ABDIMAS: Jurnal Pengabdian Masyarakat Universitas Merdeka Malang
Vol.11(3) August 2026, ...-....
p-ISSN: 2721-138X e-ISSN: 2548-7159
http://jurnal.unmer.ac.id/index.php/jpkm

LPPM
UNMER
MALANG

Empowering youth organizations through flipbook creation training for the preservation of arts and culture in Jelekong Village

Siti Maryam Rohimah, Feby Inggriyani

Department of Elementary School Teacher Education, Faculty of Teacher Training and Education, Universitas Pasundan
Jl. Tamansari No.6-8, Tamansari, Bandung Wetan, Bandung, West Java 40116, Indonesia

ARTICLE INFO:

Received: 2026-05-11
Revised: 2026-07-04
Accepted: 2026-09-25
Published: 2026-10-25

Keywords:

Community empowerment, Cultural preservation, Digital flipbook, Digital literacy, Youth organization

ABSTRACT

This community service activity aimed to improve digital literacy and practical content-creation skills among members of Karang Taruna in Jelekong Village, Bandung Regency, particularly for documenting, educating, and promoting local arts and culture through digital media. The program employed a participatory and empowerment-oriented approach through training conducted in three stages: preparation, implementation, and evaluation. Participants received training in digital content creation and were involved in the collaborative development of a digital book (flipbook) as a medium for cultural documentation and promotion. The training resulted in a maximum normalized learning gain (N-Gain = 1.00), with an overall increase of 86.5 percentage points across all assessed aspects. A concrete output of the program was a 33-page digital book entitled "Seni dan Budaya Jelekong," documenting ten categories of local cultural heritage, including wayang golek, pencak silat, traditional dance, calung, and local legends. The collaborative production process also provided participants with opportunities to apply the knowledge and skills acquired during the training. These findings indicate that participatory digital training contributed to measurable improvements in participants' knowledge and supported the initial development of practical skills in documenting and presenting local arts and culture through digital media.

©2026 Abdimas: Jurnal Pengabdian Masyarakat Universitas Merdeka Malang
This is an open access article distributed under the CC BY-SA 4.0 license
(https://creativecommons.org/licenses/by-sa/4.0/)

How to cite: Rohimah, S. M. & Inggriyani, F. (2026). Empowering youth organizations through flipbook creation training for the preservation of arts and culture in Jelekong Village. *Abdimas: Jurnal Pengabdian Masyarakat Universitas Merdeka Malang, 11*(3), xxx-xxx. https://doi.org/10.26905/abdimas.v11i3.17167

1. INTRODUCTION

Indonesia has diverse local arts and cultural heritage across its regions, making the preservation and documentation of cultural heritage an important consideration in community development. As digital technologies become increasingly integrated into community activities, cultural documentation and promotion are increasingly adapted into digital formats in order to improve accessibility and facilitate wider dissemination.

Jelekong Village is known for its potential in arts and culture, particularly in painting and traditional arts (Mustika & Gunawan, 2023; Rachmani & Etiobud, 2024; Rohimah et al., 2024; Rukmana, 2025), which underpin the cultural heritage asset for strengthening community identity and supporting the education and creative economy sectors to become more resilient and sustainable. Beyond its potential as a cultural tourism destination, the village also has strategic value for arts-based community development

✉ Corresponding Author: **Siti Maryam Rohimah**: Tel. +62 22 4205317 | E-mail: sitimaryamrohimah@unpas.ac.id

(Rukmana, 2025; Sidqi et al., 2022). However, the limited integration of digital technology has not fully supported the development of this cultural creative potential. This condition is partly attributable to relatively low levels of digital literacy among community members (Dayanand et al., 2025; Faizah et al., 2022; Rennó & Novaes, 2023; Riley et al., 2025), resulting in local arts and cultural preservation and dissemination through digital media not yet being carried out optimally. Therefore, young people, particularly those who are familiar with and motivated to use digital technology, play an important role in preserving and disseminating Jelekong's arts and culture through digital platforms. This can help promote the local creative economy to wider audiences.

Based on observations and interviews with members of youth organizations, or locally referred as Karang Taruna, local arts and cultural documentation in Jelekong Village had previously implemented through the village website. However, content management required continuing need for support in organizing cultural information, designing visually appealing content, and presenting cultural materials in interactive and educational formats. Moreover, existing content had not been systematically packaged into digital publications that could effectively document and promote Jelekong's cultural heritage. This condition denotes the need for practical training to strengthen participants' skills in creating and managing digital cultural content.

