatch between the skills graduates have and the growing demands of industry (Mariah & Sugandi, 2013).

The Industrial Revolution 4.0 and digital disruption have significantly transformed the job recruitment landscape. Digital literacy is now a core requirement for all job seekers (Nuri et al., 2024). Research indicates a strong, positive link between digital literacy and work readiness among Generation Z students in vocational schools (Putri & Supriansyah, 2021). Previous community service programs have demonstrated that structured digital literacy training for school-age youth can be effective in building these foundational skills (Farhan et al., 2024; Sudana et al., 2022).

A clear example of digital literacy in recruitment is the ability to develop a digital personal brand. Studies show that about 70% of employers review candidates' digital footprints before offering a job (Woffenden, 2023). A website-based CV serves as an effective digital branding tool because it creates a professional impression, can be easily shared through links, and enables visual customization that traditional static CVs cannot provide. Community service activities focused on CV skills and personal branding for SMK students have similarly shown positive outcomes in improving students' work readiness and self-confidence (Rahma et al., 2024; Rahmatika et al., 2021; Umar et al., 2025). Training on digital portfolio creation for SMK students has also proven effective in improving graduates' employability (Irawan et al., 2026).

While digital skills are widely acknowledged as important, initial observations of students at SMK Al-Amin Mojowuku, Kedamean, Gresik Regency reveal several key issues. Many students lack a strong, professional CV for job applications. Additionally, their technical skills in creating portfolio websites are limited, mainly because web programming is seen as complex and difficult to master. Furthermore, the use of generative artificial intelligence (GenAI) as a tool to reduce the learning curve in digital content creation is still minimal (Apriliana et al., 2023; Rezasyah et al., 2018).

Generative AI tools like ChatGPT, DeepSeek, and Gemini have transformed how people engage with technology and produce creative work. Recent research indicates a

substantial rise in GenAI adoption among Indonesian students, though its application is primarily for quick retrieval instead of deep learning (Kresnandya & Rizaldi, 2025; Rahiem, 2026). Nevertheless, when used systematically with proper prompt engineering, GenAI can serve as a valuable learning tool, particularly for generating programming code (Denny et al., 2024; Wang et al., 2024). Training programs that combine AI tools with practical hands-on tasks have shown significant improvements in participants' digital skills (Chrisinta et al., 2023; Kadarisma et al., 2025; Sulsilah et al., 2026). Website training activities for SMK students using free platforms have similarly demonstrated strong results in short-duration workshops (Prastyabudi et al., 2023; Puspitasari et al., 2023).

Lecturers from the Faculty of Computer Science at UPN Veteran Jawa Timur held a community service (PkM) workshop titled "Creating an Instant Online Curriculum Vitae." This effort supports the Tridharma of Higher Education and fosters a spirit of National Defense. The workshop uses three free, open-access tools, including DeepSeek (generative AI), ImgBB (image hosting), and Tiiny.host (HTML publishing platform), to help vocational high school students quickly build personal CV websites for immediate job applications.

This PkM activity aims to: (1) equip 12th-grade students at SMK Al-Amin Mojowuku with practical skills to develop website-based CVs; (2) introduce prompt engineering techniques as a relevant AI literacy skill for today’s workplace; (3) increase students' awareness of the importance of digital personal branding in modern recruitment; and (4) enhance the job readiness of vocational high school graduates, aligning with the Tridharma of Higher Education. The approach is student-centered and experiential, based on Kolb's learning cycle, which emphasizes concrete experience, reflective observation, abstract conceptualization, and active experimentation (Muna et al., 2022).

Method

The workshop took place at SMK Al-Amin Mojowuku, Kedamean District, Gresik Regency, East Java Province. It was held in person on Tuesday, April 28, 2026, from 9:00 to 12:00 WIB. The in-person format was chosen to facilitate direct mentoring, especially since most participants were not yet familiar with the tools being introduced.

The workshop included 28 12th-grade students. They were selected based on urgency: as 12th graders, they are transitioning from school to work and need job-readiness skills that can be used immediately after graduation (Tentama et al., 2024). These students are primarily from Generation Z, born in the digital age, but they have limited formal experience with generative AI and website creation platforms.

The Community Service Program (PkM) is carried out in four clearly defined stages. The first stage, Needs Analysis, was conducted collaboratively by the implementation team and SMK Al-Amin Mojowuku, especially the principal, to determine the actual needs of 12th-grade students. The discussions highlighted that students required practical skills for immediate application in job searches, given their limited access to paid software and basic web programming skills.

