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Community Video Profiling using Generative AI: A Scenario-Based Practical Experience to Catholic Community in Serpong Utara

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Abstract

Purpose: The aim of this community service is to have a scenario-based practical use of Artificial Intelligence to enhance video profiling which ultimately to increase people engagement to their religious life.

Method: The activity making use of a practical approach to design and develop a profiling video via short training and demonstration to encourage religious activity in providing tutorial own video using available AI tools. It uses children scenario to develop the narration.

Practical Applications: Participants using the Generative AI tools to help them in enhancing the existing scenario into video narration. The time efficient video preparation with benefit and less experience is achieved by configuring the setting of the tool and engaging to the scenario.

Conclusion: Generative AI has potential to enhance video generation for religious stewardship by providing reliable, less time and more creative in providing a way to achieve goals. In adopting AI tools to support video creation generation with scenario-based has convey into its portion to religious community.

Introduction

Generative Artificial Intelligence (GenAI) (Andersen et. al, 2025) has emerged as a transformative force in the creation and delivery of digital content across various sectors. From personalized marketing campaigns and creative design tools to automated content generation (Law, 2024) in education and media, GenAI has rapidly evolved into a valuable commodity in the digital economy (Pardeshi et. al, 2024). Its ability to produce human-like text, images, audio, and video has opened new possibilities for innovation, efficiency, and accessibility in content development (Mishra et. al, 2025). Within this broader technological shift, the use of GenAI in the context of religious and community-based education presents a particularly promising avenue (Kumar et. al, 2025), offering creative solutions for enhancing spiritual engagement and learning.

One domain where this potential is beginning to be realized is in religious tutorial activities such as structured or informal initiatives that aim to educate individuals about religious values (Kurata et. al, 2025), practices, and beliefs. Traditionally reliant on printed materials, face-to-face meetings, and static media, religious education now faces the opportunity to integrate dynamic, interactive, and visually engaging content powered by GenAI. Such integration can significantly elevate the effectiveness of teaching and deepen community members' understanding of religious concepts by offering content that is contextually relevant, emotionally resonant, and visually compelling.

In this context, the Catholic community of Lingkungan Santo Gervasius, located in Serpong Utara, Banten—under the ecclesiastical jurisdiction of the Diocese of Jakarta—has shown a proactive interest in adopting modern technologies to foster better communication and religious formation within their community. As a local religious unit, Lingkungan Gervasius plays a crucial role in organizing and maintaining spiritual growth through prayer groups, catechism, and faith-based social activities. However, like many other religious groups, it faces challenges in maintaining engagement among members, especially younger generations who are more attuned to digital interactions (Audrin et. al,2024).

To address this issue, the community is exploring the potential of GenAI, particularly in the production of religious-themed (Feslová et. al, 2023) video content that can support catechesis and faith-sharing. These AI-generated videos can serve as alternative learning media that are not only accessible but also capable of conveying religious teachings in a format that resonates with modern sensibilities (Widdicks et. al, 2022). Whether through animated storytelling of biblical events, reflective meditations enhanced with visual symbolism, or short-form explanations of liturgical practices, GenAI can help deliver content that appeals to different learning styles (Staikova et. al, 2024) and levels of understanding.

Method

The implementation of Generative Artificial Intelligence (GenAI) in religious tutorial activities within Lingkungan Santo Gervasius, Serpong Utara, was conducted through a structured community engagement program with support from Lembaga Penelitian dan Pengabdian Masyarakat (LPPM) Universitas Pelita Harapan. The main objective was to empower community members with basic competencies in utilizing GenAI tools to create religious-themed digital content, primarily video materials, that can enhance spiritual learning and community interaction. The method section outlines the stages of activity, participant criteria, training mechanism, evaluation of competencies, and feedback collection process.

Participants were selected from active members of Lingkungan Gervasius, including catechists, youth group representatives, and lay volunteers involved in communication and multimedia. A total of 10 participants were enrolled, with varying levels of digital literacy (Harmawati et. al, 2024). They were grouped based on their familiarity with digital tools: Beginner, Intermediate, and Advanced. This stratification allowed for tailored instruction based on existing competencies (Oberländer et. al, 2020).

