

Community Empowerment Through the Use of Information Technology and Assistance in Managing the Barusari Village Website in Pasirwangi Subdistrict, Garut

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Abstract

Digital transformation at the village level requires not only access to digital technology but also the ability of community members to use it safely, ethically, and productively, together with the capacity of village institutions to manage public information. This community service programme aimed to strengthen digital literacy among the community and provide assistance in managing the Barusari Village website in Pasirwangi District, Garut Regency. The programme was conducted from 24 July to 22 August 2025, following preliminary field observations on 18–19 July 2025, using a participatory community empowerment approach. The activities included needs assessment, stakeholder coordination, digital literacy training, interactive discussions, practical assistance, and village website management support. The training covered digital information literacy, responsible social media use, digital ethics, cybersecurity, personal data protection, and the productive use of digital technology for local economic activities. Qualitative evidence was obtained from field observations, attendance records, participant interactions, activity documentation, and reflective notes. The Technology cluster targeted 300 participants, of whom 187 participated in the information technology seminar and digital literacy activities, representing 62.33% of the target. Five village officials were involved in the website management assistance. Participant interactions indicated that the training topics were relevant to their everyday use of digital technology, while the website assistance provided initial support for managing existing website content and public information. However, no pre-test or post-test measurements, website analytics, or post-programme monitoring were conducted. Therefore, the findings are limited to programme outputs, participant engagement, and initial qualitative outcomes rather than evidence of quantitative improvements in digital literacy or long-term website performance. The programme highlights the importance of continued practical training, clear website management responsibilities, regular content management, and follow-up evaluation to support sustainable village digital information management.

Keywords: Digital literacy, village website, information technology, information security, community empowerment

1 INTRODUCTION

Digital transformation has fundamentally changed the way people access information, communicate, obtain public services, and conduct economic activities. At the village level, this transformation creates opportunities to improve public service delivery and promote local potential [1], [2]. However, the benefits of digital technology do not emerge automatically; they depend on users' competencies, information quality, digital security, ethical practices, and the capacity of organizations to manage digital processes effectively.

Digital literacy extends beyond the ability to operate smartphones or use digital applications. The Indonesian national digital literacy framework identifies four interconnected pillars: digital skills, digital ethics, digital safety, and digital culture [3]. Communities are expected to possess the ability to search for and critically evaluate information, protect their accounts and personal data, communicate responsibly in digital environments, and utilize technology for productive purposes.

The 2024 Indonesian Digital Society Index indicates that the dimensions of community empowerment and employment require greater



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improvement than the digital skills dimension [14]. This finding is particularly relevant for rural communities, where widespread access to digital devices does not necessarily translate into the effective use of technology for public services, product marketing, business record management, education, and evidence-based decision-making.

Barusari Village, located in Pasirwangi District, Garut Regency, consists of 9 community units (Rukun Warga), 40 neighbourhood units (Rukun Tetangga), 14 hamlets, and 3 subvillages, with a population of 6,574 residents. The local economy is predominantly based on agriculture, with most residents working as farmers and agricultural labourers, alongside traders and small business owners. These characteristics provide considerable opportunities for leveraging digital technology to disseminate village information, enhance public communication, promote local products, and strengthen community capacity [5].

Field observations revealed that many residents have not yet fully adapted to the rapid development of digital technology. The identified needs include the responsible use of social media, improved understanding of public information, greater awareness of legal and cybersecurity risks, and the application of digital technology to support economic activities [6]. From an institutional perspective, the village website requires better management to function effectively as a reliable and up-to-date source of public information.

A village website can be regarded as an integral component of an organizational information system. Its value lies not only in its visual interface but also in the integration of users, operational procedures, data, technology, and governance mechanisms. A website without clearly assigned responsibilities, content approval procedures, regular update schedules, and adequate security standards is vulnerable to poor maintenance and the dissemination of inaccurate or outdated information [7].

Previous community service studies have demonstrated that computer and social media training can improve rural communities' ability to utilize digital technology for personal and entrepreneurial purposes [8]. Similarly, the Digital Education Village approach emphasizes active community participation to ensure that technology functions as a tool for empowerment rather than merely as a communication medium. Therefore, digital literacy initiatives should combine training with practical implementation and institutional support instead of relying solely on one-time seminars.

