

IMPROVING SOCIAL COMMUNITY ACTIVITIES IN DIGITAL MEDIA THROUGH CONTENT MANAGEMENT TRAINING AND STORYTELLING TECHNIQUES

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ABSTRACT

This community service activity aims to enhance the digital capacity of women-led social communities in Kranggan, Bekasi, through content management training and storytelling techniques. In the digital era, the ability to create and manage content is essential for maintaining visibility and increasing engagement in online spaces. Conducted on May 25, 2025, the program involved 30 female participants from local social organizations. The training focused on developing compelling content, impactful narratives, and utilizing platforms like Instagram and TikTok to support community initiatives. The results indicate improved participant understanding of digital content and storytelling concepts, as well as greater confidence in using social media positively and productively. This program contributes significantly to digital-based community empowerment and opens up creative opportunities for women to be actively involved in public discourse through online platforms.

Keywords: Social Community, Digital Content, Storytelling, Social Media, Women Empowerment

INTRODUCTION

In the last decade, the use of social media has rapidly expanded beyond personal communication into powerful platforms for advocacy, education, and community development. Globally, platforms like Instagram and TikTok have emerged as key tools for empowering marginalized communities to amplify their voices, mobilize collective action, and reach broader audiences without reliance on traditional media infrastructures (Nutt & Schwartz, 2022; Podkalicka & Campbell, 2024; Abdullah et al, 2024). Social media provides a space for grassroots movements, women's organizations, and local groups to narrate their stories, highlight social issues, and build supportive networks across boundaries. This digital shift demands a parallel increase in digital literacy and content management skills to ensure communities can participate meaningfully in online discourse.

Despite these opportunities, many community groups—particularly those led by women—still face challenges in utilizing social media effectively. In the case of the women's social community in Kranggan, Bekasi, a gap was identified in their ability to create engaging digital content that could represent their social activities on platforms like Instagram and TikTok. While these women are active in meaningful community work such as education, social assistance, and health advocacy, their initiatives remain largely undocumented and underrepresented in digital media. Most participants reported that their use of social media was limited to personal communication, with little knowledge of strategic content planning, visual storytelling, or audience targeting. As a result, the

impact of their community activities remained confined to their immediate surroundings, with minimal exposure or influence in wider public spaces.

Research has shown that effective digital communication is not merely about access to platforms but about the capacity to manage content creatively and deliver messages with emotional resonance. Storytelling techniques play a critical role in enhancing message impact, especially in community and nonprofit settings (Mahendral & Utami, 2024). Furthermore, the ability to structure narratives, choose compelling visuals, and present authentic voices is strongly correlated with audience engagement and retention (Kasman et al., 2024). Therefore, training in digital content creation and storytelling is essential in equipping community actors with the tools they need to communicate their causes, recruit support, and sustain momentum in their advocacy work.

Compared to previous community training initiatives that often focus on general digital literacy or entrepreneurship, this program introduces a more targeted and context-based approach by combining content management skills with storytelling strategies specifically for social activities. While other programs emphasize commercial promotion or branding for business purposes (Al et al., 2025), this initiative is designed for non-commercial social engagement. It highlights emotional narratives, community values, and social impact as key themes. By tailoring the training to the lived experiences of participants—who are mostly homemakers, caregivers, and community volunteers—the program offers a more inclusive and empowering learning environment that bridges technical skill with social purpose. Through this initiative, the goal is not only to transfer knowledge but to enable community members—especially women—to take control of their digital narratives, increase their visibility in online platforms, and contribute more actively to the digital public sphere. The following sections will elaborate on the implementation methods, results, and implications of this community service activity.

Initial observations revealed that women's social communities in the Kranggan area of Bekasi are active in various social activities, such as neighborhood gatherings, religious study groups, and fundraising events. However, these activities are poorly documented and rarely shared beyond internal group chats, such as WhatsApp, lacking strong visual communication strategies. As a result, the visibility and support for their initiatives remain limited.

The urgency of this program is also supported by findings from (Al et al., 2024), which suggest that the digitalization of community activities increases women's confidence in participating in the public sphere, strengthens social solidarity, and opens opportunities for inter-community collaboration. Moreover, digital skills are a vital component of national digital literacy indicators, which remain underdeveloped, especially among adult women (Kemkominfo, 2022).

This Community Service (PkM) program aims to:

1. Provide social media content management training to women-led community groups in Kranggan.
2. Introduce effective visual and verbal storytelling techniques.
3. Encourage active community participation in promoting social activities creatively via Instagram and TikTok.
4. Strengthen digital communication capacity among women in public and online spaces.

This program is expected to serve as a replicable model for other communities, supporting broader community empowerment efforts through enhanced digital competence. Consistent with the participatory approach in community service, this

activity emphasizes applicable, relevant, and sustainable knowledge transfer (Udoudom & Nwokeocha, 2023).