The training was conducted over three sessions:

- Session 1: Introduction to GenAI – Focused on understanding what GenAI is, how it works, and its ethical implications in religious contexts.
- Session 2: Tools and Practice – Introduced platforms such as ChatGPT, Canva AI (Braun et. al, 2021), and Synthesia to produce religious narratives and AI-generated videos.
- Session 3: Project-Based Creation – Each group developed a short video reflecting a religious theme, such as a Gospel reflection, saint biography, or prayer guide, using GenAI tools.

To assess the impact of the training, participants were evaluated based on predefined competency criteria categorized into three main areas: Conceptual Understanding, Technical Skill, and Creative Application. The evaluation used a rubric with scores ranging from 1 (Poor) to 5 (Excellent).

Table 1. Evaluation Method

No.	Name	Title
Conceptual Understanding	Understands what GenAI is and its relevance in religious content creation	1 to 5
Technical Skill	Can independently use GenAI tools (e.g., text-to-video, AI image generation)	1 to 5
Creative Application	Produces meaningful and contextually appropriate religious video content	1 to 5

Source: Author's Work, 2025.

Participants were evaluated both by the facilitators and through peer-assessment, encouraging reflective learning.

At the end of the program, feedback was collected via an anonymous online survey. Participants rated aspects of the training using a 5-point Likert scale (Heo et. al ,2022) and provided written responses. Key findings include:

- 92% agreed that the training improved their understanding of GenAI.
- 88% felt confident using GenAI tools after the training.
- 75% expressed interest in continuing content creation for the community.
- Participants highlighted the usefulness of hands-on projects and suggested more time for individual practice.

Result

The implementation of the Generative Artificial Intelligence (GenAI) training program in Lingkungan Santo Gervasius, Serpong Utara, yielded promising outcomes across multiple dimensions—participant engagement, competency development, content creation, and post-activity collaboration. The results reflect not only the effectiveness of the training method but also the readiness of the community to integrate modern digital tools into their religious and spiritual activities. This section presents a detailed breakdown of the outcomes observed during and after the activity.

A total of 10 participants were successfully recruited, consisting of catechists, youth representatives, multimedia volunteers, and parents interested in educational media. Participants' backgrounds ranged from minimal exposure to digital tools to moderate experience in content creation using mobile applications or basic editing software. A preliminary survey conducted before the training showed that:

- 70% had never used AI tools before,
- 86% had limited exposure to tools like Canva or Google AI Assist,
- 14% had experimented with AI-based applications but never for religious purposes.

Attendance was consistent across all sessions, with a 100% completion rate. Participant engagement during the sessions was high, particularly during the practical group projects. The interactive nature of the training, combined with project-based assignments, created a dynamic learning environment that fostered collaboration.

Each participant was evaluated using a rubric assessing three main areas: Conceptual Understanding, Technical Skill, and Creative Application. The scores were compiled from facilitator assessments and peer reviews. The results of the evaluation showed that:

- Conceptual Understanding:
  - 22% of participants scored between 4 and 5, demonstrating a strong grasp of GenAI concepts, its application in content generation, and ethical considerations related to religious content creation.
  - Participants could articulate the difference between traditional content production and AI-assisted methods.
- Technical Skill:
  - 20% scored 4 or above in this category.
  - Participants successfully navigated tools like ChatGPT for scriptwriting, Canva AI for visual design, and Synthesia or similar platforms for AI-generated narration and video.
  - Notably, several participants from the "Beginner" category made significant progress, reaching "Intermediate" proficiency by the end of the third session.
- Creative Application:
  - 16% produced video content with scores of 4 or higher for creativity, accuracy of religious messaging, and appropriateness of visual elements.
  - Common themes included reflections on Gospel readings, explanations of the rosary, and short biographies of saints.

Discussion

This training has shown that the utilization of GenAI has not significantly increase the individual capability on establishing the religious video. It takes more than the tools but the capability on exploring which part suitable and benefit to the training. Our perspective of why an AI approach still has some burdens to such community which heavily dealing with religious and personal touch is that some new way of thought should be introduced in advanced.

Figure 1. Project Video (Saint Gervasius)

Source: Author's Work, 2025.