This finding is consistent with broader studies showing that the availability of digital infrastructure alone does not guarantee effective cultural communication without adequate human capacity and creative skills (Dayanand et al., 2024; Siwi & Bida, 2023). Digital-based cultural preservation has developed, but it remains highly dependent on the extend communities' knowledge of technology and how effectively they can communicate information in creative and visually appealing ways appropriate to the context. The gap between the availability of digital infrastructure and the quality of actual content underscores the need for targeted capacity-building interventions for youth organizations (Rennó & Novaes, 2023; Setiadi et al., 2023).

Given the conditions in Jelekong Village, Karang Taruna needs to strengthen its capacity to manage digital cultural assets through training focused on creating interactive visual media. One strategic solution that can be implemented is digital flipbook creation training in order to document and share villages' local arts and culture. Flipbooks were selected for its potential to present cultural and artistic information in a visual, interactive, and accessible manner (Anggraini et al., 2024; Darpindo & Yahya, 2024; Rahmawati et al., 2025; Supriatna et al., 2025), making them suitable for younger generations. A digital flipbook is an interactive digital publication that allows the integration of text, images, audio, and video into a single accessible document that can be distributed online without requiring advanced technical expertise (Dewi & Wibawa, 2024; Supriatna et al., 2025). In addition, flipbooks can serve as practical and adaptable media for documenting, educating, and promoting local arts and culture in line with developments in digital technology (Dewi & Wibawa, 2024; Supriatna et al., 2025; Syah & Anoegrajekti, 2025).

This community service emphasized hands-on practice, guidance, and collaborative content creation, which aimed to help participants acquire technical skills while strengthening their appreciation of the value of their cultural heritage. In addition, the use of interactive digital books facilitates Karang Taruna in promoting local culture. The program has the potential to support digital cultural preservation and non-formal learning through community-based digital training, while also providing opportunities to promote local creative potential and community participation in the creative economy. This potential contribution is relevant to the objectives of the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 11 (Sustainable Cities and Communities) (Dayanand et al., 2024; Kementerian Pendidikan Tinggi, Sains, dan Teknologi, 2023; Rennó

& Novaes, 2023). However, these SDG-related aspects are positioned as potential contributions of the program rather than as quantifiable outcomes of the current community service activity.

2. METHODS

This community service activity employed a participatory approach (Chambers, 1994) that prioritized community empowerment through direct involvement, practical training, and collaborative learning. The participatory method was selected because it enabled participants to actively engage in every stage of the activity, starting from needs identification up to content creation. This approach was considered appropriate for building sustainable capacity among Karang Taruna members since it encouraged ownership of the learning process and long-term commitment to digital cultural preservation. The activity involved 20 members of Karang Taruna from Jelekong Village. Balai Sabilulungan in Jelekong Village hosted the event on Sunday, September 22, 2024.

The implementation of the community service activity was structured into five interconnected stages, as illustrated in Figure 1: (1) Socialization; (2) Training; (3) Technology implementation; (4) Mentoring and evaluation; and (5) Program sustainability. Each stage was conducted sequentially and designed to reinforce the others, enabling participants to acquire technical skills while also developing a stronger understanding of their role in preserving cultural heritage through digital media. The implementation of the community service activity was structured into five interconnected stages, as illustrated in Figure 1.



Figure 1. Stages in the implementation of the community service activity

Stage 1: Socialization. The first stage focused on raising awareness among Karang Taruna members and the wider Jelekong Village community about the importance of digital literacy and local arts and cultural heritage preservation. This stage was conducted through face-to-face meetings, community discussions, and information sessions led by the community service team. The team explained the program objectives, benefits, and planned activities, while also discussing the role of Karang Taruna in supporting the preservation and promotion of local cultural heritage. The stage also provided an opportunity to establish mutual understanding between the service team and community partners before the formal training activities.