METHOD OF IMPLEMENTATION

The community service activity was carried out on May 25, 2025, at a community center located in Kranggan, Bekasi, West Java, involving 30 women participants from a local social group. The implementation method was divided into three main stages:

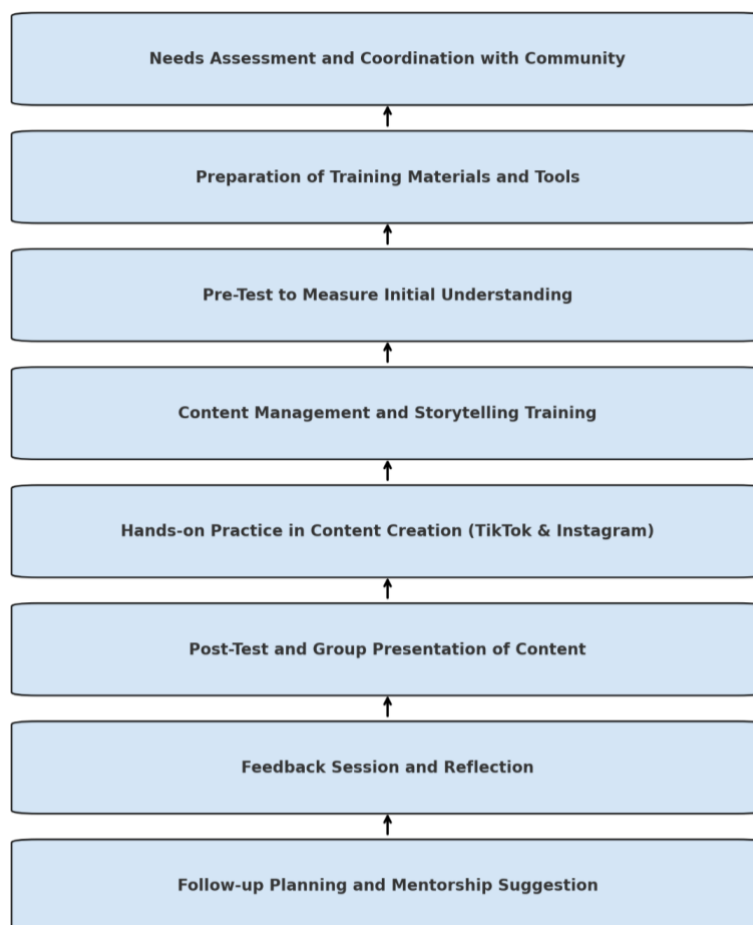
- 1. Preparation Stage
In the preparation phase, the team conducted a preliminary needs assessment by communicating with community leaders to understand the digital literacy levels and communication patterns used by the women’s social group. Based on the findings, training materials were designed to be simple, visual, and practical, focusing on the use of mobile phones and free applications. Visual aids such as infographics, slides, and short videos were prepared to facilitate learning.
- 2. Execution Stage
The main training activities were carried out in a one-day workshop format using a combination of:
 - a) Interactive lectures on basic digital content and storytelling,
 - b) Hands-on practice sessions for content creation using Instagram Reels and TikTok,
 - c) Group discussions and feedback to evaluate content ideas and narrative impact.The material was delivered by two facilitators using participatory methods to ensure every participant had the opportunity to try creating and posting content. Participants were divided into small groups and guided step-by-step in creating visual stories based on their real community activities.
- 3. Evaluation and Reflection
At the end of the session, participants were asked to present the content they created, followed by feedback from trainers and peers. A simple pre- and post-test was also conducted to assess the increase in participants' knowledge and confidence levels in using digital platforms. Feedback was documented to help improve future training sessions.

Table 1. Facilities and Tools Used

No	Tools/Facilities	Description
1	LCD Projector & Screen	For visual presentation of material
2	Smartphones (participants')	Used in content creation and social media practice
3	Internet Connection (Wi-Fi)	Provided to support uploads and access to TikTok/IG
4	Training Modules & Handouts	Printed materials for offline references
5	Documentation Equipment	For photo and video documentation

This method ensured active participation, inclusiveness, and learning-by-doing, which is considered most effective in adult learning and community empowerment settings (Yuliani & Astuti, 2023).

Figure 1. Flow of Community Service Activity Implementation



The implementation of this community service activity followed a systematic and structured sequence to ensure effectiveness and measurable outcomes. The process began with a needs assessment and coordination with community leaders to identify relevant digital literacy gaps and contextual challenges faced by the target participants. Following this, the team conducted the preparation of training materials and tools, ensuring alignment with the digital platforms commonly used by the community—namely, TikTok and Instagram. Before initiating the core training session, a pre-test was conducted to assess the initial level of participants' understanding, particularly in content creation and digital storytelling.

The main training session focused on introducing the principles of content management and storytelling techniques, which were then reinforced through hands-on practice using mobile-based tools and apps. Subsequently, participants engaged in a group content presentation, followed by a post-test to evaluate their learning progress. The session concluded with a feedback and reflection stage, allowing participants to share experiences, express difficulties, and receive personalized insights from the facilitators. Finally, the team encouraged participants to engage in follow-up planning, including the suggestion to build a mentorship network for ongoing support and community-driven learning. This structured flow not only ensured clarity in implementation but also contributed to meaningful and sustained learning outcomes.

