

Community Empowerment Of RT 21, Sawah Lebar Baru Subdistrict Through Digital Literacy Training To Support Digital Transformation

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Abstract. This study examines the implementation of a digital literacy training program for the community of RT 21, Sawah Lebar Baru Village, as an effort to enhance residents' digital competencies in supporting digital transformation. The study aims to evaluate the program's implementation, community participation, and its impact on improving participants' digital literacy. A descriptive qualitative approach was used through interviews, observations, and documentation involving more than 60 participants per day who attended the training. The findings show that the six-day program received positive responses from the community, with an attendance rate of 88%. Training materials such as the use of digital devices, digital security, online communication, and the utilization of public service applications contributed to improving participants' digital skills. Residents demonstrated increased understanding of basic technology use and the ability to independently access digital-based services. The study concludes that the program has been effective in enhancing digital literacy and technological awareness within the community, although challenges such as limited devices and variations in training materials need to be addressed to ensure its sustainability.

Keywords: *Digital Literacy, Community Empowerment, Digital Transformation, Community Training RT 21.*

INTRODUCTION

The rapid advancement of information technology has driven digital transformation across various sectors; however, not all segments of society are able to keep pace with these changes. A digital literacy gap remains evident between communities with adequate access to technology and those with limited understanding. Rahmawati and Yusuf (2022) argue that low levels of digital literacy can hinder the utilization of online-based services, access to information, and participation in the digital economy. Although the government and community organizations have implemented various digital literacy enhancement programs, their reach has not yet extended to all layers of society, particularly at the neighborhood (RT) level. Constraints such as limited facilities and devices, as well as low community motivation, have resulted in uneven digital transformation (Prasetyo & Nurjanah, 2021).

Within this context, digital literacy training in RT 21 of Sawah Lebar Baru Subdistrict represents an important strategy for improving community skills in using technology, understanding digital security, and utilizing online platforms. However, the effectiveness of this community-based training—particularly its impact on community self-reliance—still requires further investigation. This study aims to examine the implementation of digital literacy training in RT 21, focusing on the benefits gained, the challenges encountered, and its contribution to digital transformation at the community level. The findings are expected to provide a comprehensive overview of the effectiveness of community empowerment through digital

literacy training and to serve as a foundation for the sustainable development of similar programs.

RESEARCH METHODS

This study employed a descriptive qualitative approach. Qualitative research is a method grounded in post-positivism and is used to examine phenomena in natural settings (as opposed to experimental research), where the researcher serves as the key instrument. Data collection techniques were carried out through triangulation (a combination of methods), data analysis was inductive and qualitative in nature, and the research findings emphasized meaning rather than generalization. This approach was applied to explore the implementation and impact of the digital literacy training program in RT 21, Sawah Lebar Baru Subdistrict.

The research population comprised community members who participated in the training program, with more than 60 participants attending each day over six days of implementation. In addition, the neighborhood head (RT leader), training instructors, and organizing committee members were involved as key informants to obtain more in-depth information. The operational definitions of the variables included improvements in digital literacy (strategy planning, social media marketing, digital awareness, and an introduction to cybersecurity) and program participation (attendance rates and the level of active engagement of participants during the training). Data were collected through interviews, direct observation during the activities, and documentation in the form of photographs, attendance lists, and training materials..

RESULTS AND DISCUSSION

The implementation of digital literacy training in RT 21 showed that the majority of participants were able to follow the material well, as indicated by improvements in their ability to operate digital devices and use online-based services. Over the six days of training, participants demonstrated high enthusiasm, reflected not only in consistently high attendance rates but also in active engagement during practical sessions, particularly when using the training website and accessing the provided digital features. Observational findings also indicated that participants who had previously experienced difficulties in performing basic digital device functions began to show improved understanding after attending the instructional sessions and hands-on practice.

Interviews with instructors and organizing committee members revealed that the materials on digital security and online communication attracted the greatest interest among participants. Many community members reported that they had only recently come to understand the importance of protecting data privacy, recognizing potential digital fraud, and using communication platforms safely. In addition, the use of public service applications was one of the skills that showed significant improvement, as evidenced by participants' ability to independently access government service information, complete online registrations, and utilize other digital features.



Figure 1. Implementation of Digital Literacy Activities in RT 21



Figure 2. Implementation of Digital Literacy Activities in RT 21

Nevertheless, several challenges emerged during the implementation of the program. Limited access to devices was the primary obstacle, as not all participants owned personal mobile phones or laptops, requiring practice sessions to be conducted on a rotational basis. This condition slowed the learning process for some participants. Variations in participants' initial skill levels also created disparities in understanding the material, necessitating instructors to adjust the pace of delivery and provide additional assistance to those experiencing difficulties. Another challenge was the limited technical readiness of some participants to engage in website-based learning, particularly among those who were not yet accustomed to accessing digital platforms.

CONCLUSION

Overall, the implementation of the activities demonstrates that community-level digital literacy training is capable of producing tangible impacts on improving residents' digital skills. The increased understanding of basic technology, digital security, and the use of online applications indicates that this program contributes to community readiness in meeting the demands of digital transformation. However, several aspects require further attention, such as the provision of additional devices, the adaptation of materials to accommodate varying levels of ability, and the provision of continued mentoring to ensure that the outcomes of the training can be sustained over time. Programs of this kind have the potential to serve as a model for community empowerment that can be expanded to other areas, with adjustments made to local needs..

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