While the training program on the use of Generative Artificial Intelligence (GenAI) in Lingkungan Santo Gervasius successfully introduced participants to new digital tools and sparked enthusiasm for innovation, the outcomes reveal deeper challenges that extend beyond mere technical instruction. One key observation is that the use of GenAI alone did not

significantly enhance participants' individual capabilities in producing religious video content. This suggests that successful integration of AI into religious educational practices requires more than access to tools—it demands critical thinking, contextual understanding, and sensitivity to cultural and spiritual nuances.

Creating religious content, especially in video form, involves more than arranging text and images through AI platforms. It requires discernment regarding which theological messages are appropriate, how symbols are interpreted, and what tone resonates with the intended audience. Many participants, while excited by the creative potential of GenAI, expressed uncertainty when it came to choosing content that aligns with the religious values and traditions of their community. This points to the need for additional layers of training focused on content curation, theological literacy, and ethical considerations in religious media production.

From our observation and interaction during training sessions and informal discussions at social gatherings, it became clear that the challenges are not purely technical—they are also cultural and psychological. A notable point of concern voiced by participants relates to the community's belief system, particularly around privacy and representation. Some participants were hesitant to have their images uploaded and processed by AI tools. This hesitation stems from a deep-rooted sense of caution, possibly tied to concerns over data privacy, identity misuse, or theological implications of "digitizing" oneself. For a faith-based community, especially one that places strong emphasis on personal relationships and human presence, the idea of artificial systems managing religious messages may still feel foreign or inappropriate.

This lack of trust in AI systems can also be traced to the impersonal nature of technology. GenAI, despite its sophistication, cannot replicate the warmth (Solaiman et. al, 2025), empathy, and pastoral intuition that define much of religious communication (Soman et. al, 2025). While AI can assist in visualizing scripture or automating storytelling, it lacks the spiritual discernment and moral context that guide human religious leaders. Therefore, one key insight is that the acceptance and integration of AI into faith communities will depend not only on its capabilities but also on how it is positioned—as a support tool rather than a replacement for personal ministry.

Another gap we identified lies in the absence of a preparatory framework that introduces AI not just as a technology, but as a cultural shift. Participants who were unfamiliar with AI found it difficult to navigate not just the tools, but the underlying concepts of machine-generated content, intellectual ownership, and the role of automation in spiritual life. This suggests that future training initiatives should include foundational discussions on the philosophy and ethics of AI. Such preparation can help reduce resistance, build informed trust, and cultivate a mindset that sees AI as a companion to religious practice, not a threat.

Conclusion

The introduction and application of Generative Artificial Intelligence (GenAI) within Lingkungan Santo Gervasius, Serpong Utara, have demonstrated the practical and transformative potential of modern technology in enhancing religious education and community engagement. Through structured training sessions, participants gained a foundational understanding of GenAI, developed essential technical skills, and successfully created meaningful digital religious content tailored to their community's needs. The initiative not only improved digital competencies among the participants but also fostered creativity and collaboration, resulting in a collection of AI-generated videos that were well received by both the participants and the wider community.

This program helped to bridge the gap between traditional forms of religious instruction and the communication preferences of a digitally native audience. The positive feedback from both participants and community members underscores the relevance of such an initiative, particularly in supporting catechesis, youth engagement, and outreach in an increasingly

digital society. Furthermore, the formation of a dedicated Digital Evangelization Team indicates a strong foundation for sustainability and future growth of similar initiatives within the parish and beyond.

This experience highlights that, when applied thoughtfully and ethically, GenAI can be a valuable tool for religious communities—not as a replacement for human ministry, but as a complementary aid that enhances spiritual messaging and engagement. Lingkungan Gervasius has shown that small, local faith communities can be pioneers in embracing digital transformation while staying rooted in their religious mission. The success of this program serves as a model for other similar religious community and parishes seeking to explore innovative ways of connecting with their congregations, particularly the younger generation, through accessible and meaningful digital content. Continued development and collaboration will be key to expanding these efforts and ensuring their impact in the long term.

For future direction, the activity will embrace the member of community to get involved into more practical that inline with their scheduled task. Such as choir services that may include the songs partiture and method of preparation that make use of GenAI that support musical and intonation instruction.

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