Stage 2: Training. The second stage constituted the core of the community service activity and was conducted in a structured workshop format. Before the training, a pre-test was administered to assess participants' baseline knowledge of digital literacy and their understanding of local arts and cultural content creation. The training covered several main topics, including: (a) an introduction to digital literacy and its relevance to cultural preservation; (b) the concept and benefits of interactive digital books as interactive media for documenting and promoting arts and culture; (c) a guided tutorial on using the Canva application to design interactive digital book layouts; (d) techniques for creating culturally relevant visual content based on Jelekong's local arts, including painting and traditional performing arts; and (e) structured practice in developing, organizing, and completing a group interactive digital book project under the direct supervision of the service team. The training module was specifically designed to reflect the cultural identity and artistic characteristics of Jelekong Village, ensuring that the content produced by participants was technically sound and culturally meaningful. The teaching methods used during this stage included lectures, multimedia presentations, question-and-answer discussions, and hands-on practice.

To measure changes in participants' knowledge and practical skills, pre-tests and post-tests were administered using an assessment instrument covering four aspects: (1) Digital literacy; (2) Knowledge of digital flipbook media; (3) Skills in packaging local arts and cultural content; and (4) Skills in publishing digital content. The same assessment framework was used for the pre-test and post-test to allow comparison of participants' performance before and after the training. Each aspect was assessed based on participants' responses to items related to the training materials and practical skills introduced during the activity. Scores for each aspect were converted to a percentage scale, with higher scores indicating higher levels of demonstrated knowledge or skills. The mean score for each aspect was then calculated across the 20 participants and compared between the pre-test and post-test results. These scores were then used to calculate normalized gain (N-Gain) to describe measurable changes in participants' knowledge and skills after the training.

Stage 3: Technology Implementation. After the training, participants were guided to apply the digital skills they had acquired. At this stage, Karang Taruna members used social media platforms and the Jelekong Village website to upload and share the flipbook content they had created as a primary medium for promoting local arts and culture. The service team provided the assistance and technical support needed to ensure that participants could operate digital platforms confidently and distribute their content effectively. This stage aimed to bridge the gap between skill acquisition and real-world application, strengthening participants' digital competencies through practical experience.

Stage 4: Mentoring and Evaluation. Throughout and after the implementation period, the service team conducted regular mentoring sessions to monitor participants' progress and address technical or conceptual challenges encountered during the content creation and publication process. Mentoring was provided through scheduled meetings, question-and-answer sessions, and periodic evaluations facilitated by the service team, field coordinator, and relevant community stakeholders.

At the end of the training activity, a post-test was administered to measure improvements in participants' knowledge and skills relative to the pre-test. Th improvements were analyzed using the normalized gain (N-Gain) formula (Sukarelawan et al., 2024), which calculates each participant's relative learning gain between the pre- and post-intervention assessments. N-Gain scores were used as an indicator of measurable improvements in participants' knowledge and skills after the training, categorized as high (g > 0.70), medium (0.30 d" g d" 0.70), or low (g < 0.30). N-Gain results were interpreted as evidence of changes in participants' measurable learning outcomes after the training and were considered together with the practical outcomes and implementation of the program.

Table 1. Pre-test and post-test assessment instrument

Assessment Aspects	Indicators	Question Format	Number of Items	Scoring System	Measurement Scale
Digital literacy	Understanding the use of digital devices and applications; recognizing the functions of digital media; understanding the principles of using technology safely and responsibly.	Multiple choice	5	Correct answers are scored 1 and incorrect answers 0. The aspect score is calculated as the percentage of correct answers.	0–100%
Knowledge of flipbook media	Understanding the definition and functions of flipbooks; recognizing text, image, and layout elements; understanding the basic creation stages and benefits of flipbooks for cultural documentation.	Multiple choice	5	Correct answers are scored 1 and incorrect answers 0. The aspect score is calculated as the percentage of correct answers.	0–100%
Skills in packaging arts and cultural content	Selecting relevant cultural information; organizing information systematically; combining text and images; presenting content clearly and appropriately within the local cultural context.	Performance/ practical task with rubric	4 perfor-mance indicators	Each indicator is scored 1–4: 1 = not yet able, 2 = developing, 3 = able with little assistance, 4 = able independently. Scores are converted to percentages.	1–4 per indicator; aspect score 0–100%
Skills in publishing digital content	Preparing files for publication; uploading or publishing the flipbook through a digital platform; checking link accessibility; sharing the publication link.	Performance/ practical task with rubric	4 perfor-mance indicators	Each indicator is scored 1–4: 1 = not yet able, 2 = developing, 3 = able with little assistance, 4 = able independently. Scores are converted to percentages.	1–4 per indicator; aspect score 0–100%

