

LITERACY AND TECHNOLOGY PROGRAM TO ENHANCE THE POTENTIAL OF THE YOUTH OF MIRA VILLAGE THROUGH COMMUNITY EMPOWERMENT

Hernita Pasongli¹, Wilda Syam Tonra^{1*}, Dahlan Wahyudi¹, Marwis Aswan²,
Winda Syam Tonra¹

¹Universitas Khairun, Ternate, Indonesia

²Universitas Pasifik Morotai, Ternate, Indonesia

*wilda@unkhair.ac.id

Abstrak: Pendidikan di Desa Mira, Kecamatan Morotai Timur Kabupaten Pulau Morotai, Provinsi Maluku Utara masih tertinggal dibandingkan desa-desa lainnya di wilayah sekitar. Kurangnya fasilitas perpustakaan sekolah dan sarana teknologi informasi di desa tersebut mengakibatkan rendahnya literasi dan penguasaan teknologi masyarakat setempat. Di sisi lain, literasi dan teknologi merupakan unsur penting untuk menghadapi tantangan globalisasi. Pengabdian kepada masyarakat ini bertujuan untuk meningkatkan pengetahuan dan penguasaan teknologi masyarakat Desa Mira melalui program literasi dan teknologi dalam bentuk pelatihan pembuatan konten video. Program pengabdian kepada Masyarakat ini dilaksanakan selama 2 bulan oleh tim yang terdiri dari 19 mahasiswa dan 3 dosen dari Program Studi Pendidikan Matematika Universitas Khairun melalui program pemberdayaan masyarakat oleh mahasiswa (PMM) yang didanai oleh Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Tahun Anggaran 2023. Partisipan program ini adalah siswa-siswa pada sekolah Madrasah Tsanawiyah (MTs) Makharimal Akhlak Mira. Tahapan pengabdian kepada masyarakat ini meliputi tahap persiapan, sosialisasi, pelaksanaan, dan evaluasi. Aktivitas penguatan literasi dilakukan melalui pengajaran baca tulis dan membaca dongeng bersama. Sementara penguatan penguasaan teknologi dilakukan melalui pelatihan pembuatan konten video menggunakan aplikasi Capcut dan Kinemaster yang hasilnya diupload di akun YouTube. Hasil pengabdian kepada masyarakat ini menunjukkan adanya peningkatan kemampuan literasi dan penguasaan teknologi dalam bidang pembuatan konten video pada siswa sekolah MTs Makharimal Akhlak Mira.

Kata Kunci: literasi, siswa madrasah, teknologi, konten video

Abstract: Education in Mira Village, East Morotai District, Morotai Island Regency, North Maluku Province, is still underdeveloped compared to other villages in the surrounding area. The lack of a school library and information technology facilities in the village has resulted in low literacy and poor technology mastery in the local community. On the other hand, literacy and technology are important elements to face the challenges of globalization. This community service aims to improve the knowledge and mastery of technology of the Mira Village community through literacy and technology programs in the form of video content creation training. This community service program was carried out for 2 months by a team of 19 students and 3 lecturers from the Mathematics Education Department of Khairun University through a community empowerment program by students (PMM) funded by the Ministry of Education, Culture, Research, and Technology. The participants of this program were students at Madrasah Tsanawiyah (MTs) Makharimal Akhlak Mira school. The stages of this community service include preparation, socialization, implementation, and evaluation. Literacy-strengthening activities are carried out through training in reading and writing and reading fairy tales together. Meanwhile, strengthening mastery of technology is done through training in video content creation using the Capcut and Kinemaster applications, the results of which are uploaded to a YouTube account. The results of this community service show an increase in literacy skills and mastery of technology in video content creation for MTs Makharimal Akhlak Mira school students.