From the perspective of Management Information Systems (MIS), this programme is significant because it addresses how information is collected, processed, disseminated, and utilized by both the community and the village government. Digital literacy represents the user dimension, whereas the

village website serves as the organizational information channel. Both should be developed as socio-technical systems that integrate people, processes, data, technology, and governance.

This article aims to describe the implementation of a digital literacy enhancement programme and assistance in managing the Barusari Village website, and to identify the initial outcomes and implementation challenges observed during the programme. The study employs qualitative evidence because the community service programme did not include comparable pre-test and post-test measurements for quantitative evaluation.

1 METHODS

The community service programme was conducted in Barusari Village from 24 July to 22 August 2025, following a preliminary field observation carried out on 18–19 July 2025. A participatory empowerment approach was employed, positioning community members and village officials as active partners with contextual knowledge and practical experience [10]. The programme consisted of several stages, including needs assessment, stakeholder coordination, training material preparation, information technology seminars and training sessions, practical assistance in the use of digital technology, assistance in village website management, documentation, reflection, and the formulation of recommendations for future improvements.

The target participants included residents of Barusari Village, the majority of whom work in agriculture and local small-scale businesses, as well as village officials responsible for information management. The programme targeted 300 participants, of whom 187 participants attended the information technology seminar and digital literacy activities, representing 62.33% of the target. In addition, five village officials were involved in the village website management assistance. The digital literacy programme covered topics such as the application of digital technology in daily life, access to public information, responsible use of social media, digital ethics, cybersecurity, legal risks associated with digital activities, and opportunities to utilize technology for economic development.

The data sources for this article comprised the KKN programme report, the village profile, implementation records, attendance lists, observations of participant interactions, photographic documentation, and reflective notes prepared by the programme team. These sources served as the documentation and evaluation instruments for assessing programme implementation, participant participation, activity engagement, and initial programme outcomes. The collected data were reviewed and organized according to five themes: community needs, programme

implementation, initial outcomes, implementation challenges, and sustainability. The analysis focused on identifying recurring observations, participant responses and interactions, implementation outputs, challenges encountered during the programme, and follow-up needs.

Process indicators included the successful implementation of programme activities, stakeholder participation, the relevance of training materials, participant engagement during discussions, and the facilitators' ability to adapt instructional methods to local conditions. Initial outcome indicators included participants' exposure to safer and more productive uses of digital technology, active participation in discussions and question-and-answer sessions, and the provision of support for managing the village website.

The evaluation was not designed as an experimental study and did not involve a comparison or control group. No pre-test or post-test measurements were conducted. Consequently, this article does not claim a quantitative improvement in digital literacy levels. Instead, the findings are limited to observable programme outputs, participant engagement, initial outcomes, implementation challenges, and recommendations for programme enhancement based on evidence gathered during implementation.

Table 1. Community Service Programme Activities and Indicators by Cluster.

Cluster	Target Participants	Activities	Indicators
Education	School-age children and children with limited reading proficiency	Learning assistance and basic literacy mentoring	Learning opportunities, participation, and individualized support
Technology	300 targeted; 187 actual participants	Information technology seminar, digital literacy training, and village website support	Participant engagement in topics related to digital technology, digital ethics, digital security, and public information
Health	Pregnant women, parents of toddlers, and community health volunteers	Nutrition education and stunting prevention programmes in three neighbourhood communities (RW)	Participant engagement, understanding of nutrition messages, and follow-up through community health posts (Posyandu)
Social	Students and the general community	Anti-bullying campaign and participation in community activities	Awareness, collaboration, and strengthening of local social networks

Ethical considerations were maintained throughout the programme through coordination with relevant stakeholders and the acquisition of the necessary permissions prior to implementation. Documentation was used exclusively for reporting purposes, while local cultural norms and community values were respected. Participants' personal data were not disclosed in the reporting of programme activities. In addition, the recommendations for village website management emphasized information accuracy, publication approval procedures, access control, and the protection of personal data.

