

Community Empowerment through Digital Literacy Training in Social Media-Based Business Development in Hajoran Village

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Abstract

Digital literacy training is a strategic step in facing the digital era, particularly in the development of social media-based businesses. This community service activity was carried out in Hajoran Village with the aim of enhancing the community's ability to utilize digital platforms as a means of promoting and marketing small and medium-sized enterprises (UMKM). The implementation method of the activity consisted of socialization, technical training, and direct mentoring for participants in creating and managing business accounts on social media platforms such as Facebook, Instagram, and WhatsApp Business. The results of this activity show an increased understanding among the community of the importance of digital literacy, as well as the emergence of several new business accounts managed by participants. This training is expected to serve as an initial stimulus for the digital transformation of the village community towards economic independence based on technology.

Keywords

Community Empowerment, Digital Literacy, Social Media, Business Development, UMKM.

Introduction

The development of information and communication technology, particularly the internet and social media, has had a significant impact on various aspects of society, including the economy and entrepreneurship. In today's digital era, the ability to utilize technology has become one of the key factors in increasing competitiveness and expanding market reach, especially for Micro, Small, and Medium Enterprises (UMKM).

Social media platforms such as Facebook, Instagram, and WhatsApp are no longer solely used for social interaction but have evolved into powerful business tools. Through these platforms, entrepreneurs can promote products, engage with customers, and conduct transactions online

at relatively low costs. However, these benefits can only be realized if communities possess adequate understanding and skills to use digital technology effectively and responsibly.

Hajoran Village is one of the villages with significant potential in agriculture, fisheries, and local crafts. Many residents are already running small-scale businesses conventionally, but have not yet been able to optimize digital technology for product marketing. Based on initial observations and interviews with village officials and local business owners, it was found that the low level of digital literacy remains a major obstacle to developing social media-based businesses in this village. In addition, many residents are still unfamiliar with digital branding strategies, creating engaging promotional content, and managing online business accounts. In response to this condition, this community service program was designed to provide digital literacy training focused on the use of social media as a tool for business development. The objective of this activity is to enhance the capacity of Hajoran Village residents in accessing, understanding, and productively using social media to support local business growth. Through this training, it is expected that the community will not only be able to use social media but also manage it strategically to increase income and expand market reach.

Using a participatory and locally-driven approach, this initiative aims not only to transfer knowledge but also to empower the community comprehensively so that they can adapt to technological developments and build digital-based economic independence.

Literature Review

1. Community Empowerment

Community empowerment is a process aimed at enhancing the capacity of individuals or groups to access resources, participate in decision-making, and improve their quality of life (Ife & Tesoriero, 2008). In the context of community service, empowerment goes beyond just providing assistance; it focuses on an educational and participatory process that encourages the community to become active and self-reliant.

According to Suharto (2013), community empowerment can be carried out through three main approaches: the assistance approach, the awareness approach, and the capacity development approach. Digital literacy training falls under the capacity development approach, where the community is equipped with relevant skills to enhance productivity and competitiveness.

2. Digital Literacy

Digital literacy is defined as the ability to access, understand, evaluate, create, and communicate information through digital technologies (Gilster, 1997; UNESCO, 2011). In practice, digital literacy not only includes technical skills, such as operating devices, but also involves critical thinking skills, ethical digital communication, and cybersecurity.

The Ministry of Communication and Information Technology of the Republic of Indonesia (2020) states that digital literacy is crucial for UMKM actors in facing the digital era. This literacy enables the community to use the internet and social media as tools for more efficient promotion, marketing, and business development.

3. Social Media as a Business Platform

Social media has evolved from being just a communication tool to an effective

marketing medium. Platforms such as Facebook, Instagram, and WhatsApp Business are widely used by UMKM to reach a broader consumer base, build customer relationships, and increase brand awareness (Kaplan & Haenlein, 2010).

According to Chaffey (2015), using social media in business provides benefits in terms of fast information distribution, low costs, and ease of direct interaction with customers. However, the success of business through social media greatly depends on the user's understanding of content strategy, platform algorithms, and engagement techniques.

4. Development of UMKM through Digital Technology

UMKM are the backbone of Indonesia's economy. However, one of the main challenges faced by UMKM in rural areas is limited access to information technology and digital training. A study by BPS (2021) showed that many UMKM actors still do not optimally use the internet for business activities.

Various studies indicate that technology-based training can enhance UMKM productivity and income. For example, a study by Huda et al. (2020) concluded that digital marketing training based on social media could increase sales by up to 30% for UMKM actors who had previously not implemented digital solutions.

Methodology

A. RESEARCH METHODS

This community service activity used a participatory approach, involving the people of Hajoran Village actively from the planning phase through to the evaluation phase. The implementation method was structured in several systematic stages to ensure that the training was effective, measurable, and targeted. The stages of the activity are as follows:

1. Preparation Stage

a. Survey and Needs Identification

The implementation team conducted field surveys and interviews with village officials, community leaders, and local UMKM actors to identify the community's digital literacy levels and the village's potential key products that could be marketed digitally.

b. Participant Mapping and Criteria

Training participants were selected based on certain criteria, including:

1. Owning a business or having an interest in entrepreneurship
2. Not yet actively using social media for business purposes
3. Willingness to participate in the full training series

c. Training Module Development

The team developed training materials tailored to the participants' needs, ranging from an introduction to digital technology, social media usage for business, branding strategies, to tips on creating promotional content using simple tools.

