

The Utilization of Social Media As a Means of Public Education in Digital-Based PKM Programs

Zulfiah Larisu¹, Abu Sahman Nasim², Agung Yuliyanto Nugroho³, Jean Henry Raule⁴

Universitas Halu Oleo Kendari, Indonesia¹, IAIN Ternate, Indonesia², Universitas Cendekia Mitra Indonesia, Indonesia³, Poltekkes Kemenkes Manado⁴

Article history:

Received: 2025-02-26

Revised: 2025-03-28

Accepted: 2025-04-20

Published : 2025-04-28

✉ Corresponding Author:

Name author: Zulfiah Larisu

E-mail: zulfiahlarisu_fisip@uho.ac.id

Abstract

The development of social media as part of digital transformation has opened up new opportunities in community education efforts, especially through the Student Creativity Program (PKM). This study aims to examine the strategy of utilizing social media as an educational tool in digital-based PKM activities. Social media such as TikTok, Instagram, and Facebook are used strategically to reach various segments of society, taking into account generational characteristics, information needs, and socio-cultural contexts. A descriptive qualitative approach was used in this study, with data collection techniques through in-depth interviews with implementing students, supervising lecturers, and beneficiary communities. Data analysis was carried out thematically with source triangulation to maintain validity. The results of the study indicate that the integration of social media in PKM not only increases access to educational information but also strengthens community participation in the learning process. The success of the program is highly dependent on the design of content that is visually attractive, substantively contextual, and participatory in its implementation. However, challenges related to digital literacy, information credibility, and community involvement still need to be addressed through sustainable strategies. Thus, social media has the potential to be an effective educational platform if utilized critically, creatively, and collaboratively within the framework of digital-based community service.

Keywords: Social-Media; Community-Education; PKM-Digital

1. Introduction

The rapid development of information technology in the last two decades has created a fundamental shift in communication patterns and information dissemination in society. Social media, which was initially only used as a means of entertainment and personal interaction, has now transformed into a medium that has great power in influencing public opinion and shaping social behavior, including in



Creative Commons Attribution-ShareAlike 4.0 International License:

<https://creativecommons.org/licenses/by-sa/4.0/>

the context of education. According to Aryawati (2020), social media is an internet-based application built on the ideological and technological foundations of Web 2.0, which allows the creation and exchange of user-generated content. This makes social media a new space for informal learning processes, where people can access educational information in real time, without being bound by space and time constraints.

However, the use of social media as a means of education does not necessarily guarantee an increase in public literacy if it is not accompanied by a strategic approach and relevant content. This is where the urgency of developing educational programs integrated with social media lies, especially in the realm of community service such as the Student Creativity Program (PKM). In this context, social media can function as a bridge between universities and the wider community in the process of disseminating applied knowledge. As emphasized by Thaariq (2020), social media has the potential to support community-based learning, provided that there is active involvement from users and the existence of accurate and contextual content. Therefore, it is important for PKM program implementers to not only understand the characteristics of social media, but also be able to design digital communication strategies that are educational, interactive, and oriented towards community needs.

Although internet penetration in Indonesia continues to increase every year, this has not been fully accompanied by an increase in the quality of digital literacy in society. According to a survey by the Indonesian Internet Service Providers Association (APJII) in 2023, more than 70% of Indonesia's population has been connected to the internet, but many users are still unable to sort information critically and productively. This phenomenon shows that access to technology is not necessarily directly proportional to the use of technology intelligently and responsibly. This is exacerbated by the rampant hoaxes, invalid information, and the dominance of entertainment content that is consumptive. Therefore, social media, which actually has great potential as an educational tool, is often only used passively and unproductively.

This condition requires digital education-based interventions that not only teach how to use social media, but also how to use it critically, creatively, and ethically. In this context, the Student Creativity Program (PKM) can play an important role as a service space that integrates science and technology with community needs. As explained by Cynthia & Sihotang (2023), digital literacy is not only about the technical ability to use devices, but also includes the capacity to think critically about information, understand the social media context, and build a healthy digital identity. Therefore, the educational approach through social media in the PKM program must be designed in such a way that it does not only convey information, but also forms critical public awareness of the importance of digital literacy as social capital in today's digital era.