Stage 5: Program Sustainability. The final stage focused on planning the long-term sustainability of program outcomes beyond the training period. As part of the sustainability plan, the establishment of a Digital Literacy Corner (Pojok Literasi Digital) at the Jelekong Village community hall was proposed as a potential space for ongoing digital content creation and community learning. The development of an online community among Karang Taruna members was also proposed to facilitate sustained

collaboration, knowledge sharing, and mutual support in producing and publishing cultural content. Long-term sustainability strategies also included exploring collaboration opportunities with external parties such as local government agencies and nonprofit organizations to secure continued support for the program. These initiatives were considered proposed follow-up strategies rather than outcomes that had already been achieved through the current community service activity.

Through these five stages, the community service activity was designed to provide a comprehensive, replicable, and culturally grounded digital empowerment model for youth organizations involved in preserving local arts and culture.

3. RESULTS AND DISCUSSION

Results

The flipbook creation training in Jelekong Village was implemented thoroughly and in an organized manner. All stages of the activity were completed in accordance to the program design, from the delivery of digital literacy materials to hands-on digital flipbook creation.

Throughout the training, participants demonstrated enthusiasm and willingness to learn. The training was adapted to their abilities and provided a supportive learning environment. Participants learned about flipbooks and how to create them, practiced developing a group flipbook under the guidance of the service team, and worked on improving website content. They also practiced organizing local arts and cultural information into digital content and publishing it through the flipbook as a documentation medium (Figure 2).



Figure 2. Participants learning how to transform arts and cultural content into a digital flipbook (Flipbook on: https://anyflip.com/wgkkx/ynml/)

The training produced a concrete output in the form of a 33-page digital flipbook *titled Seni dan Budaya Jelekong* (*The Art and Culture of Jelekong*), published on the AnyFlip platform and accessible online. This digital book systematically documents ten categories of local cultural heritage: wayang golek (traditional puppet theater), painting, Desnalapro dance, Mustika Sunda dance, Panglipur Giri Harja pencak silat, Gadjah Putih pencak silat, Pager Kencana pencak silat, calung music, Singa Depok, and the Guha Nengkelan legend. Each section includes descriptive narratives, historical background, and photographic documentation, making the digital book informative and visually engaging (Figures 3 and 4).

Quantitative evaluation through the pre-test and post-test showed an increase across all assessed aspects, as presented in Table 1.

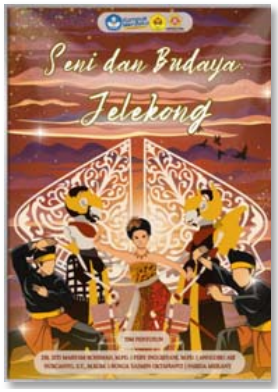




Figure 3. Cover of the digital flipbook "*Seni dan Budaya Jelekong*"
Figure 4. Example of a flipbook page documenting the wayang golek tradition in Jelekong

The mean pre-test score of 13.5 percent increased to 100 percent in the post-test, representing an overall increase of 86.5 percentage points, with an N-Gain of 1.00, indicating the maximum normalized gain. The highest increase occurred in knowledge of flipbook media (87.7 percent), indicating that participants gained new understanding of the use of digital media as a means of documenting and preserving local arts and culture. An N-Gain score of 1.00 reflects the maximum normalized gain in the assessed learning outcomes, indicating a substantial improvement in participants' measurable knowledge and skills after the training. However, this result should not be interpreted as evidence of full competence in digital flipbook creation, because practical competence requires direct performance assessment based on clear criteria or a skills rubric.

Table 1. Comparison of pre-test and post-test results
of flipbook creation training for cultural heritage preservation in Jelekong Village

Assessed Aspects	Mean Pre-test Score (%)	Mean Post-test Score (%)	Increase (%)
Understanding of digital literacy concepts	13.5	100	86.5
Knowledge of flipbook media	12.3	100	87.7
Understanding of skills in packaging arts and cultural content	13.8	100	86.2
Understanding of skills in publishing digital content	14.4	100	86.6
Overall mean	**13.5**	**100**	**86.5**

Discussion

The results indicated that digital flipbook creation training had a positive impact on improving digital literacy knowledge among Karang Taruna members in Jelekong Village. Progress was evident in both participants' knowledge and practical skills, as they were able to produce a digital flipbook featuring Jelekong's arts and cultural heritage in a more organized, communicative, and visually appealing format. The flipbook included documentation of painting, traditional arts, and local cultural potential that had not previously been systematically packaged in digital media. This result is consistent with findings from comparable community service programs, in which training in digital media tools has been shown to significantly improve participants' knowledge and creative outputs (Lukma et al., 2022).

