

DIGITAL LITERACY FOR CONTENT CREATION AND PUBLICATION USING SOCIAL MEDIA FOR VILLAGE OFFICIALS AND RESIDENTS OF WANAGIRI, PANDEGLANG

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ABSTRACT

Wanagiri Village has rich natural potential, ideal for digital creative content. However, the need for video-based social media use remains unmet. This community service program aims to enhance the village officials' digital literacy, focusing on creating and publishing content via social media, using video editors and YouTube. The training followed a sequential structure—Preparation, Execution, and Conclusion—and included six hands-on approach sessions covering photography, videography, outdoor content practice, account setup, content uploading, and feedback collection. This empowers officials to promote the village digitally, increasing exposure and supporting local economic growth. With participants actively involved, the initiative demonstrated the feasibility of grassroots digital empowerment. The program serves as a model for other villages to boost digital literacy and social media content publication. As a conclusion, the participant reacts very positive, with self-perception of higher skill and an urge to continue collaboration and receive advanced training in video editing and social media management.

Keywords: Content Creation, Community-based Training, Digital Content, Social Media Publication.

1. INTRODUCTION

Wanagiri Village, located in Saketi District, Pandeglang Regency, Banten Province, is characterized by its strong traditional values and relative isolation from the outside world. The primary livelihood of its residents comes from natural resources, mainly farming. The average levels of education and healthcare in the village remain low. Wanagiri is still classified as a self-reliant village (Bailah, 2019).

Led by a village head and a team of 15 officials—most of whom are high school graduates—the village is currently in the process of opening itself up to the public. The village administration is working to improve communication and information access for residents, while also promoting agricultural products through social media technology. Unfortunately, the village still faces the following challenges:

1. Low Digital Literacy

Digital literacy refers to the use of information and communication technology (ICT) to search for, evaluate, utilize, create, and deliver information through both conceptual and technical approaches (Saputra, 2021). Wanagiri village officials face challenges due to the low level of digital literacy among both the village staff and residents—particularly in creating and publishing content via social media. This limits their ability to effectively disseminate and share information with the broader village community.

2. Lack of Informative and Relevant Content

Today, social media is widely used as a simple and efficient communication channel (Abdullah et al., 2019). Creative digital content can take the form of entertainment, news, or other types of information presented in modern formats—whether written, visual, video, audio, or a combination of these elements (Fiandra et al., 2023). Wanagiri village partners struggle to produce content that is informative and relevant to the local community. They are still unfamiliar with how to create engaging and useful content that could support village development.

Transportation to and from the village is available via two paved roads, although most of the routes have suffered physical damage and require government attention. On the positive side, the village has adequate electricity and telecommunications infrastructure. Mobile signal coverage and wired internet connectivity to the village hall are available. Residents also use mobile services for communication and internet access. Social media has become an accepted and utilized platform in Wanagiri Village for information dissemination, consumer engagement, and content creation (Saputra et al., 2022).

Given these conditions—and in line with the obligation of higher education institutions to actively contribute through training, teaching, and community-based research and service (Setiadi et al., 2023) -a community service initiative was carried out. This initiative involved training and applying science and technology (IPTEKS) to address the challenges mentioned above through the community service program (Pengabdian kepada Masyarakat- PkM in Indonesia term) with main activities:

1. Training village officials to improve digital literacy.
The outcome of this process is the development of village officials who serve as “digital cadres,” assisting in managing social media, creating content, and enhancing digital literacy within the village administration.
2. Community-based digital literacy outreach.
The outcome of this process is the active involvement of residents in contributing ideas, sharing information, and participating in the creation of relevant content that supports village development.

Appropriate digital literacy in this context refers to the effective use of social media for communication and marketing publication, as well as the use of video content development tools. This conclusion is based on the growing demand for information and entertainment delivered through social media content, which has significantly transformed cultural behaviour (Syahputra et al., 2022).

The most widely used platforms, in order of popularity, are YouTube, WhatsApp, Instagram, Facebook, Twitter, and others (Fasya Syifa Mutma et al., 2022). In the second semester of 2016, the average time spent by Indonesians watching YouTube exceeded one hour per day. This figure represented a 250% increase compared to the previous year and marked the highest growth rate in the Asia-Pacific region, according to Google Corporation. This growth was not only in watch time but also in the number of viewers and YouTube users (Bachari et al., 2021). Another advantage of YouTube is its monetization potential, which offers additional opportunities for community service partners (Mukaromah et al., 2022). Based on these conditions, the program implementers chose YouTube as the primary social media platform for this initiative.