In the framework of innovation in the implementation of PKM, the use of social media is not only an alternative, but also an urgent need in responding to the challenges of information dissemination in the digital era. Innovation in this context is not enough to rely only on technical creativity, but also requires a deep understanding of the social and cultural dynamics of the target community. This is in line with the idea put forward by Firdaus (2024) who emphasized that social innovation must be able to create new solutions that are more effective, efficient, and sustainable in solving public problems. Therefore, students as PKM implementers must be able to design educational content that is not only visually attractive, but also meaningful in substance and contextual to the needs of the local community.

Furthermore, the integration of social media in the PKM program also opens up space for cross-sector collaboration that was previously difficult to do in conventional models. Collaboration with local communities, educational influencers, and local government institutions can expand the reach of messages and increase the legitimacy of the content delivered. As explained by Murid et al (2024), a collaborative approach to public innovation will have a stronger impact when actors involved work with a common goal and utilize available networks strategically. In this context, social media plays a role as a strategic platform to bring together various actors in an adaptive, participatory, and sustainability-oriented digital solution-based community education ecosystem.

The effectiveness of social media as a means of educating the public lies in its ability to create a two-way, participatory, and easily accessible communication space for various social strata. Unlike conventional media which is one-way and passive, social media allows the audience not only to receive information, but also to provide responses, ask questions, and even contribute to the process of disseminating knowledge. According to Bylieva et al (2018), social media forms what is called "smart mobs" groups of people who are connected and able to collaborate through digital technology spontaneously and efficiently. In the context of PKM, this means that education is no longer top-down, but collaborative, where the community has an active role in developing narratives and solutions to the problems faced.

However, this potential will be wasted if there is no strategic content management that is oriented towards the specific needs of the community. Education through social media requires message design that considers linguistic, visual, and local context aspects so that it can be well received by the target audience. The success of communication on social media is determined by an understanding of the "honeycomb framework", namely the seven functional blocks of social media (identity, conversation, sharing, presence, relationships, reputation, and groups). This means that the effectiveness of education through social media does not only depend on the content of the message, but also how the message is packaged, disseminated, and received in a dynamic digital ecosystem. Therefore, the implementation

of digital-based PKM must go beyond the normative approach—realizing that building digital literacy is a complex social work, requiring sensitivity, sustainability, and strategic use of technology

2. Method

This study uses a descriptive qualitative approach with the aim of gaining a deep understanding of the use of social media as a means of public education in digital-based PKM programs. The qualitative approach was chosen because it allows researchers to explore social phenomena holistically and contextually, especially in understanding perceptions, experiences, and communication strategies used in educational activities through social media (Creswell, 2014).

The data collection technique used in this study was in-depth interviews. Informants were selected purposively, namely those who have direct involvement in the implementation of digital-based PKM programs, such as PKM implementing students, supervising lecturers, and community beneficiaries of the program. Interviews were conducted in a semi-structured manner to provide flexibility in digging up information, but still referring to the interview guidelines that had been prepared based on the focus of the research.

All data obtained will be analyzed using thematic analysis techniques. This process includes transcription of interview data, coding, identification of themes, and interpretation of data based on relevant social and cultural contexts. Data validity is maintained through source triangulation and member checking, to ensure the accuracy of the information obtained and avoid bias in researcher interpretation. With this approach, the study is expected to be able to produce a comprehensive and critical description of how social media is strategically integrated into PKM-based educational activities and the extent of its effectiveness in building community digital literacy.