RESULTS AND DISCUSSION

The training was successfully conducted on May 25, 2025, in Kranggan, Bekasi, and involved 30 women participants who actively engaged in all activities. These participants came from various backgrounds within the local community, including homemakers, youth organization members, and community volunteers. The atmosphere throughout the session was vibrant and participatory, with high levels of enthusiasm and curiosity. This enthusiastic response reflects a strong motivation among participants to understand and adopt digital media as a tool to support and amplify their social activities. The community service initiative was designed not only to transfer knowledge but also to foster hands-on experience that would build confidence and encourage real-time application of digital skills.

To measure the effectiveness of the training, both quantitative and qualitative evaluation instruments were utilized. A structured pre- and post-test was administered to assess the participants' understanding of digital content principles. The tests consisted of multiple-choice and short-answer questions covering basic concepts of content planning, platform-specific features, and storytelling techniques. The results showed a significant increase in scores after the training, particularly in the ability to choose appropriate visual formats, construct simple yet engaging storylines, and identify relevant audiences for their content. Over 80 percent of participants showed measurable improvement in post-test scores, supporting the conclusion that even brief training interventions can enhance digital comprehension when supported by examples and interactive discussion.

In parallel, a qualitative satisfaction survey was conducted at the end of the session. Participants rated aspects such as clarity of instruction, usefulness of the materials, relevance to their community roles, and their own confidence level in creating content. The results showed that 92% of respondents felt more confident using TikTok and Instagram for non-commercial community storytelling, while 87% rated the overall training as "very useful." Open-ended responses also revealed that many participants found the hands-on sessions particularly helpful in bridging theory and practice. In addition to conceptual learning, participants engaged in content creation practice through group-based hands-on sessions. Each group was encouraged to develop short video content inspired by their real-life community activities, such as charity drives, neighborhood clean-ups, family routines, or religious gatherings. Using user-friendly applications like CapCut, TikTok, and Instagram Reels, participants demonstrated creativity and confidence, with many willingly appearing on camera and contributing ideas to enhance their visual storytelling. Several participants managed to upload their video content directly to their personal social media accounts during the session, receiving immediate responses from fellow trainees and feedback from the facilitators. This activity not only helped improve their technical skills but also strengthened their self-efficacy and digital presence in public online spaces.

These outcomes reflect the effectiveness of combining conceptual modules with guided practice, which proved especially impactful for women who previously had minimal exposure to digital content production. The sense of empowerment and collective learning that emerged from the session is a strong indicator of the program's relevance and potential for wider replication. Participants reported feeling more empowered and excited to share their community stories through social media. Many expressed that they had previously been passive social media users and lacked the

knowledge to use these platforms productively. The training helped transform their perspective from being mere consumers of content to becoming active digital storytellers.

The results reinforce prior studies that emphasize the importance of storytelling as a tool for grassroots community engagement (Al et al., 2025; Amrinal et al., 2024; Kasman et al., 2024). Additionally, this activity aligns with Gabriel et al. (2024) and Podkalicka & Campbell (2024), who argue that enhancing digital capacity, especially for women, strengthens participation in digital public spheres. The success of this program demonstrates the effectiveness of short-term, skills-based workshops in building digital competencies at the community level. In particular, combining storytelling with accessible tools like TikTok and Instagram can generate quick learning results and inspire ongoing engagement.



Figure 1. Photo Documentation of the Event

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CONCLUSIONS AND SUGGESTIONS

This community service activity has successfully fulfilled its objectives in enhancing the digital capacity of women-led social communities in Kranggan, Bekasi. Through focused training on content management and storytelling techniques, participants experienced significant improvements in their understanding of digital content creation tailored specifically for social media platforms. They also acquired practical skills in utilizing TikTok and Instagram as tools to share their community activities more effectively. Moreover, the program fostered a notable increase in participants' confidence and motivation to become active communicators in digital spaces. The integration of participatory learning methods, real-time content practice, and peer-to-peer feedback proved to be effective not only in strengthening technical competencies but also in fostering a strong sense of digital empowerment. This initiative contributes meaningfully to the broader agenda of promoting community digital literacy and strengthening women's participation in online public discourse.

To ensure long-term impact, several strategic directions are recommended. The sustainability of training should be prioritized by organizing follow-up workshops that delve deeper into topics such as video editing, copywriting, and social media analytics. Establishing a digital mentorship network or peer support group would help maintain the momentum and provide continued assistance as participants apply their knowledge in real contexts. Furthermore, collaboration with local government institutions or non-governmental organizations is essential to extend the reach and impact of this initiative to other communities. The training modules and teaching methods used should be well documented and standardized, so they can be replicated in other areas with similar digital literacy challenges. Lastly, long-term evaluations are encouraged to assess the sustained impact of this digital skills training on participants' engagement and empowerment within their respective communities.

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