Creating and utilizing digital content online has become increasingly accessible (Slamet et al., 2020), as evidenced by the abundance of mobile applications that allow users to produce marketing videos directly from their phones—eliminating the need for laptops (Lathifah et al., 2022). Graphic design and video editing can now be done via mobile devices using apps available on the Play Store (Android) or App Store (iOS). These apps leverage cloud computing and machine learning technologies, making it easier for anyone to create content without requiring high-spec computers (Gora et al., 2022).

One popular app among beginner video editors is CapCut (Nursita, 2023). CapCut offers a wide range of features for trimming, merging, adding effects, text, and other elements to videos (Mesra et al., 2024). It stands out for its ease of use, rich feature set—including green screen capabilities—and support for the Indonesian language (Yulius et al., 2022). Therefore, CapCut was selected as the primary tool for this training program.

The technology required for this training includes mobile phones with camera and video capabilities, internet access, and social media accounts. These physical requirements are relatively easy for participants to meet. What needs to be developed are their understanding and technical skills in photography, video editing, and social media account management.

2. METHOD

The implementation sequence follows a sequential pattern, consisting of three main stages: Preparation – Execution – Conclusion (Tijmsa et al., 2023). Figure 1 illustrates the general flow of the activity sequence.



Figure 1. Activity Sequence

The following outlines each stage of the activity:

1. Identifying the problems and background of the community partner.
Outcome: A preliminary survey and an understanding of the village officials’ level of digital literacy, which serves as a reference for developing detailed training materials.
2. Analysing the partner’s needs.
Outcome: Detailed data on the partner’s needs, translated into the type and format of the training delivery.
3. Developing solutions in the form of a structured training framework and content outline.
Creating learning materials in the form of presentation slides and PDF documents.
4. Coordinating the activity, including compiling participant names, scheduling, and preparing the training itinerary.
5. Event activities

This stage involved face-to-face digital literacy training, conducted on January 17, 2024, at Wanagiri Village Hall. A total of 25 participants attended, consisting of village officials, community cadres, and local residents. Figure 2 shows a photo of the program implementers together with the village head.



Figure 2. Photo with the village head

6. Reports

After the events, report is generated as a documentation and information for public audiences.

Event Activities

The training program consisted of six sessions, as follows:

1. Photography Concepts

In this session, participants were expected to understand techniques for capturing still images aligned with specific themes. Tools used included personal mobile phones and digital cameras. The session also covered lesser-known but useful features to enhance image quality.

2. Videography Concepts

This session aimed to equip participants with techniques for capturing video content tailored to selected themes. Tools included mobile phones, digital cameras, and screen recording software.

3. Content Creation Practicum

Participants were taken outdoors (as shown in Figure 3) to practice capturing photos and videos using environmental subjects or agricultural products.



Figure 3. Creating content outdoors

4. Social Media Account Setup

Participants were guided through the process of creating YouTube accounts, understanding the platform interface, and learning basic account management concepts.

5. Content Upload Practicum

In this session, participants practiced uploading edited photo and video content to social media platforms.

6. Feedback Collection

At the end of the training, participants were asked to complete a feedback form.

The training concluded with a group documentation session involving all participants, as shown in Figure 4.



Figure 4. Photo with participants

The closing stage includes preparing reports, creating documentation videos, and publishing the reports. It also involves evaluation and ongoing communication to determine the themes and long-term effectiveness of the community service activities for the public.

3. RESULTS AND DISCUSSION

The outcomes of this training are as follows:

1. Understanding photography and videography techniques and tips.
Participants learned tips and tricks for taking good photos by considering the surrounding conditions, the intended results, and the type of device used. They were also introduced to professional features available in their smartphone camera applications, ISO and aperture settings, as well as the half-press technique on DSLR digital cameras.
2. CapCut Application.
Participants successfully installed the CapCut application on their personal devices and edited recorded images and videos. They practiced techniques such as adding text, cropping videos, stitching videos, using themes/templates, and producing videos.
3. YouTube as a Social Media Platform.
Participants successfully uploaded the videos they created to YouTube. They also learned to fill in metadata such as titles, descriptions, keywords, video type, and publication settings (immediate, limited, private, or scheduled).

At the end of the training session, feedback was distributed to all participants. The goal was to gather information on the effectiveness of the training and participants' opinions. The feedback consisted of three categories of questions:

1. Reactions to the training (6 questions).
2. Perceptions of skill improvement (2 questions).
3. Benefits of the activity and sustainability (3 questions).

The results of the questionnaire, which was completed by 19 out of 23 participants, are as follows. Overall, all participants gave positive responses. This is evidenced by the fact that none of the respondents selected the options "Strongly Disagree" or "Disagree" for any of the questions.