3. Result

Social Media Utilization Strategy in Digital-Based PKM Programs

1. Platform Selection and Adaptation to Audience Segmentation

The strategy for utilizing social media in the digital-based Student Creativity Program (PKM) shows a very structured, adaptive approach, and is based on understanding audience behavior and optimal use of technology. The selection of social media platforms, such as Instagram, Facebook, and TikTok, is not only based on popularity alone, but also considers various factors, such as the demographic characteristics of the audience, their communication style, and tendencies in using social media. The results of interviews with students implementing PKM confirmed this. One of the informants said,

“We chose TikTok because our primary audience is Gen Z who prefer short and engaging visual content. We use Instagram for more in-depth educational content, such as infographics and activity documentation, while Facebook is more effective in reaching parents and the community around our campus.”

This approach demonstrates the application of the Uses and Gratifications theory proposed by Katz, Blumler, and Gurevitch (1973), which focuses on understanding how audiences choose media based on their information needs. In this case, PKM students utilize the characteristics of each platform to meet the needs of different audiences, be it for entertainment (TikTok), visual information (Instagram), or community (Facebook). Adjusting content based on this audience segmentation increases the likelihood of audience engagement and the effectiveness of delivering educational messages (Ahda & Hajar, 2024).

TikTok, known for its short and fast video format, was chosen because it is able to reach young audiences with light and easy-to-digest content. This refers to the Micro-Content theory which shows that audiences, especially the younger generation, are more interested in content that gets straight to the point with a short duration. In this case, PKM students use TikTok to convey educational messages in a short time, such as the importance of a healthy lifestyle or cleanliness, in an entertaining but informative style. As stated by one of the speakers,

“We created a 30-second TikTok video explaining how to wash your hands properly. The results were amazing, with over 15,000 views in 24 hours.”

This phenomenon reflects TikTok's enormous potential in spreading information quickly and virally.

In addition, Instagram is utilized by the PKM team to deliver more visual and in-depth content, such as infographics or documentation of activities that require further explanation. The use of Instagram in this context supports the concept of Visual Communication discussed by Wahid & Setyanto (2025), which explains that images and visuals can convey complex information in a way that is easier for the audience to understand. In this case, PKM students use the Instagram Story and Reels features to attract the audience's attention, while the Instagram feed is used to present more detailed and structured information, such as health tips or activity schedules.

Facebook, although its use is declining among the younger generation, is still chosen by several PKM teams to reach more mature and older communities. This is in accordance with the theory of Social Media Use and Community Engagement proposed by Mulasih & Saefullah (2024), which states that Facebook is more effective in building relationships and interactions within certain groups or communities, especially in a local or family context. Facebook provides a space for PKM students to share longer information, such as articles about environmental sustainability or announcements of social activities involving the surrounding community.

Behind the use of these diverse platforms, there are algorithmic factors that influence content distribution, which PKM students need to understand. Algorithms of social media platforms such as TikTok and Instagram actively determine who will see the content based on previous interactions, airtime, and audience engagement. Therefore, understanding how algorithms work is crucial in designing interesting and potentially viral content. According to research by Sundar and Limperos (2013), interactive media such as TikTok and Instagram give users more control in determining the content they consume, so choosing the time, type of content, and delivery style are the keys to success.

Furthermore, this social media utilization strategy also reflects the trend in digital storytelling, where educational messages are delivered through narratives built using various visual and interactive media. This is in line with the opinion of Alamsyah et al (2024), who emphasized that delivering messages through stories can create a stronger emotional bond between the audience and the message being delivered. In this case, PKM students combine storytelling elements in the content they create, be it in the form of short videos on TikTok, visual stories on Instagram, or community discussions on Facebook.

Thus, the strategy of utilizing social media in digital-based PKM is not only the use of technology, but also shows the application of modern communication theory involving audience segmentation, selecting the right media, and understanding social media algorithms. This approach shows how students can utilize digital platforms more intelligently and effectively, to not only disseminate information, but also create a wider social impact. This also underlines the great potential of social media as an empowerment tool in digital-based educational and social programs.

2. Designing Contextual and Interesting Educational Content

Digital strategies in the Student Creativity Program (PKM) show significant results when implementers can design educational content that is not only informative, but also visually appealing and relevant to the local context. Based on the results of interviews with students implementing PKM, most emphasized the importance of narrative elements, aesthetic visual design, and the use of communicative language to increase the appeal of the content. One student stated:

“We try to package the material in the form of easy-to-understand stories and engaging visuals, because we know our audiences connect more easily with things that are personal and visually appealing.”