2. Training Implementation Stage

The training was conducted in-person using the "learning by doing" method so that

participants could directly practice the material provided. The activity took place over two days with the following breakdown:

1. Day One – Introduction and Basics of Digital Literacy
 - a. Introduction to digital literacy and its importance in the modern business era
 - b. Introduction to social media: Facebook, Instagram, WhatsApp Business
 - c. Creating business social media accounts and managing business profiles
2. Day Two – Digital Business Strategies and Hands-On Practice
 - a. Content creation techniques: writing engaging captions, product photography with smartphones
 - b. How to interact with customers and maintain a digital reputation
 - c. Case studies and simulation of online product marketing

The training was delivered in simple language and included live demonstrations, local case studies, and interactive discussion sessions.
3. Mentoring and Monitoring

After the training, one week of mentoring was provided to participants who needed additional help in managing their business social media accounts. This mentoring was done both in person and through a WhatsApp group to answer questions, monitor progress, and provide feedback on content improvements.
4. Evaluation and Reflection

Evaluation was conducted through: a. Pre-test and post-test questionnaires to measure improvement in understanding

 - b. Brief interviews to understand the participants' challenges and perceptions of the training
 - c. Direct observation of the social media accounts managed by the participants

The evaluation results were used for improving future training and as the basis for developing recommendations for a sustainable program.
5. Activity Documentation

All activities were documented in the form of photos, videos, and narrative reports. This documentation not only serves as evidence of the activity but is also used to disseminate the results of the community service to stakeholders such as village governments and educational institutions.

Findings

1. RESULTS AND DISCUSSION

The digital literacy training conducted in Hajoran Village has had a positive impact on the community's understanding and skills in using social media for business development. The results of the activity were analyzed based on four main aspects: (1) participant engagement, (2) improvement in digital literacy, (3) practical application in business, and (4) challenges and opportunities post-training.

1. Participant Engagement

The training was attended by 30 participants, consisting of UMKM actors, local youth, and housewives. Of this number:

1. 90% of participants attended the full two-day training.
2. 85% of participants actively participated in discussions and practical sessions.
3. High enthusiasm was shown through questions, interest in learning, and requests for further mentoring.

The high attendance and active participation indicate that the training was relevant to the community's needs, with a strong motivation to grow businesses through social media.

2. Improvement in Digital Literacy

To measure the effectiveness of the training, pre-tests and post-tests were conducted focusing on understanding digital literacy concepts and the use of social media as a business tool.

3. Practical Application in Business

During the post-training mentoring phase, several indicators of applying the training results were successfully achieved, including:

1. 18 participants (60%) began actively managing Instagram/Facebook/WhatsApp Business accounts.
2. 12 participants (40%) started posting products regularly with engaging promotional captions.
3. 7 participants (23%) received orders from new customers through social media.
4. 5 participants started developing simple branding (logo, account name, and color theme).

A concrete example: one participant, a housewife producing banana chips, successfully sold 25 packages in one week after promoting her product through Facebook Story and WhatsApp group.

4. Challenges and Opportunities

The challenges faced by participants were:

1. Limited access to stable internet in some areas.
2. Lack of supportive devices, such as smartphones with good cameras.
3. Low self-confidence in appearing on camera or creating promotional videos.
4. Limited time availability to consistently post due to domestic duties or other work commitments.

Opportunities that could be developed:

5. The community showed a strong interest in continuing to learn digital marketing.
6. Some participants expressed interest in attending advanced training on content design, copywriting, and online store management.
7. The potential for forming a digital village community (a social media-based UMKM group) as a platform for collaboration and mutual learning.

Activity Documentation

This documentation is prepared as a form of accountability and a record of the community service activity aimed at empowering the community by enhancing their ability to utilize digital technology, particularly social media, as a tool for the development of micro and small businesses. This activity is a tangible demonstration of

our concern for the development of village potential and the improvement of human resource capacity in the digital era.



Figure . 1 Activity Documentation: Community Empowerment through Digital Literacy Training in Social Media-Based Business Development in Hajoran Village.

Conclusion

The community service activity focusing on Digital Literacy Training for Social Media-Based Business Development in Hajoran Village has been successfully implemented with highly positive results. Based on the training, mentoring, and evaluation outcomes, several conclusions can be drawn:

1. Digital literacy training is highly relevant and needed by the community of Hajoran Village, especially for Micro, Small, and Medium Enterprises (UMKM). Most participants previously did not understand the potential of social media as a business development tool, but after the training, they demonstrated significant improvements in understanding and skills.
2. The improvement in digital literacy is reflected in the participants’ ability to create business accounts, manage promotional content, and actively use social media to market their products. This progress is proven through pre-test and post-test data as well as post-training monitoring results.
3. Post-training mentoring played a crucial role in ensuring the implementation of the skills learned. Many participants felt more confident and motivated to continue developing their business accounts after receiving direct guidance from the implementation team.
4. The main challenges in this activity included limited internet access, inadequate digital devices, and participants’ lack of digital experience. However, the high enthusiasm and willingness to learn from participants were key strengths in ensuring the success of this program.

5. This activity has had a tangible empowerment impact, not only economically but also in enhancing the individual capacities and self-confidence of the village community. It demonstrates that digital literacy can be a bridge for rural communities to become more adaptive to technological developments and digital business opportunities.
6. This training program can be replicated and further developed into advanced training sessions, such as creative content creation, graphic design for promotion, online store management, and advanced digital marketing strategies. Additionally, it is important to form a digital community within the village to create a supportive ecosystem for sustainable online business operations.

Thus, this activity serves as a strategic first step in driving digital transformation at the village level. It is hoped that similar programs will continue to be implemented sustainably so that village communities can compete in the digital economy era and achieve economic independence through information technology.

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