1. The training materials were in line with the needs of the partners/participants.
Positive responses with 42.1% of respondents choosing "Strongly Agree" and 57.9% choosing "Agree."
2. The community service activities (PkM) met the expectations of the partners.
Positive responses with 31.6% of respondents choosing "Strongly Agree" and 68.4% choosing "Agree."
3. The materials presented were clear and easy to understand.
Positive responses with 26.3% of respondents choosing "Strongly Agree" and 73.7% choosing "Agree."
4. The time allocated was appropriate for delivering the materials and carrying out the activities.
Positive responses with 42.1% of respondents choosing "Strongly Agree" and 57.9% choosing "Agree."
5. Any complaints, questions, or issues were addressed properly by the speaker's/community service team members.
Positive responses with 42.1% of respondents choosing "Strongly Agree" and 57.9% choosing "Agree."
6. Overall, the partners were satisfied with the community service activities (PkM).

Positive responses with 36.8% of respondents choosing “Strongly Agree” and 63.2% choosing “Agree.”

The seventh and eighth questions focused on participants’ perceptions of their personal skill improvement.

7. Participants felt they gained new skills in digital content creation.
Based on their responses, 42.1% “Strongly Agree” and 57.9% “Agree” that they acquired new skills.
8. Participants experienced increased confidence in publishing digital content on social media.
According to the responses, 36.8% “Strongly Agree” and 63.2% “Agree” that their confidence improved in publishing digital content.
9. Participants received direct benefits that have the potential to improve their well-being from the activities conducted.
A total of 36.8% “Strongly Agree” and 63.2% “Agree” that they gained direct benefits which could enhance their economic or personal well-being.
10. Participants are interested in joining similar community service (PkM) activities in the future, as long as they align with their needs.
This question aimed to measure participants’ interest in attending similar future programs. The results were very positive, with 42.1% “Strongly Agree” and 57.9% “Agree.”

Figure 5 presents the results of the PkM questionnaire based on Likert-scale items.

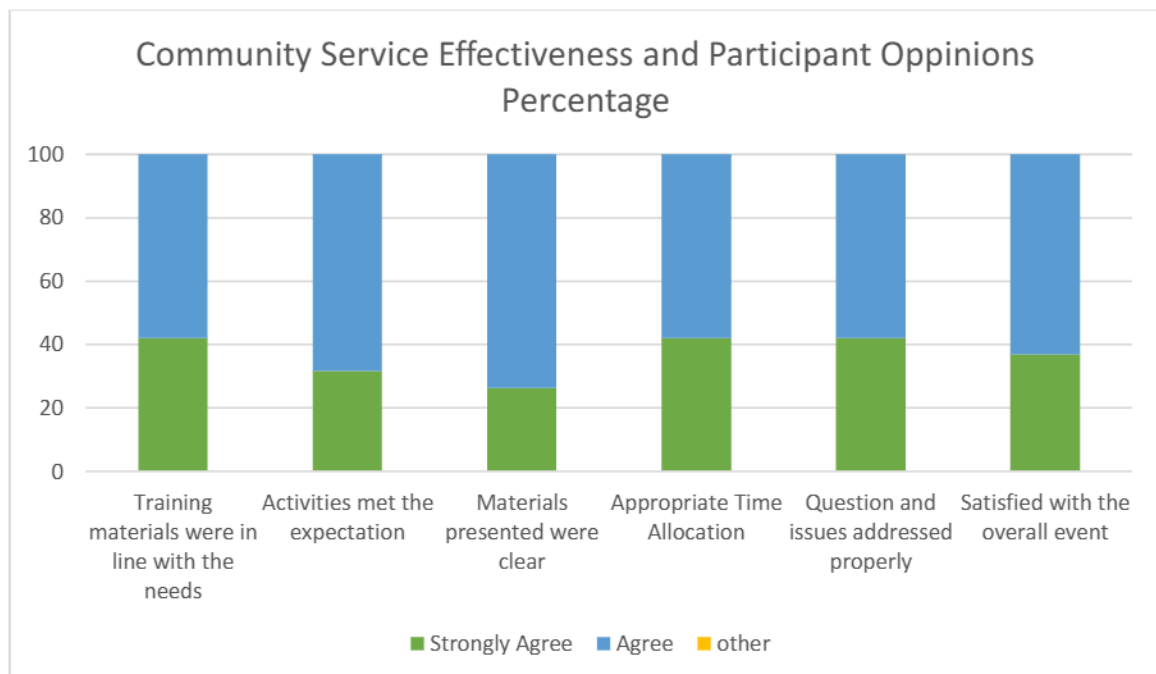


Figure 5. Representation of questionnaire data

11. Participants suggestions for future activities.
The eleventh and final question was an open-ended item, where respondents could freely write their answers. The authors analysed and consolidated the responses, then categorized them into four types:
 - a. Suggestions to continue the training with more advanced materials (78.9%).
 - b. Suggestions to increase the duration of the practicum (5.3%).
 - c. Suggestions to learn other applications (10.5%).
 - d. Suggestions to explore other social media platforms (5.3%).