In addition, they also added that they often integrate local cultural elements, such as using regional symbols or relevant current issues, to increase audience engagement with the content they create. As expressed by another team,

“Our content always involves folklore or local traditions because that is closer to the daily lives of the people here. The response is extraordinary, they feel our content is very relevant and they find it easier to understand the message we want to convey.”

This approach is in line with the Dual Coding theory proposed by Paivio (1990), which states that information will be easier to process and remember if presented in two different channels, visual and verbal. In this case, the use of narratives in the form of stories and interesting visuals work simultaneously to strengthen the audience's understanding and memory. Other research results, as explained by Sulaiman et al (2024) in Multimedia Learning theory, reveal that learning that includes images and text simultaneously, with proper organization, can facilitate more effective information processing. This proves that information visualization, especially in a digital context, is crucial to attract attention and facilitate deep learning.

In addition, the use of relevant local cultural elements in educational content not only increases visual appeal but also builds emotional closeness between the content presenter and the audience. This approach refers to the Cultural Proximity theory explained by Meidina (2025), which states that people tend to be more responsive to content that has cultural and social closeness to them. In the context of PKM, incorporating local culture and trending social issues is a very effective strategy to reach the audience more deeply, because they feel more appreciated and connected to the material presented. For example, one of the PKM teams that conducted a campaign on the importance of environmental cleanliness used traditional symbols that were very well known by the local community, and linked the message to the cultural values of mutual cooperation that are still strong in the community.

The process of receiving educational messages can occur through two main pathways: the central pathway and the peripheral pathway. The central pathway involves deeper message processing, which can occur when the audience actively engages with the message being delivered, while the peripheral pathway relies on external cues such as visual aesthetics or cultural symbols that can influence the audience's decision without the need for deep thought processes. Content that is designed with cultural proximity and interesting visual elements in mind tends to lead to the peripheral pathway, allowing the audience to engage with the message more quickly, even though they may not analyze it in depth.

Thus, the results of this PKM emphasize the importance of content design that focuses on a contextual, creative, and relevant approach to the audience. Not only must information be conveyed clearly, but the way it is presented, whether through narrative, attractive visuals, and integration of local culture, are factors that greatly determine success in reaching and influencing the audience. This supports the view that effective educational content must be able to build emotional and cultural closeness with the target community, which in turn increases community engagement, understanding, and behavioral change.

Overall, these findings reinforce the understanding that the success of digital education in PKM is not only determined by the accuracy and relevance of the material, but also by the way it is presented creatively and sensitively to the characteristics of the audience. This shows the importance of developing digital communication competencies that are adaptive and responsive to the social and cultural dynamics of the target community, in order to create a broader and more sustainable educational impact.

Public Response and Participation in Digital Education through Social Media

1. Public Perception of Accessibility and Quality of Educational Content

The development of digital technology, especially social media, has opened up new opportunities in the dissemination of educational information to the public. In this context, it is important to understand how the public perceives the accessibility and quality of educational content available on social media, as this can affect the effectiveness of learning carried out through digital channels. Based on the interviews conducted, one of the main findings was that most people felt helped by the educational content disseminated through social media. High accessibility is a dominant factor that makes information faster and easier to accept compared to conventional educational methods, such as classroom learning or face-to-face seminars. This convenience, as stated by various communication theories, such as the diffusion of innovation theory of Wasan & Sariningsih (2021), shows that social media functions as an effective channel in the dissemination of educational information. Social media is able to accelerate the adoption of new knowledge because of its interactive characteristics and can be accessed anytime and anywhere.

In an interview, one of the respondents said,

"I feel very helped by the educational content on social media because I can access it anytime, even when I don't have free time."

This reflects the importance of ease of access as a major factor in the effectiveness of digital learning, which is also supported by research by Silajadja et al (2023), which highlights that flexibility of time and place is one of the biggest advantages in using technology for education.