Keywords: literacy, madrasa students, technology, video content

Introduction

Mira is one of the villages in East Morotai District in Morotai Island Regency, North Maluku Province (Rope, 2013). This village was once known as one of several important villages of the Moro kingdom. During Portuguese rule, the Moros were under the command of a king named Tioliza (Ibrahim, 2017; Mahdi et al., 2021; Buamonabot, 2021). According to historical literature, the Portuguese founded this village in 1552. The name of this village is taken from Portuguese, meaning "Beautiful". There is also another version that the word Mira is taken from Arabic which means "Beautiful" (Ibrahim, 2010; Abbas, 2021).

In terms of education, Mira Village has an elementary school (SD), Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA). However, it turns out that education in Mira Village is still far behind education in other villages in the city center. This is because the distance from the center of Morotai City is quite far, around ± 40 km, so access to education is limited. In fact, the distance between Mira Village and the center of education and civilization in North Maluku Province in Ternate City is 235 km. People must travel overland for 2 hours first, then continue crossing the ocean by ship for 12 hours. The ship access is also unavailable every day, only 3 times a week. One factor is the lack of enthusiasm of the younger generation to continue their education at university due to the distance being too far from the village to Ternate City.

The community in Mira Village still faces problems in the school environment. For instance, there are no libraries in schools, which affects students' literacy skills. In the 21st century, literacy skills are a world issue and have been the concern of education experts. With good literacy skills, the younger generation can process and understand information in reading, writing, and arithmetic (Indriyani et al., 2019; Maryono, Pamela & Budiono, 2022; Dwijayati & Rahmawati, 2021).

Talking about literacy, technological literacy is no less critical. The younger generation needs to understand the use of technology, create video content, learn about learning resource websites, and use technology wisely (Zam, 2021; Nasution, 2018). Literacy is the primary goal of community empowerment programs by students to support the potential of the younger generation in facing future developments in globalization (Cahyanto et al., 2023). Therefore, there is a need for a program that can embrace education and technology to increase the potential of the young generation of Mira Village.

With the various problems above, the team had the idea to bring in 19 students from Khairun University's Mathematics Education Study Program as organizers of Community Empowerment activities by students integrated with KKN (Community service program) to overcome these various problems. The aim of implementing the program is to increase knowledge through literacy programs and increase skills through video content creation training. The difference between this program and the service activities that have been carried out is that there has never been a program that combines improving literacy and technology in one program, especially video content training, which has never been done before. This program will be implemented for approximately 2 months in partnership with the Mira Village government, where the Village Head is responsible.

Method

The program consists of five stages: preparation, outreach and coordination, and teaching reading and writing to strengthen literacy skills. The literacy program focused on lower grades in elementary school by utilizing technology, specifically video content creation training, targeting teenagers currently studying at MTs Makharimal Akhlak Mira. The final stage was an evaluation of the program's implementation. The final step is reporting and output. The sequence of implementation starts from the preparation to the reporting stage, as shown in Figure 1.

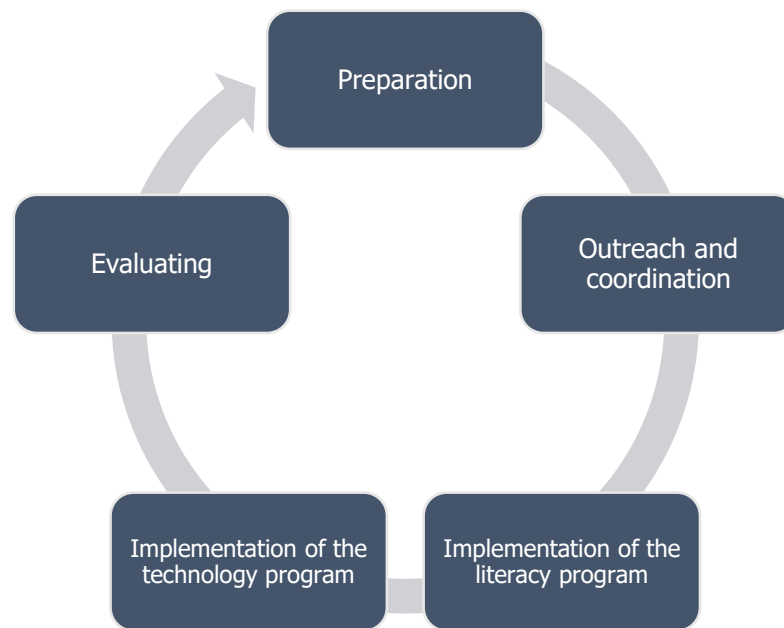


Figure 1. The stages of the community service program

The following is a detailed explanation regarding each stage of the program:

1. Preparation Stage: What the team is preparing for is preparation for release and provision from higher education institutions (PT), namely Khairun University. In this case, Vice Rector III and the Dean of the Faculty of Education and Teacher Training (FKIP) released 19 students from the Mathematics Education Study Program, FKIP, Khairun University. Another preparation is licensing with partners, namely the Mira Village Government, regarding departure and arrival dates. The team also prepared logistics for each student and DPL (Field supervisors). The preparations include boat tickets and land transportation from the University to the Morotai Islands.
2. Outreach and coordination with partners. After arriving at the location, the team conducted an FGD with Mira Village officials, and youth groups carried out outreach and coordination regarding program implementation for the next 60 days or 2 months.
3. Implementation of the Literacy Program, namely teaching reading and writing, is carried out in lower classes. Meanwhile, reading a fairy tale book together and providing conclusions on the reading for higher classes determines students' understanding. Students

make a schedule every Monday through Friday. Every day, three students are assigned to provide assistance in turns.

4. Implementation of the Technology Program, namely video content creation training. Participants came from MTs Makharimal Akhlak Mira students, totaling approximately 40 students. Students carried out training on using the Capcut and Kinemaster applications, how to take good videos, and how to upload videos to YouTube.
5. Reporting and output. Reporting and output, as the final stage of this service activity carried out by DPL, is assisted by students in preparing data.

Results and Discussion

Literacy Program of Reading and Writing

One of the student activities is carrying out basic teaching, namely reading and writing. This activity is specifically for the lower classes. Treatment for high classes is to read fairy tale books together and then provide conclusions on the reading to determine students' understanding because literacy includes reading and writing and understanding, analyzing, and utilizing information critically (Tonra, 2023). Apart from that, students make a schedule every Monday-Friday. Every day, there are 3 students assigned to mentoring. Figure 2 depicts the teaching of reading and writing activities involving the children in the community.

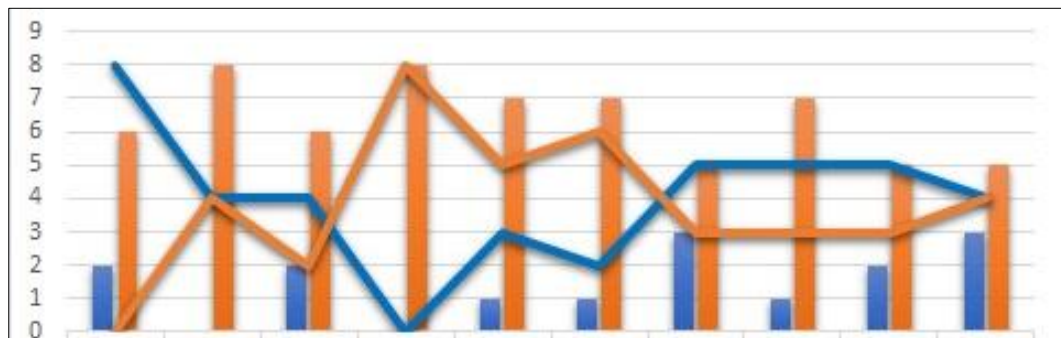


Figure 2. Documentation of the literacy program for teaching reading and writing

Pretests and posttests were carried out to measure the achievement of increasing the knowledge obtained by participants. The statements in the pretest and posttest questionnaires are the same, consisting of 10 statements (Table 1). Statements 1-5 contain literacy skills, while statements 6-10 contain information about whether the surrounding facilities support children's literacy. The students answered "Yes" or "No". Table 1 shows the 10 statements of questionnaires, whereas Figure 3 shows the results of the Pretest and Post-Test on reading literacy.