Flipbook training directly addressed the gap between Jelekong's rich cultural heritage and its limited digital documentation initiatives. Before the program, the Jelekong Village website was already available to document and disseminate local arts and culture; however, content management remained limited, and cultural information had not been systematically packaged into engaging digital content. After the program, Karang Taruna members participated in creating a 33-page digital flipbook entitled "*Seni dan Budaya Jelekong*", which systematically documents ten categories of local cultural heritage and was published through the AnyFlip platform. This result demonstrates a tangible change from having an existing digital platform with limited content management to producing a structured digital cultural archive. The resulting flipbook, now available at https://anyflip.com/wgkkx/ynml/, provides an initial digital archive presenting local cultural information in a more structured and accessible format and offers a practical basis for future content development.

This is consistent with the objectives of existing community service studies, in which the use of digital technology by communities can improve their knowledge and skills. Similar training programs targeting youth community groups have also reported measurable improvements in digital competencies and content-production skills through structured approaches and hands-on practice (Affandi et al., 2024). From an empowerment perspective, this activity enabled Karang Taruna members to play an active role in managing digital media. The N-Gain score of 1.00 achieved in this activity exceeds the gains reported in similar community digital training programs, suggesting that the combination of step-by-step instruction, peer guidance, and culturally grounded content was highly effective in this context (Kristiyono et al., 2025). Furthermore, the use of digital flipbooks supports the cultural shift from analog to digital documentation without compromising the local qualities embedded in Jelekong's arts and culture.

Several challenges were observed during implementation, including limited digital literacy, varying levels of technological skills, limited facilities and infrastructure, time constraints, and difficulties in content creation and graphic design. These challenges were addressed through the following strategies: (1) A step-by-step assistance was conducted for participants with limited technological skills, beginning with orientation to devices and applications, followed by guided practice, and concluding with the creation of a complete interactive digital book (flipbook); (2) A peer-guidance method was used, in which more experienced participants assisted others, thereby creating a collaborative and supportive learning environment; (3) A collaborative work system was implemented to optimize the use of participants' personal devices and address infrastructure limitations; (4) The mentoring schedule was adjusted to accommodate participants' availability, and additional reading materials and video tutorials were provided to support independent learning; (5) Content-creation challenges were addressed by following established guidelines for Jelekong arts and culture, providing design templates, and offering guidance on color selection, image use, and layout to ensure that the digital book was appealing, accessible, and ready for publication.

Despite these challenges, they could be addressed through a flexible and participatory support system. The multi-strategy mitigation approach adopted in this activity reflects critical success factors widely recognized in the community empowerment literature, including adaptive facilitation, peer-based learning, and context-specific content development. Thus, community service aimed at empowering Karang Taruna as agents of cultural promotion through digital tools can be implemented effectively, as demonstrated by the production of a comprehensive digital book documenting and promoting the cultural heritage of Jelekong Village. Future initiatives are suggested to expand the scope by including dissemination strategies through social media and integration with local government cultural heritage platforms, thereby further strengthening the sustainability and reach of digital cultural documentation efforts.

4. CONCLUSION AND RECOMMENDATIONS

The digital flipbook creation training for the Jelekong Village youth organization (Karang Taruna) improved participants' digital literacy knowledge and provided practical experience in creating digital cultural content. Through the program, participants learned the principles of digital literacy and applied them by transforming local arts and cultural content into more engaging, communicative, and organized digital formats. The training produced a concrete output: a 33-page digital flipbook titled *Seni dan Budaya Jelekong* (*Jelekong Arts and Culture*), published on AnyFlip and publicly accessible online. The flipbook documents ten categories of Jelekong's cultural heritage, including wayang golek (Sundanese rod puppetry), pencak silat (martial arts), traditional dance, calung (bamboo music), and local legends. Quantitative evaluation showed a maximum normalized gain (N-Gain = 1.00), with an overall increase of 86.5 percentage points in assessed learning outcomes. The flipbook provides a practical foundation for continued digital documentation and cultural content development by Karang Taruna. However, its contribution to long-term cultural preservation and sustainable content production requires continued monitoring and follow-up activities.