Table 2. Stages and Expected Outputs of the Community Service Programme

Stage	Implementation Period	Activities	Outputs
Observation	18–19 July 2025	Field observation and preliminary needs assessment	Identification of the village profile, local assets, community needs, and relevant stakeholders
Coordination	Before and during programme implementation	Stakeholder coordination, official permissions, activity scheduling, role allocation, and logistical preparation	Activity schedule, role allocation, logistical arrangements, and stakeholder coordination
Implementation	24 July–22 August 2025	Information technology seminar, digital literacy training, interactive discussions, question-and-answer sessions, practical assistance, and village website management support	Digital literacy activities delivered, participant engagement documented, and initial assistance in village website management provided
Reflection	During and after programme implementation	Review of programme implementation, participant engagement, challenges, and follow-up needs	Identification of initial programme outcomes, implementation on challenges, and recommendations for future improvement

2 RESULTS AND DISCUSSION

2.1 Digital Literacy Needs of the Barusari Village Community

The needs assessment identified a gap between the widespread use of digital devices and the community's ability to use them safely and productively. Residents were generally familiar with smartphones and social media, but the assessment identified needs related to evaluating online information, securing digital accounts, managing digital footprints, and using digital technology for economic activities.

Because most community members work in agriculture and related activities, the training materials were adapted to everyday needs. Examples included customer communication, access to market price information, promotion of local products, use of digital public services, and recognition of common online fraud delivered through digital messaging platforms.

The assessment also identified organizational needs within the village government, particularly regarding website management, role allocation, content management, and access security. These findings became the basis for designing the digital literacy activities and village website assistance implemented during the programme.

Table 3. Baseline Profile of Barusari Village Used for Programme Planning.

Indicator	Data
Administrative Area	9 <i>Rukun Warga</i> (RW), 40 <i>Rukun Tetangga</i> (RT), 14 hamlets, and 3 subvillages
Population	6,574 residents; 1,914 households
Primary Occupation	Farmers and agricultural labourers
Educational Facilities	4 public elementary schools, 1 Islamic elementary school (<i>Madrasah Ibtidaiyah</i>), 1 integrated Islamic junior high school (<i>SMP IT</i>), and 1 senior high school
Priority Areas	Education, technology, health, and social empowerment

2.2 Designing a Needs-Based Digital Literacy Programme

The programme design was based on the needs identified during the preliminary assessment. The activities combined information technology seminars, interactive discussions, case-based explanations, and practical assistance. Collaboration between KKN Barusari Groups 1 and 2 covered theme selection, task allocation, venue preparation, presentation equipment, event promotion, and facilitation of discussion sessions.

The training materials were organized around fundamental digital competencies and their practical application. The main topics included effective information retrieval, responsible social media use, digital ethics, account security, risks related to personal

data misuse, and the use of digital platforms for local economic activities. The examples were adapted to the participants' everyday activities and local conditions.

The needs-based approach emphasized the use of practical and contextually relevant examples rather than highly technical explanations. Concepts such as phishing, authentication, privacy, and digital footprints were explained through everyday situations familiar to community members. Facilitators encouraged participant engagement by using guiding questions and real-life scenarios, enabling participants to relate theoretical concepts to practical actions in their daily lives shown as in Figure 1 and 2.



Figure 1. Direct assistance in using digital technology during interaction with community members.



Figure 2. Practical assistance in using digital devices with community members.

2.3 Implementation of the Information Technology Seminar and Training

The information technology seminar and digital literacy training were implemented through participant registration, opening activities, delivery of training materials, interactive discussions, question-and-answer sessions, and practical assistance. The Technology cluster targeted 300 participants, while 187 participants attended the activities, representing 62.33% of the target. The attendance therefore did not reach the initial target. This limitation was attributed to the limited use of direct community outreach, as invitations were primarily distributed through the village administration [11].

Participant interactions during the discussion sessions indicated that the application of digital technology in everyday life was relevant to their needs. Participants shared experiences related to their use of social media, ways of accessing information, and the

potential use of digital technology to support economic activities and local business development. These interactions provided qualitative evidence of participant engagement with the training topics, although they did not constitute a quantitative measure of changes in digital literacy [8].

2.4 Digital Competence and Public Information Literacy

The programme activities provided participants with practical exposure to the use of digital technology for accessing information, communication, social media use, and local economic activities. During the training and discussion sessions, participants shared their experiences in using social media, accessing information, and utilizing digital technology for local business activities. These interactions indicated that the training topics were relevant to participants' everyday needs.