Table 1. Literacy questionnaires statements

| No | Statement |
|----|--|
| 1 | I can read the words |
| 2 | I can read a sentence |
| 3 | I can read but not fluently |
| 4 | I can read and understand the content of the text |
| 5 | I can read but can't conclude |
| 6 | I like reading in the library |
| 7 | I like reading |
| 8 | I prefer playing than reading |
| 9 | I want to read, but there are no textbooks available |
| 10 | I want to read but have difficulty buying books |

**Figure 3.** Pretest and Post-Test Results on Students' Reading Literacy

The Diagram Information:

- Pretest: The number of students who answered "Yes"
- Pretest: The number of students who answered "No"
- Posttest: The number of students who answered "Yes"
- Posttest: The number of students who answered "No"

Based on [Figure 3](#), from the bar chart, in statement number 1, of the 8 students who filled out the questionnaire, 2 students answered "Yes" which means there were 2 students who could read a word and there were 6 students who answered "no" which means there are 6 students who cannot read a word. If seen in general, of the 10 statements, 100% of students answered "No". This indicates that students' literacy skills are lacking. Meanwhile, for the posttest, which can be seen from the line diagram, in statement number 1, 8 students answered "Yes," meaning the students could read a word and 0 could not. If seen in general, of the 10 statements, 50% or 5 out of 10 statements were dominated by students who answered "Yes," meaning that 50% of students had better literacy at the post-test.

The conclusion of [Figure 3](#) is that in the pretest, 100% or all statements of student dominance answered "no." This indicates that students' literacy skills were lacking during the pretest. Meanwhile, literacy skills increased by 50% during the posttest, or 5 out of 10 statements were dominated by students who answered "yes."

Apart from the pretest and posttest results, which are presented in [Figure 3](#), a description of children's literacy development was also observed, and it is presented in [Table 2](#) below.

Table 2. Development of reading and writing literacy

| No | Initial Name | | The development in weeks 1-4 | | |
|----|--------------|---------|--|--|--|
| 1. | D (grade 2) | pretest | Can read 1 word in 4 letters. However, writing is not yet fluent, because there are several letters that are still difficult to write. | Can read 1 word with more than 4 letters but not very fluent. Meanwhile, writing is still not developed. | Starting to be able to read in 1 sentence but not too long, while writing is starting to be able to do it little by little. |
| 2. | F (grade 3) | pretest | Can read a few words but it's still difficult to write. | Becoming more fluent in reading in one sentence but can't yet if it's a long sentence, whereas I'm starting to be able to write but it still takes quite a long time | Can read in one long sentence, although there are some who still can't. faltered. Meanwhile, writing is still the same. |
| 3. | Z (grade 3) | pretest | Writing is faster but reading is still not fluent in one sentence. | The writing skill is getting neater and faster, reading is starting to become fluent in one short sentence. | Can read words that contain no more than 5 letters. |
| 4. | A (grade 2) | pretest | Can write letters but still have difficulty recognizing letters. but not more than letters. | Can write but still slow but better than before but can read in one word. | Writes faster even though there are still some letters that are sometimes still Wrong. In reading, can read more that 4 words. |
| 5. | R (grade 1) | pretest | recognize letters and write letters but not yet fluently. | Reading more fluently one word but not more than 4 letters, while in writing there is no progress. | Read 1 word with more than 4 letters, while in writing I am starting to write a few words fluently. |
| 6. | Fi (grade 2) | pretest | Already knows some of the letters and can write some of the letters. | Can read 1 word in 4 letters but not very fluent while in writing some are still difficult to write. | Already fluent in reading one word with more than 4 letters and writing is already better. |
| 7. | Fa (grade 2) | pretest | More fluent in writing but still not fluent in reading. | Fluent in writing but some letters are still written upside down, whereas in reading, can read but not in a long sentences. | Writing is better, it's rare for anyone to write upside down, while reading is smoother than before. |
| 8. | M (grade 2) | pretest | Can write but can't say many words yet and doesn't know many letters. | Can write long words while reading already knows all the letters but isn't yet fluent. | In spelling Is starting to become fluent in spelling but not yet many words. |

Based on the results in [Table 2](#) above, teaching reading and writing in lower grades is suitable to implement because the results of increasing literacy look better. These results are in accordance with research by Fairuzi & Andarwulan (2023) and Latifah & Rahmawati (2022) which stated that the calistung program for lower classes can increase literacy.