However, despite accessibility being a major advantage, there is significant variation in public perception of the quality of educational content. Some respondents considered the content presented to be quite useful and easy to understand, but others considered the material presented to be too general and not contextual to their specific needs. One respondent added,

"Some of the content is helpful, but not all of it is relevant to what I need. For example, the content about mental health, which I feel is more focused on general information rather than providing practical solutions that are relevant to our culture."

This phenomenon shows the importance of a more personalized approach in the preparation of educational content. The constructivism theory proposed by Piaget and Vygotsky (1978) emphasizes that effective learning must link new knowledge to the individual's experiences and social context. In this context, educational content that is too general or does not consider the socio-cultural context will be less effective in increasing the understanding and application of knowledge by the audience.

Research by Arifin et al (2024) on communities of practice also supports the importance of relevant and contextual content, which places more emphasis on experience and social interaction in the learning process. Therefore, active community involvement in the planning and evaluation of educational content is very important. For example, in another interview, a respondent suggested,

"It would be better if the content could involve us in discussions or provide examples that are closer to everyday life."

Thus, the interview results and underlying theory indicate that in addition to accessibility, the quality and relevance of content are key factors in the success of digital learning. Continuous evaluation of the design and delivery of educational content is needed, as well as active community involvement in the planning and content creation process. This will not only ensure that the material delivered is more relevant, but can also increase audience participation and understanding. As expressed by several researchers in the field of digital education (Felix et al., 2024), content that is tailored to the specific needs of the audience tends to be more effective in achieving learning objectives. Therefore, the success of digital education depends not only on ease of access, but also on the ability to connect content to the real experiences and needs of the community.

2. Level of Community Involvement in Digital Interaction

In today's digital era, community involvement in digital interactions through social media is one of the important indicators of the success of technology-based programs, including the PKM (Community Creativity Program) program. This involvement not only reflects the extent to which the community is connected to the information conveyed, but also how the process of knowledge transfer and learning can be realized effectively. The results of interviews conducted in this study showed that the level of community involvement in digital activities varies greatly, influenced by a number of important factors such as digital literacy, trust in information sources, and the relevance of content to everyday life.

Most respondents showed active participation by providing comments, liking content, and participating in discussions organized by the digital-based PKM program. For example, one respondent stated,

"I feel more connected to the program because I can directly comment or ask questions on existing posts, and that really helps me to better understand the material presented."

This kind of interaction not only strengthens the sense of ownership of the program, but also encourages a more effective knowledge transfer process, as explained by Hariyono (2023), who emphasizes that active involvement in digital discussions and interactions can create constructive feedback and enrich the learning experience.

However, on the other hand, there were a number of respondents who showed a passive attitude and were reluctant to participate. One respondent stated,

"I just read, because sometimes I don't know what to comment on."

This indicates that low digital literacy is one of the main obstacles in increasing community engagement. As explained by Saragih et al (2024), digital literacy is a key factor that allows individuals to access, evaluate, and participate in digital spaces effectively. People who are not familiar with technology or who have limited digital skills tend to be more passive in interacting, even though they are interested in learning.

Trust in information sources also plays an important role in determining the extent to which people are involved. One respondent said,

"Sometimes I am skeptical about the information given, especially if the source is unclear."

This shows that the credibility of information greatly influences participation. Lathifah et al (2024) emphasized that trust in information sources is an important element in building effective digital engagement. If people feel that the information provided is unreliable or less relevant to their needs, they tend to be more reluctant to participate.

In addition, the relevance of the content to people's daily lives also influences the level of engagement. As conveyed by one respondent,

"Content that is too technical or far removed from my daily life makes it difficult for me to engage."

Therefore, presenting content that is relevant to the social and cultural context of society is essential. Research by Yani & Purnomo (2021) supports this, by showing that content that is easy to understand and in accordance with the needs of society can increase deeper participation and interaction in the digital space.