This community service program has several rooms for improvements. First, the training duration was limited, which may not have been sufficient to comprehensively develop participants' practical skills in digital content creation. Second, practical skills in designing, organizing, and publishing digital cultural content require longer-term mentoring and repeated practice. Third, the continued production and management of digital cultural content after the program were not optimally measured, so the extent to which participants continued to apply these skills independently remains unclear. Fourth, sustainable digital cultural documentation requires institutional support and continued collaboration among Karang Taruna, the village government, and other relevant stakeholders. Based on these, future community service practitioners are recommended to extend the training duration and provide follow-up mentoring to strengthen participants' practical skills. Future programs should also include long-term monitoring to assess the sustainability and quality of digital content production after training. In addition, collaboration with the village government and other relevant stakeholders is recommended to provide institutional support, facilities, and opportunities for sustainable digital cultural documentation and content development.

ACKNOWLEDGMENTS

Gratitude is extended to the Directorate of Research, Technology, and Community Service for funding support in 2024. Appreciation is also extended to the Research and Community Service Institute, Faculty of Teacher Training and Education, Universitas Pasundan, for its motivation, support, and guidance. In addition, further appreciations are also extended to the Jelekong Village Karang Taruna for its active participation and excellent cooperation in implementing the community service activity.

REFERENCES

Affandi, G. R., Megawati, F., Laili, N., Hadi, C., Nawangsari, N. A. F., & Rohmah, N. M. (2024). Strengthening teacher competence through joyful learning and innovative learning media training. *Abdimas: Jurnal Pengabdian Masyarakat Universitas Merdeka Malang*, *9*(3), 661-674. https://doi.org/10.26905/abdimas.v9i3.12804

Anggraini, D. M. N., Fatimah, N., Meitasari, S. D., Hakim, L., & Arif, A. (2024). Inovasi pengajaran: Pengembangan Flipbook digital sebagai media bahan ajar dokumen berbasis digital pada pembelajaran kelas X. *Jurnal Pendidikan Tambusai*, *8*(3), 50838-50848.

Chambers, R. (1994). The origins and practice of participatory rural appraisal. *World development*, *22*(7), 953-969. https://doi.org/10.1016/0305-750X(94)90141-4

Darpindo, W., & Yahya, Y. (2024). Pengembangan media pembelajaran seni budaya materi seni rupa kelas X berbasis flipbook di SMA Adabiah 1 Padang. *Realisasi: Ilmu Pendidikan, Seni Rupa dan Desain*, *1*(4), 15-28. https://doi.org/10.62383/realisasi.v1i4.303

Dayanand, A., Devi, U., & Kumar, R. (2025). Bridging the digital gap: Strategies for enhancing indigenous digital inclusion. In *Impacts of AI on Students and Teachers in Education 5.0* (pp. 211-234). IGI Global Scientific Publishing. https://doi.org/10.4018/979-8-3693-8191-5.ch008

Dayanand, R., Khan, Z., Kalwar, M., & Kumar, A. (2024). Digital literacy for rural women's empowerment and socioeconomic participation: A comprehensive study. *SSRN Agricultural Economics Journal*. https://doi.org/10.2139/ssrn.5093591

Dewi, N. P. S. R., & Wibawa, I. M. C. (2024). Enhancing students' science literacy through Megedong-Gedongan: A Balinese local culture-based flipbook. *Journal of Curriculum and Teaching*, *13*(4), 331–342. https://doi.org/10.5430/jct.v13n4p331

Faizah, F., Yenny Aulia, R., & Farinka Nurrahmah, A. (2022, December). Literasi budaya berbasis kearifan lokal sebagai aktivitas untuk menurunkan screen time pada anak usia dini. In *Annual Conference on Islamic Early Childhood Education (ACIECE)*, *6*, 67-74.

Kementerian Pendidikan Tinggi, Sains, dan Teknologi. (2023). *Peta jalan SDGs Indonesia menuju 2030*. Kementerian Pendidikan Tinggi, Sains, dan Teknologi.