Technology utilisation program for video content development

Students provide training to MTs Makharimal Akhlak Mira students. Students first explain video content, then provide direct training in creating content using the Capcut and Kinemaster applications. The use of Capcut and Kinesmaster applications is currently widely used in the

world of education in making animated videos (Putri, 2023). Nowadays, videos can help students in understanding the learning materials. (Huda et al., 2021). Students also teach methods or techniques for taking interesting pictures and videos, editing videos, and uploading them to YouTube accounts. Figure 4 and Figure 5 are the video content creation training documentation.



Figure 4. Video content creation training



Figure 5. Students explain how to take pictures with a camera

Based on Figure 4 and Figure 5, it can be seen that students are providing direction in video content creation training. Before and after the training was carried out, the team carried out a pretest and posttest. Based on the evaluation results, the following are junior high school students' pretest and posttest results.

Table 3. Pretest and posttest results for junior high school students

| No | Initial Name | Pretest | Post Test |
|----|--------------|---------|-----------|
| 1 | Sr | 42 | 55 |
| 2 | A | 34 | 54 |
| 3 | D | 38 | 52 |
| 4 | R | 40 | 58 |
| 5 | Si | 43 | 54 |
| 6 | E | 41 | 55 |

Table 3 shows the difference in pretest and post-test scores for each student who filled out the training questionnaire. All students have higher post-test scores, which indicates that their knowledge has increased. The small number of students who filled out the questionnaire was due to the limitations of this service, which were caused by the large number of empty statements and not being paid enough attention by students. From the results of this training, it is hoped that the younger generation in Mira Village can use these video making skills in the context of promotions in Mira Village. This is in accordance with the results of service by Tsalatsa et al. (2023), who stated that this training and competition is one step toward increasing knowledge about videography and practicing it because of the current need for videography. This has greatly increased in society, one of which is for branding or promotion. Table 4 shows the questionnaire analysis for each pretest and posttest statement on video content creation.

Table 4. Pretest and posttest results for each statement

| No | Statement | Total | |
|----|---|---------|-----------|
| | | Pretest | Post Test |
| 1 | I can create video content well | 18 | 20 |
| 2 | I know 15 18 video editing applications | 15 | 18 |
| 3 | I know editing techniques | 13 | 18 |
| 4 | I know video shooting techniques | 15 | 20 |
| 5 | I can take videos from the correct angle | 13 | 22 |
| 6 | I can get Cinematography techniques correctly | 11 | 18 |
| 7 | I understand the elements in the video | 13 | 18 |
| 8 | I know the Cut technique in editing | 12 | 18 |
| 9 | I understand the Grid function in the camera | 12 | 20 |
| 10 | I have used Capcut | 22 | 23 |
| 11 | I have used the Kinemaster application | 12 | 13 |
| 12 | I have used video editing applications | 13 | 23 |
| 13 | I have created video content | 15 | 19 |
| 14 | I have a YouTube account | 12 | 19 |
| 15 | I have a TikTok account | 19 | 23 |
| 16 | I know photography techniques | 11 | 18 |
| 17 | I have uploaded my own edited videos on media | 12 | 18 |

Based on Table 4, it can be seen that the difference in student abilities between pretest and posttest is based on each question from the questionnaire. Based on the results of administering the literacy questionnaire, there have been changes in literacy skills before and after implementation the program. Likewise with the development of reading and writing literacy, where children are given treatment to read and write letters. There have been changes in the 4th week of implementing activities. In the second activity, namely video content creation training, participants from MTs Makharimal Akhlak Mira students were able to create video content and learn several applications, namely CapCut and Kinemaster. Students are also taught good video shooting techniques and how to upload them to students' YouTube. This improvement is measured based on the pretest and posttest results after video content creation

training. With this training, the team hopes that the young generation of Mira Village will be able to develop their potential by creating interesting content about Mira Village. This is in line with Ardiansyah, (2023) that the attractiveness of a city can be seen from how the community promotes its potential so that it is able to invite tourists from outside. Likewise, research by Andreana, et al, (2023) shows that videos are very suitable for promoting on social media. Therefore, video content creation training is suitable to be carried out in Mira Village.