The activities also introduced participants to the importance of verifying information before sharing it. Discussions addressed the use of credible information sources, responsible social media practices, and the distinction between information obtained from official sources and forwarded messages. These observations provide qualitative evidence of participant engagement with public information literacy topics [12].

The programme also provided practical assistance related to village website management. KKN students and village officials collaborated in managing website content and web pages using computer-based systems. This activity provided initial support for the village government in managing the website as a channel for public information.

However, the programme did not use pre-test and post-test instruments. Therefore, the observed participant interactions cannot be interpreted as evidence of a measurable increase in digital competence or public information literacy. The findings are limited to participant engagement and the implementation of the training activities.



Figure 3. Information Technology Seminar and Digital Literacy Training in Barusari Village.

2.5 Digital Ethics, Security, and Personal Data Protection

Digital ethics, security, and personal data protection were included as important components of the digital literacy training. The participants were introduced to common risks associated with digital activities, including suspicious links, account theft, online fraud, misuse of personal information, and irresponsible communication through digital platforms [13].

The discussion sessions addressed practical precautions, including the importance of protecting passwords and one-time passwords (OTPs), recognizing suspicious messages, verifying information through official communication channels, and limiting the disclosure of sensitive personal information. These topics were discussed in relation to situations commonly encountered by community members when using smartphones and social media.

The programme also addressed website security from an organizational perspective. The assistance provided to village officials included discussion of access management and the responsible handling of information published through the village website. Five village officials were involved in the website management assistance.

The activities therefore provided participants and village officials with initial awareness of digital security and responsible information management. However, because no formal knowledge or skills assessment was conducted before and after the programme, these activities cannot be interpreted as demonstrating a quantitative improvement in digital security competence.



Figure 4. Assistance in Managing the Village Website as a Public Information Platform.

2.6 Leveraging Digital Technology for Community Economic Development

The training introduced the use of digital technology for practical economic activities relevant to the local community. Examples discussed during the programme included the use of smartphones for product documentation, social media for product promotion, digital communication with customers, and access to information relevant to local business activities [14].

Participant discussions indicated that the use of digital technology for economic activities was relevant to their experiences. Participants shared their experiences in using social media and accessing information, as well as the potential use of digital technology to support local businesses.

These interactions provide qualitative evidence that the economic applications of digital technology were relevant to the participants. Nevertheless, the programme did not collect quantitative data on sales, income, customer growth, or other business performance indicators. Therefore, the programme does not claim that the training directly increased participants' economic outcomes.

2.7 Assistance in Village Website Management

Before the programme, the Barusari Village website was already available but was not regularly updated, and the available content was still limited. This condition reduced its utilization as a source of current public information for the community. Therefore, website management assistance was included in the Technology cluster to support the village government in improving the utilization of the existing website [7].

The assistance was conducted through direct collaboration between KKN students and village officials. The activities focused on managing website pages and content, including the preparation and updating of village information. Participants were also introduced to the importance of organizing relevant information, maintaining content accuracy, and following appropriate procedures before publishing information. Five village officials were involved in the website management assistance [15].

The immediate result was the provision of practical assistance and initial capacity-building support for the village government in managing and utilizing the existing website for public information. The activity also provided an initial basis for more regular content management after the programme. However, the programme did not collect website analytics or other quantitative performance indicators, such as visitor numbers, update frequency, or user satisfaction. Therefore, the result is interpreted as an improvement effort in website management and utilization rather than a quantitatively measured improvement in website performance.

2.8 Participant Participation and Implementation Challenges

The Technology cluster targeted 300 participants, while 187 participants attended the information technology seminar and digital literacy activities, representing 62.33% of the target. The attendance

therefore did not reach the initial target. Based on the programme records, invitations were primarily distributed through the village administration, while direct community outreach was limited. This condition affected the reach of the programme and was identified as an implementation challenge.

Despite the attendance level being below the initial target, participants who attended the activities engaged in discussions and question-and-answer sessions. Participants shared experiences related to social media use, information access, and the potential application of digital technology to support economic activities and local businesses. These interactions provide qualitative evidence of participant engagement with the training topics.

The programme also involved five village officials in the assistance for village website management. Their involvement provided an organizational component to the technology activities, particularly in relation to the management of website content and pages. However, the available documentation does not provide sufficient evidence to determine the extent to which participation changed participants' digital competence or long-term use of digital technology.