The second stage is Material Preparation. The implementation team created a workshop titled "Creating an Instant Online Curriculum Vitae" that combines three

technologies: DeepSeek AI for HTML/CSS code generation, ImgBB for image hosting, and Tiiny.host for quick website publishing. This module is structured as a detailed, step-by-step guide with 21 specific steps, accompanied by screenshots to help participants replicate the process on their own.

The third stage is Workshop Implementation. It started with an opening ceremony where the national anthem, Indonesia Raya, was played to emphasize the importance of National Defense. This was followed by remarks from the Principal of SMK Al-Amin Mojowuku. The main session was conducted by a lecturer from the Faculty of Computer Science at UPN Veteran Jawa Timur, blending brief lectures with hands-on, guided practice.

The evaluation stage involved observing the output, focusing on the CV websites successfully published by each participant. Success indicators included: (a) task completion rate, measured by counting the number of participants who successfully published a live URL divided by the total number of participants; (b) the variety of CV designs created, documented through direct visual observation and photographic records categorized by visual theme; (c) the participants' level of engagement and enthusiasm, assessed through facilitator observation using a structured behavioral checklist during the session; and (d) qualitative feedback gathered through open-ended written responses from participants and a brief interview with the school representative.

This workshop used a project-based learning (PjBL) approach combined with AI-assisted learning. PjBL has proven effective in vocational education because it directly engages students in planning, implementing, and evaluating concrete projects (Ahmad et al., 2023; Purnamasari et al., 2025). This approach aligns with Kolb's experiential learning framework (Muna et al., 2022), which encompasses four phases: (a) concrete experience, in which students directly practice website creation; (b) reflective observation, in which students observe the outputs of different prompts; (c) abstract conceptualization, in which students understand the principles of prompt engineering; and (d) active experimentation, in which students modify prompts to personalize designs.

The workshop's training method comprised four key, complementary parts. First, a brief lecture introduced the idea of a CV website, digital personal branding principles, and the technology fundamentals. Second, the presenter conducted a live demo showing the entire process from AI prompt to website launch. Third, participants engaged in a practical session, working through a 21-step module on their own laptops. Finally, one-on-one mentoring provided individual support to those facing technical issues during practice.

The workshop employs three free online platforms that can be accessed through a web browser without the need for additional software installations. This makes them well-suited for vocational high school environments with limited software infrastructure. The tools are outlined as follows:

- DeepSeek AI (https://chat.deepseek.com/) is a generative large language model (LLM) that functions as a code generator to organize the HTML and CSS of a CV website, based on natural-language prompts with student biographical details and visual theme preferences.
- ImgBB (https://imgbb.com/) is a free image hosting platform that allows users to upload student photos and obtain image URLs for embedding in the HTML code of a CV website.

- Tiiny.host (https://tiiny.host/) is an instant HTML publishing platform that enables students to quickly publish their HTML code as an online website. It provides a unique link (with tiiny.site subdomain) that students can share with potential employers.

The workshop materials are organized into the "Creating an Instant Online Curriculum Vitae" module, which has two main sections. The first introduces key concepts and technical requirements, covering an overview of the three tools, the philosophy of using AI as a creative assistant, and account setup. The second section offers 21 practical steps divided into six activity blocks: (1) registering an account on Tiiny.host; (2) preparing a detailed prompt with biodata, educational background, skills, work experience, and design theme preferences; (3) generating HTML code using DeepSeek AI; (4) initially publishing the code on Tiiny.host; (5) hosting passport photos via ImgBB and adding image URLs to the code; and (6) finalizing and re-publishing the CV website.

Results and Discussion

The workshop took place as scheduled for three hours, from 9:00 to 12:00 WIB. It began with a flag-raising ceremony and the national anthem, Indonesia Raya. This was followed by remarks from the Principal of SMK Al-Amin Mojowuku, who appreciated the community service collaboration. She highlighted the importance of digital portfolio skills for vocational school graduates in today's digital age.

The main session was led by a lecturer who helped participants break down the stigma that building a website is difficult. The speaker presented a new, simplified approach to web development in three key steps: using DeepSeek AI to generate code with prompts, hosting images on ImgBB to manage visual assets, and publishing instantly with Tiiny.host to display on a projector. Each step was demonstrated live, and participants then tried to replicate it on their laptops.

Figure 1. *Assistance during practice*

The main goal of this workshop was for participants to create a personal CV website ready for publication. All 28 participants (100%) successfully completed this task, publishing their websites. Each received a unique link like "cv-[name].tiiny.site" to share with potential employers.