Conclusion

The results show that for the literacy program, 100% or all of the student dominance statements answered no. This indicates that students' literacy skills were lacking during the pretest. Meanwhile, during the posttest, there was an increase in literacy skills of 50% or 5 out of 10 statements were dominated by students who answered "yes". Meanwhile, for the video content creation program, 100% of students experienced an increase in knowledge. So it can be concluded that the program was successful in increasing participants' knowledge and skills. The limitation of this program is that it has a wider impact on other schools and neighboring villages, so the suggestion for implementing the next service program is that it can be expanded so that the number of young people who experience increased abilities can increase.

Acknowledgement

We thank the Ministry of Research, Technology and Higher Education Indonesia for the 2023 Community Service funding with contract number 328/PENG-PBM/AM.01/2023. Apart from that, to the Mira Village Government and to the adoptive father and mother where students live who have been willing to provide house for this program. To Khairun University for providing support to students from the Mathematics Education Study Program. Also to the 19 students who have worked passionately and struggled for 2 months, your dedication will be remembered forever in Mira Village. To all supervisors, who have facilitated students and patiently guided students who were in a critical period regarding all the problems that occurred while there.

References

- Abbas, I. (2021). Tinggalan Perang Dunia Kedua Di Bibir Pasifik. *Etnohistori: Jurnal Ilmiah Kebudayaan dan Kesenjajahan*, 8(1), 1-7. <https://doi.org/10.33387/etnohistori.v8i1.3239>
- Andreana, A. G., Nurhidayah, A., Bunga, A. R., Triadito, D. P., Pangestu, R., & Fadillah, S. K. (2023). Perencanaan Aset Video Sebagai Penunjang Kegiatan Promosi Wisata Kampung Malahing Bontang. *Jurnal Pengabdian kepada Masyarakat Nusantara*, 4(2), 1089-1097. <https://doi.org/10.55338/jpkmn.v4i2.911>
- Ardiansyah, M. (2023). Analisis Komparasi Ketertarikan Masyarakat Kota Batam Dalam Penggunaan Video Editor Capcut dan VN. *Jurnal Informasi dan Teknologi*, 91-102. <https://doi.org/10.60083/jidt.v5i3.398>
- Buamonabot, I. (2021). Transparansi Pengelolaan Keuangan Desa Kabupaten Pulau Morotai. *Society*, 9(1), 347-372. <https://doi.org/10.33019/society.v9i1.289>
- Cahyanto, T., Fitriyah, N. Q., Fadhillah, A. N., & Munawaroh, S. (2023). Pemanfaatan Aplikasi Kinemaster Untuk Alat Bantu Pembuatan Video Dalam Rangka Meningkatkan Literasi Teknologi