Kristiyono, J., Purnama, N. L. A., Oktarina, R. A., & Kurniawaty, Y. (2025). Digital literacy health promotion in stunting prevention efforts for Surabaya Hebat Cadres. *Abdimas: Jurnal Pengabdian Masyarakat Universitas Merdeka Malang*, *10*(1), 104-115. https://doi.org/10.26905/abdimas.v10i1.14571

Lukma, H. N., Nurjanah, N., & Lestanti, S. (2022). Creating interactive animation media training as a digital literacy for junior high school teachers. *Abdimas: Jurnal Pengabdian Masyarakat Universitas Merdeka Malang*, *7*(4), 789-801. https://doi.org/10.26905/abdimas.v7i4.8147

Mustika, D. (2023). Pengembangan konsep eco museum pada Kampung Seni di Jelekong, Kabupaten Bandung. *RESOURCE | Research of Social Education*, *3*(1), 39-47.

Rachmani, D. N., & SETIOBUD, A. (2024). Potensi karya lukis di Desa Wisata Kelurahan Jelekong. In *Prosiding FTSP Series*, 792-796.

Rahmawati, M., Subroto, W., & Mardiani, F. (2025). Strategi edukasi cagar budaya Kota Banjarmasin melalui digitalisasi berbasis flipbook. *Jurnal Artefak*, *12*(1), 17-26. https://doi.org/10.25157/ja.v12i1.17825

Rennó, R., & Novaes, J. (2023). Community networks as sustainable infrastructure for digital skills. In *Digital Literacy and Inclusion: Stories, Platforms, Communities* (pp. 161-176). Cham: Springer International Publishing. https://doi.org/10.1007/978-3-031-30808-6_11

Riley, T., Meston, T., Wallis, L., & Kim, E. J. A. (2025). From sandstone to screen: a culturally responsive arts-based approach to digital literacy in a remote Indigenous community in Australia. *Learning, Media and Technology*, 1-15. https://doi.org/10.1080/17439884.2025.24576699

Rohimah, S. M., Inggriyani, F., Nurcahyo, A. A., Oktapianti, B. Y., & Meilany, P. (2024). Pelatihan penggunaan website dan media sosial seni dan budaya Jelekong. *Jurnal SOLMA*, *13*(3), 2199–2209. https://doi.org/10.22236/solma.v13i3.16642

Rukmana, N. K. (2025). Perancangan media publikasi Kampung Seni Jelekong Bandung Jawa Barat. *ATRAT: Jurnal Seni Rupa*, *13*(1), 17-24. https://doi.org/10.26742/atrat.v13i1.4500

Setiadi, D., Nurhayati, S., Ansori, A., Zubaidi, M., & Amir, R. (2023). Youth's digital literacy in the context of community empowerment in an emerging society 5.0. *Society*, *11*(1), 1-12. https://doi.org/10.33019/society.v11i1.491

Sidqi, M. U., Choiriyah, R. N., El Mahrunisa, T., Nurhayati, L., Astuti, W., & Mukaromah, H. (2022). Strategi Pengembangan Kampung Seni Dan Budaya Jelekong, Kabupaten Bandung. *Desa-Kota: Jurnal Perencanaan Wilayah, Kota, dan Permukiman*, *4*(2), 210-225. https://doi.org/10.20961/desa-kota.v4i2.62297.210-225

Siwi, C. M., & Bida, O. (2023). Pkm peningkatan ketrampilan literasi digital pemuda karang taruna Desa Pulutan Kecamatan Remboken Kabupaten Minahasa. *Jurnal Pengabdian kepada Masyarakat*, *3*(1), 115-122. https://doi.org/10.53625/jabdi.v3i1.5741

Sukarelawan, M. I., Indratno, T. K., & Ayu, S. M. (2024). *N-gain vs stacking: Analisis perubahan abilitas peserta didik dalam desain one group pretest-posttest*. Penerbit Suryacahya.

Supriatna, N., Winarti, M., & Wiyanarti, E. (2025). The effectiveness of using flipbooks as an interactive medium in social studies learning based on local wisdom to enhance critical thinking skills. *Review of Integrative Business and Economics Research*, *14*(2), 603-618.

Syah, E. F., Anoegrajekti, N., & Nuruddin, N. (2025). Digitalization of debus mantra ritual documentary film using flipbook application: Representation of local wisdom-based literary learning media. *Studies in Media and Communication*, *13*(2), 322-335. https://doi.org/10.11114/smc.v13i2.7494