More importantly, participants avoided a strict format and showcased their creativity by customizing their CVs to reflect their personal interests and personalities. Their work featured a wide range of design themes, from anime-inspired CV websites to manga-style designs and floral motifs. This variety demonstrates that the AI-assisted learning method does not limit participants' creativity but enhances it, enabling them to explore themes once

thought impossible in coding. Table 1 below summarizes the quantitative indicators of activity success.

Table 1. *Workshop success indicators*

No	Target	Achievement	Indicator
1	Participant attendance rate	≥ 85%	100% (28/28)
2	Completion of CV website creation assignment	≥ 80%	100% (28/28)
3	Successful website publication (live URL)	≥ 70%	100% (28/28)
4	Variety of CV design themes (creativity)	≥ 5 themes	Various (anime, manga, floral, etc.)
5	Level of participation/enthusiasm (observation)	High	Very high

Participants' skill development can be assessed descriptively by comparing their pre- and post-workshop states across various competency dimensions. Before the workshop, participants generally: (a) lacked an attractive, professional CV; (b) were unfamiliar with the idea of a CV website as a personal branding tool; (c) believed creating a website required advanced coding skills; and (d) had never used generative AI systematically to produce creative work.

Following the workshop, participants showed enhanced skills in four key areas. First, in the product dimension, each participant had at least one CV website ready for job applications. Second, in the conceptual dimension, they grasped the importance of digital personal branding and its significance in the modern recruitment landscape. Third, in the technical dimension, they learned how to create websites without manual coding, covering basic prompt engineering, image hosting, and web publishing. Lastly, in the self-efficacy dimension, those initially doubtful about their ability to build a website now successfully did so independently, boosting their confidence to navigate the job market.

This finding is consistent with Wang et al.'s research, indicating that leveraging LLMs with good prompt engineering greatly reduces the programming skill gap among beginners (Wang et al., 2024). Likewise, Denny et al. highlight that developing the skill to create effective prompts has become crucial in the age of generative AI (Denny et al., 2024).

The implementation team's qualitative observations indicated very positive responses from participants during the workshop. Participants displayed high enthusiasm through various behaviors: (a) arriving on time and staying until the end of the session; (b) actively asking technical questions during practical activities; (c) sharing website results and showing pride in their work; and (d) expressing interest in further developing their web skills beyond the workshop.

The Principal of SMK Al-Amin Mojowuku also conveyed high appreciation for the relevance of the provided material. During a formal speech, the Principal emphasized that the ability to create an online portfolio is essential in the digital age. Having their own CV website can substantially boost the graduates' bargaining power and competitiveness when seeking employment.

Figure 2. *Students show the results of creating a CV website*

Several factors support the success of the activity, including: (a) the school's strong commitment to providing space and motivating participants; (b) a stable internet connection at the workshop site, necessary for all web-based tools; (c) each participant having personal laptops or school-provided devices; (d) the use of completely free tools, eliminating licensing or cost concerns; and (e) step-by-step modules with detailed screenshots that simplify guidance.

Several challenges occurred during implementation. First, varying technical skills led to different progress rates, causing quicker participants to wait for others. Second, AI code generation sometimes needed multiple prompt attempts to produce the desired visual theme, requiring patience. Third, the free Tiiny.host service's limitation of deleting websites after 7 days must be clearly communicated to participants. To address this and sustain the impact of the workshop, participants were informed of two practical strategies: (1) they can re-publish the same HTML file at no cost every 7 days through their existing Tiiny.host account, or (2) they can migrate their CV website to a free-tier hosting platform with no time limit, such as GitHub Pages (github.com/pages), which supports permanent hosting of static HTML files. Fourth, the three-hour timeframe was quite tight, preventing in-depth discussion sessions.

Conclusion

A community service workshop titled "Creating Instant Online Curriculum Vitae" was successfully held for 12th-grade students at SMK Al-Amin Mojowuku, Kedamean, Gresik. All 28 participants (100%) completed personal CV websites, making them publishable and accessible online via unique links. The participants showcased their creativity through a variety of website themes, including anime, manga comics, and floral motifs. This project highlights how an AI-supported, project-based learning approach can foster both creative expression and technical skills.

This activity greatly affects several areas: (1) product impact, as each participant acquires a practical digital personal-branding tool for job applications; (2) competency impact, with improved digital literacy, especially in AI and basic web programming; (3) motivational impact, increasing confidence and readiness among vocational high school students to join the workforce; and (4) institutional impact, promoting stronger collaboration between higher education (UPN Veteran Jawa Timur) and vocational schools (SMK Al-Amin Mojowuku), in line with the implementation of the Tridharma of Higher Education.

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