In conclusion, the success of a digital-based PKM program depends not only on the quality and quantity of information delivered, but also on the strategies used to empower communities digitally. Continuous education and training in the use of technology and social media are essential to improving the community's digital literacy. In addition, to ensure trust in information, programs must ensure transparency and accuracy of information sources. Zubaedi et al (2021) in their research stated that

increasing digital literacy strengthens the position of the community as active actors in digital-based learning and decision-making.

Therefore, to increase community involvement, there needs to be a sustainable digital empowerment effort, which not only involves delivering information, but also inviting the community to play an active role in the digital learning process. As expressed by one of the interview participants,

"After attending several training sessions on how to interact on social media, I feel more confident in responding and sharing opinions."

This shows that with proper empowerment, communities can become more confident and active in participating in the digital space, strengthening the success of digital-based PKM programs.

Conclusion

The strategy of utilizing social media in the digital-based Student Creativity Program (PKM) has proven to be an effective and adaptive approach in reaching various audience segments. The selection of platforms such as TikTok, Instagram, and Facebook was carried out carefully by considering the characteristics of the generation, information needs, and social relationships that were to be built. This approach is in line with various communication and learning theories such as Uses and Gratifications, Dual Coding, and the Elaboration Likelihood Model, which emphasize the importance of understanding media and audiences. The success of this strategy is also supported by content design that combines personal narratives, attractive visuals, and local cultural elements, thus creating a strong emotional closeness. On the other hand, the public's response to digital educational content shows great potential, with high accessibility being the main factor that is appreciated. However, differences in views on the quality and relevance of content indicate the need for a more contextual and participatory approach, in accordance with the principles of constructivism and communities of practice. Community involvement in the content development process is important to ensure connectivity with their reality. The varying levels of involvement, from active to passive, reflect the challenges of digital literacy that need to be addressed through ongoing training. The credibility of information and trust in social media also influence public participation. Therefore, the sustainability of digital education through social media is highly dependent on a combination of appropriate delivery strategies, relevant content, and community empowerment as active partners in the learning process.

REFERENCES

- Ahda, M. H., & Hajar, S. (2024). Strategi Sosial Media Officer PT. Garuda Cyber Indonesia dalam Meningkatkan Kesadaran Merek Melalui Platform Digital. *Indonesian Research Journal on Education*, 4(3), 847-855.
- Alamsyah, I. L., Aulya, N., & Satriya, S. H. (2024). Transformasi media dan dinamika komunikasi dalam era digital: Tantangan dan peluang ilmu komunikasi. *Jurnal Ilmiah Research Student*, 1(3), 168-181.
- Arifin, M. N., Anita, A., Septiana, T. I., Suaidi, A., & Fitri, Z. S. (2024). Integrasi Nilai-nilai Islam Wasathiyah dan Budaya Lokal dalam Pengembangan Bahan Ajar Bahasa Inggris. *ADMA: Jurnal Pengabdian dan Pemberdayaan Masyarakat*, 5(1), 285-302.
- Aryawati, N. P. A. (2020). Digital Tourism: Strategi Menarik Wisatawan Milenial Ke Ntb. *Jurnal Ilmiah Hospitality*, 9(1), 87-92.
- Bylieva, D. S., Lobatyuk, V. V., & Rubtsova, A. V. (2018). Evolution of smart mob: from flash mob to smart city element. *European Proceedings of Social and Behavioural Sciences*.
- Cynthia, R. E., & Sihotang, H. (2023). Melangkah bersama di era digital: pentingnya literasi digital untuk meningkatkan kemampuan berpikir kritis dan kemampuan pemecahan masalah peserta didik. *Jurnal Pendidikan Tambusai*, 7(3), 31712-31723.
- Felix, A., Kembau, A. S., Sutrisno, J., Yurisca, D., & Antonia, C. (2024). Memanfaatkan potensi tiktok: Panduan komprehensif untuk membuat dan mengelola iklan produk gaya hidup di era digital. *Jurnal Inovasi Hasil Pengabdian Masyarakat (JIPEMAS)*, 7(2), 479-491.
- Firdaus, A. (2024). Inovasi Sosial di Hutan Wakaf Bogor dalam Mencapai Pembangunan Berkelanjutan. *Jurnal Ilmiah Ekonomi Islam*, 10(1), 64-72.
- Hariyono, H. (2023). Penggunaan teknologi augmented reality dalam pembelajaran ekonomi: Inovasi untuk meningkatkan keterlibatan dan pemahaman siswa. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, 6(11), 9040-9050.
- Lathifah, H., Frinaldi, A., Asnil, A., & Putri, N. E. (2024). Analisis Akuntabilitas Birokrasi Publik Dalam Sistem Keuangan Daerah Dan Dampaknya Terhadap Kinerja Pelayanan Publik. *Professional: Jurnal Komunikasi Dan Administrasi Publik*, 11(2), 585-592.
- Meidina, A. P. (2025). Serba Tahu dan Serba Bicara: Budaya Komentar Netizen Indonesia di Era Digital. *TRANSFORMASI KOMUNIKASI DIGITAL MENUJU INDONESIA BERKELANJUTAN: KOMUNIKASI DIGITAL DAN DINAMIKA BUDAYA*, 31.
- Mulasih, S., & Saefullah, A. (2024). Tren Pemasaran Digital: Analisis Perbandingan Platform Media Sosial Facebook Ads Dan Google Ads. *Jurnal Riset Rumpun Ilmu Ekonomi*, 3(1), 89-101.
- Murid, M., Abdullah, M. I. B. H., Din, M. A., & Rafa'al, M. (2024). Pengabdian Kepada Masyarakat Melalui Komunikasi Islami Berbasis Media Sosial di Desa Bukit Durian dan Akekolano, Kota Tidore Kepulauan. *BARAKTI: Journal of Community Service*, 3(1), 75-83.
- Saragih, J. F. L., Faradilla, A. J., Nasution, R. A., Tafonao, D. F. A., Pitaloka, D., Amelia, B., & Dongoran, D. (2024). Menutup Kesenjangan Digital: Studi tentang Meningkatkan Kehidupan UMKM Melalui Literasi Digital. *Jurnal Kolaboratif Sains*, 7(5), 1788-1795.