The responses indicate that the participants are eager to gain new knowledge related to the topic and wish to have more opportunities for learning and practice. Figure 6 shows a pie chart of the open-ended responses for “Suggestions for Future Activities.”

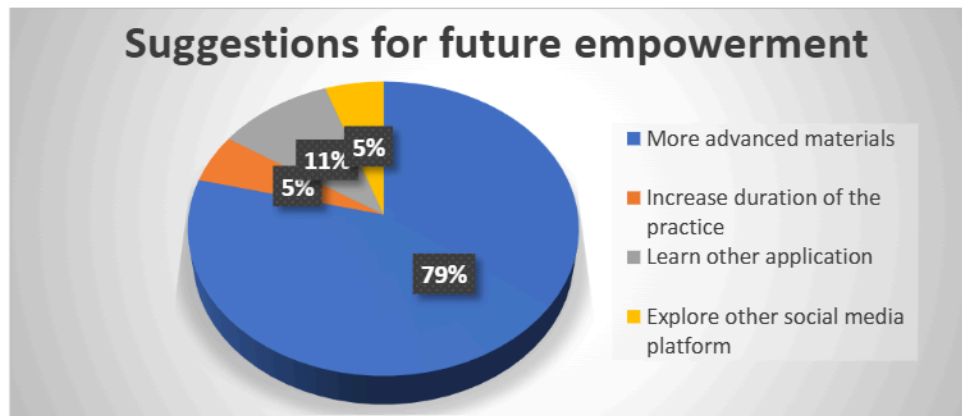


Figure 6. Pie chart of participant suggestions

4. CONCLUSION

After carrying out this Community Service (PkM) activity, the authors draw the following conclusions:

1. This PkM activity was successfully implemented and well-received by the village officials and community members of Wanagiri-Pandeglang.
2. The average results of the questionnaire for the first category—participants' reactions to the training indicate that the participants were satisfied (36.8% strongly agree, and 63.2% agree).
3. The average results of the questionnaire for the second category—participants' perceptions of improved skills and self-confidence indicate that 39.5% of participants "Strongly Agree" that their skills and confidence improved, while the remaining 60.5% "Agree."
4. The average results of the questionnaire for the fourth category—Benefits and Sustainability indicate that 39.5% of participants "Strongly Agree" that the training was beneficial and should be continued, while the remaining 60.5% "Agree."

The Average percentage result for questionnaire categories is shown in Figure 7.

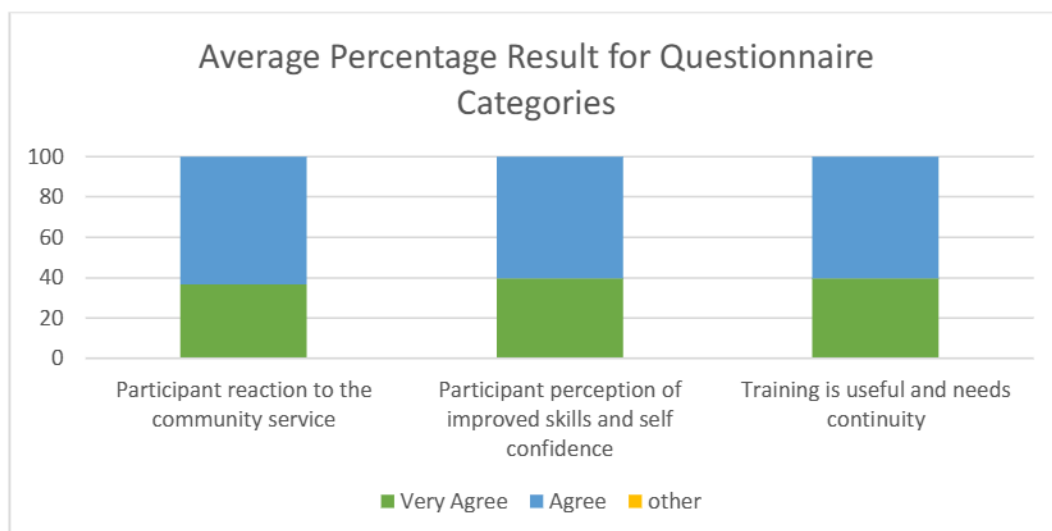


Figure 7. Pie Chart of participant questionnaire percentage

Recommendations

Continued collaboration and additional training activities are needed to fully develop the potential of village officials and community members. Suggested future training themes include advanced video editing techniques and management of other social media platforms.

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