Table 4. Implementation Challenges and Responses

Challenge	Observed Impact	Response During Programme
Seminar attendance below the expected target	Programme reach was lower than initially planned	Participant mobilization was conducted through the village administration
Training materials were predominantly lecture-based	Practical skills were not formally assessed	Interactive discussions and question-and-answer sessions were provided
Village website management was not yet well structured	Website content updates were inconsistent	Initial mentoring and technical assistance were provided
No pre-test or post-test assessment	Programme outcomes could not be quantitatively measured	Qualitative observations, participant interactions, attendance records, and programme documentation were used

2.9 Evaluation of Initial Outcomes and Programme Limitations

The initial outcomes that can be reliably reported were the implementation of the information technology seminar and digital literacy training, participant engagement during discussions and question-and-answer sessions, and practical assistance in managing the existing village website. The Technology cluster reached 187 of the 300 targeted participants (62.33%),

while five village officials were involved in the website management assistance. These results demonstrate that the planned activities were implemented and that participants engaged with the training topics and website management activities.

However, the programme did not use pre-test and post-test instruments or other standardized measures of digital competence. Therefore, the observed participant interactions cannot be interpreted as evidence of a quantitative increase in digital literacy. Similarly, the website assistance did not include website analytics, such as visitor numbers, update frequency, or user satisfaction, and no follow-up monitoring was conducted after the KKN programme. Photographic documentation confirms the implementation of activities but cannot independently demonstrate changes in participants' knowledge, attitudes, behaviour, or website performance.

The qualitative assessment was also conducted by the programme implementation team and may therefore be subject to observer bias. Accordingly, the findings should be interpreted as programme outputs and initial qualitative outcomes observed during implementation rather than evidence of long-term behavioural or economic impacts. Claims regarding increased community income, reduced online fraud, or sustained improvement in village website performance are beyond the evidence available from this programme.

2.10 Sustainability of Village Website Management

The website management assistance provided during the programme established an initial basis for more structured management of the existing Barusari Village website. Five village officials were involved in the assistance, particularly in activities related to website pages, content preparation and updating, information accuracy, and publication procedures. Because the programme did not include post-programme monitoring, the continuity of website use and the frequency of subsequent content updates cannot yet be confirmed.

For continued management, responsibility for the website should be clearly assigned within the village government. The officials involved in the programme can serve as the initial personnel for website management, with responsibilities covering content preparation, verification, publication, and routine maintenance. A simple publication workflow and regular content-update schedule are recommended to reduce the possibility of inactive or outdated information. Access to the website should also be limited according to assigned responsibilities, while routine backups and protection of residents' personal information should be incorporated into website management practices.

The sustainability of the programme also requires continued practical digital literacy activities. Future activities should prioritize hands-on tasks that can be assessed directly, such as information verification, account security, responsible social media use, and website content management. Follow-up evaluation using participant feedback, practical task assessment, and website usage data would provide stronger evidence of longer-term programme outcomes. These measures should be implemented incrementally according to the capacity and resources of the village government.

3 CONCLUSION

The community service programme in Barusari Village successfully implemented information technology and digital literacy activities and provided initial assistance for the management of the existing village website. The programme involved 187 participants in the information technology seminar and digital literacy activities, representing 62.33% of the initial target of 300 participants, while five village officials participated in website management assistance. The activities addressed practical topics including digital information literacy, responsible social media use, digital ethics, cybersecurity, personal data protection, and the productive use of digital technology.

The programme also identified several implementation challenges. Participant attendance did not reach the initial target, and the seminar-based approach provided limited opportunities for systematic practical assessment. Website assistance supported the initial management of village information and content; however, post-programme website utilization and longer-term content updating could not be evaluated because follow-up monitoring was not conducted. Therefore, the findings should be interpreted as programme outputs and initial outcomes rather than evidence of long-term changes in digital literacy or website utilization.

For sustainability, continued practical training and clearer website management responsibilities are recommended. Future evaluation should incorporate participant feedback, practical task assessment, and website usage data to provide more objective evidence of programme effectiveness. Further monitoring is also needed to determine whether the website continues to be updated and used as a reliable channel for village public information.

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