- Silajadja, M., Magdalena, P., & Nugrahanti, T. P. (2023). Pemanfaatan media sosial (digital marketing) untuk pemasaran produk UMKM. *Cakrawala: Jurnal Pengabdian Masyarakat Global*, 2(2), 88-100.
- Sulaiman, S., Yendri, O., Suhirman, L., Rachmandhani, S., Baka, C., Djayadin, C., ... & Napitupulu, B. (2024). *Metode & Model Pembelajaran Abad 21: Teori, Implementasi dan Perkembangannya*. PT. Green Pustaka Indonesia.
- Thaariq, Z. Z. A. (2020). The use of social media as learning resources to support the new normal. *Teknodika*, 18(2), 80-93.
- Wahid, A., & Setyanto, D. W. (2025). Perancangan Desain Infografis Dan Kampanye Tentang Bahaya Rokok Bagi Pelajar Tingkat Menengah Di Indonesia. *MAVIS: Jurnal Desain Komunikasi Visual*, 7(01), 107-118.
- Wasan, G. H., & Sariningsih, A. (2021). Pelatihan pemasaran produk usaha mikro kecil dan menengah (UMKM) berbasis digital di Kecamatan Citeureup. *Jurnal Pengabdian Masyarakat Madani (Jpmm)*, 1(1), 31-36.
- Yani, D. N. L., & Purnomo, N. H. (2021). Pemanfaatan Media Sosial Sebagai Sarana Digital Marketing Pada Usaha Mikro Kecil dan Menengah (UMKM) di Kelurahan Banjarmati. *Opinia De Journal*, 1(2), 127-144.
- Zubaedi, Z., Utomo, P., & Musofa, A. A. (2021). Perilaku sosial masyarakat Bengkulu terhadap penggunaan media sosial sebagai diseminasi informasi, bimbingan pribadi-sosial dan deradikalisasi. *Indonesian Journal of Community Services*, 3(2), 193-202..