- Informasi. *Integritas: Jurnal Pengabdian*, 7(1), 186-195. <https://doi.org/10.36841/integritas.v7i1.2760>
- Dwijayati, C. D. C., & Rahmawati, L. E. (2021). Kendala Literasi Baca Tulis sebagai Implementasi Gerakan Literasi Nasional di SMA Negeri 1 Pangkalan Bun. *Tabasa: Jurnal Bahasa, Sastra Indonesia, dan Pengajarannya*, 2(1), 17-32. <https://doi.org/10.22515/tabasa.v2i1.2685>
- Fairuzi, R. E. F., & Andarwulan, T. (2023). Implementasi Kegiatan Kampus Mengajar melalui Program Calistung di Kelas Rendah SDN 3 Druju Kabupaten Malang. *Jurnal Pendidikan Bahasa*, 12(1), 224-235. <https://doi.org/10.31571/bahasa.v12i1.4433>
- Huda, N., Marzal, J., Frianto, A., Romundza, F., & Fitroh, W. (2021). Pembuatan Video Pembelajaran Animasi Menggunakan Animaker Untuk Mendukung Kemampuan Literasi Teknologi Pada Guru SMP. In *Prosiding Seminar Nasional Pengabdian Kepada Masyarakat* (Vol. 2, pp. SNPPM2021P-218).
- Ibrahim, M. H. (2010). *Enklave bahasa Galela di Kabupaten Pulau Morotai* (Doctoral dissertation, Universitas Gadjah Mada).
- Ibrahim, M. H. (2017). Fonologi isolek non-Austronesia di pulau Morotai. *Gramatika: Jurnal Ilmiah Kebahasaan dan Kesastraan*, 5(1), 75-89. <https://doi.org/10.31813/gramatika/5.1.2017.96.75-89>
- Indriyani, V., Zaim, M., Atmazaki, A., & Ramadhan, S. (2019). Literasi baca tulis dan inovasi kurikulum bahasa. *Kembara: Jurnal Keilmuan Bahasa, Sastra, Dan Pengajarannya*, 5(1), 108-118. <https://doi.org/10.22219/kembara.v5i1.7842>
- Latifah, L., & Rahmawati, F. P. (2022). Penerapan Program CALISTUNG untuk Meningkatkan Literasi Numerasi Siswa Kelas Rendah di Sekolah Dasar. *Jurnal Basicedu*, 6(3), 5021-5029. <https://doi.org/10.31004/basicedu.v6i3.3003>
- Mahdi, S. A., Syahdan, R., Nurdin, N., & Buamonabot, I. (2021). Transparency of Village Financial Management in Pulau Morotai Regency. *Society*, 9(1), 331-355. DOI: 10.33019/society.v9i1.289
- Maryono, M., Pamela, I. S., & Budiono, H. (2022). Implementasi Literasi Baca Tulis dan Sains di Sekolah Dasar. *Jurnal Basicedu*, 6(1), 491-498. <https://doi.org/10.31004/basicedu.v6i1.1707>
- Nasution, S. H. (2018). Pentingnya literasi teknologi bagi mahasiswa calon guru matematika. *Jurnal Kajian Pembelajaran Matematika*, 2(1), 14-18.
- Putri, A. N. (2023). Pemanfaatan Aplikasi Videoscribe, Inshot, Kine Master, Capcut Sebagai Media Inovatif Untuk Meningkatkan Keterampilan Peserta Didik Pada Materi Cerpen Dan Hikayat. *Sitasi Ilmiah*, 1(2), 66-81. Diakses di: <https://www.ejournal.unma.ac.id/index.php/si/article/view/4755>
- Rope, R. (2013). Karakteristik sistem pertanian alami (Natural Farming) padi ladang di Kecamatan Morotai Timur. *Agrikan: Jurnal Agribisnis Perikanan*, 6(1), 37-51. <https://doi.org/10.29239/j.agrikan.6.1.37-51>
- Tsalatsa, G. R., Siahaan, K. J., Imandina, K., & Daniar, S. (2023). Pelatihan Pengembangan Hard Skill Videografi Di SMK Negeri Wonosalam Guna Meningkatkan Promosi Desa Wisata. *Jurnal Masyarakat Mengabdikan Nusantara*, 2(2), 56-63. <https://doi.org/10.58374/jmmn.v2i2.149>
- Tonra, W. S. (2023). Literasi dan Numerasi, pentingkah? Diakses di: <https://www.nuansamalut.com/2023/06/04/literasi-dan-numerasi-pentingkah/>
- Zam, E. M. (2021). Peran Literasi Teknologi Informasi Dan Komunikasi Pada Pembelajaran Jarak Jauh Di Masa Pandemi Covid-19. *Edutech: Jurnal Inovasi Pendidikan Berbantuan Teknologi*, 1(1), 9-18. <https://doi.org/10.51878/edutech.v1i1.176>