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MLESE Smart Gateway: Digitalization of village potential and *Lurik* product promotion

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ABSTRACT

Mlese Village in Klaten Regency has a productive community of traditional lurik artisans that could be further supported by the local Community Information Center (KIM) in digitizing village potential and promoting local products. The community service program addressed some challenges in the digitalization process: fragmented village information management, uneven digital skills, and limited digital promotion of lurik products. This community-service program aimed to improve KIM and the lurik artisan group through training, mentoring, and the development of MLESE Smart Gateway as an integrated digital platform. The implementation followed participatory stages of coordination, resource mapping, institutional strengthening, platform construction and testing, technical training, guided use, and evaluation. The platform integrates an Information Center, Digital Catalog, and Values Corner. Program-level response indicators recorded 80 percent for KIM administrators and younger residents, 78 percent for traditional lurik artisans, 80 percent for village stakeholders, and 76 percent for general consumers. The results document the establishment of a shared digital access point, the presentation of village and lurik information in digital form, and participant responses across organizational, digital, economic, and information-access dimensions.

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1. INTRODUCTION

Mlese Village, located in Ceper Subdistrict, Klaten Regency, Central Java, has its local economic potential centered on traditional *lurik* weaving and other productive community activities. The partners in this program are consisted of the Community Information Center (Komunitas Informasi Masyarakat, KIM) administrators and the traditional *lurik* artisan group, while village officials and other residents supported implementation. As observed in field situation, information regarding the village and its artisans were not yet organized through one shared digital platform. The promotion of *lurik* products remained fragmented and artisans continued to rely substantially on conventional channels and intermediaries (Kusumawardhani et al., 2026).

For KIM, the main challenge concerned the management of village information through a coordinated digital system. Although KIM had the potential to serve as the local information manager, its operational structure, content responsibilities, and procedures for managing digital information

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required strengthening. For the *lurik* artisan group, the main challenge concerned digital promotion, including product presentation, photography, branding, narrative description, and access to wider audience. These two challenges were interconnected because an effective village platform required both an institution capable of managing information and local producers able to provide clear and attractive digital product content.





Figure 1. Program venue in Mlese
Figure 2. A *lurik* artisan and weaving equipment in Mlese

Figure 1 documents the village setting where the program was conducted, while Figure 2 shows one of the traditional *lurik* artisans and the weaving equipment in Mlese. Together, these figures illustrate the village's cultural roots and local potential.

Digitalization can provide a practical channel for organizing village potential and increasing the visibility of local products more visible when supported by community participation. Recent community-service studies have emphasized the importance of institutional revitalization, digital platforms, and capacity building in village digital transformation (Febrio et al., 2025; Munawar et al., 2023; Muzakkiy et al., 2025). Furthermore, prior community service initiatives involving *lurik* artisans have demonstrated the relevance of integrated assistance in product development, visual identity, and digital marketing (Primasanti et al., 2025). Similarly, studies in other local-product settings have shown that digital promotion skills can strengthen community capacity (Rachmawati et al., 2026). These studies provide a direct community service basis for implementing a digital platform and practical mentoring as the intervention in Mlese.

The intervention was therefore designed around two interconnected functions: digitalization of village potential and digital promotion of *lurik* products. MLESE Smart Gateway was developed as a shared digital access point through which village information, local potential, artisan profiles, and product information could be organized and presented. The platform was accompanied by institutional strengthening and practical training in order to support information management conducted by KIM, while artisans practiced digital presentation of their products. This design follows the principle that rural digital transformation depends on both infrastructure and local management capacity and continued community participation (Artamevia et al., 2025; Febrio et al., 2025; Muzakkiy et al., 2025).

The program also retained Bela Negara as a supporting educational dimension rather than as the primary outcome. In the activity, cultural preservation, responsible information use, mutual assistance, and local economic independence were also discussed for its relevance with digital participation. This contextual use is consistent with literature on digital literacy and civic character (Akbar et al., 2024; Nazarina et al., 2025; Trisiana, 2020; Trisiana et al., 2026) . The central practical emphasis, however,

remained the digital management of village potential and the promotion of *lurik* products through the MLESE Smart Gateway.

Lurik provided a concrete learning object for the intervention because participants could immediately apply digital skills to locally produced goods. Product photography, digital cataloguing, narrative copywriting, branding, and online promotion were practiced using the artisans' products and production information rather than abstract examples. The participation of younger residents also created an opportunity for peer assistance in translating artisans' knowledge into digital formats. This capacity-building approach is consistent with studies showing that digital adoption among rural enterprises is more meaningful when technology is accompanied by practical skills and mentoring (Akhmad et al., 2025; Muldiani et al., 2026; Setyawati et al., 2023).

Taken together, this community service program aims to strengthen the capacity of KIM and the traditional *lurik* artisan group to digitalize village potential and promote *lurik* products through MLESE Smart Gateway. The activity also aims to improve practical digital skills for information management, product presentation, branding, and online promotion. Through these interventions, the program seeks to establish a shared digital access point that connects village information and local products while supporting continued community management of the platform.

Table 1. Partner problems and program responses

Aspects	Field Condition	Program Response
Institutional	KIM existed, but had limited operational structure for managing village information.	Clarification of roles, content responsibilities, and basic operating procedures.
Technology	No integrated portal connected village information and *lurik* products.	Development of MLESE Smart Gateway as a shared digital access point.
Creative economy	Artisans depended strongly on intermediaries and conventional promotion.	Digital cataloguing, direct promotion, and broader market access.
Human resources	Digital skills were uneven and focused mainly on personal social-media use.	Practical training in photography, branding, copywriting, and online promotion.
Bela Negara	National-defense values were not yet connected with productive village activities.	Integration of cultural preservation, information responsibility, and economic independence into digital training.
Data management	Artisan profiles, motifs, products, and production capacity were not centrally organized.	Creation of structured digital information for promotion and village management.

2. METHODS

Partner, Location, and Participants

The activity was conducted in Mlese Village, Ceper District, Klaten Regency, Central Java. The principal partners were KIM administrators and the traditional *lurik* artisan group, with village officials, productive residents, and community representatives participating as supporting stakeholders. The artisans were treated as the primary productive community because their weaving knowledge and products represent an important cultural and economic asset. Additionally, KIM was positioned as the local information-management partner.

Challenges	Implemented Intervention	Documented Output/Result
KIM required clear operational roles for digital information management.	Institutional workshop, role clarification, content responsibilities, and basic information-management procedures.	KIM members were prepared to act as platform administrators and content managers.
Village information and *lurik* products were not presented through one integrated digital access point.	Development and guided testing of MLESE Smart Gateway.	A functioning web-based platform with Information Center, Digital Catalog, and Values Corner was established.
Artisans needed practical skills for digital product promotion.	Training in product photography, branding, narrative copywriting, digital cataloguing, and basic online-store management.	*Lurik* products and producer information were prepared for digital presentation through the platform.
Market access and product visibility were limited by conventional promotion and intermediary dependence.	Digital catalogue and direct digital-promotion practice using local *lurik* products.	The platform provided a shared digital storefront for presenting *lurik* products and local business information.
Participants needed a practical way to connect digital participation with local cultural values.	Contextual discussion of cultural preservation, responsible information use, mutual assistance, and local economic independence.	Values Corner and training activities incorporated locally relevant Bela Negara content.
Continued operation required local guidance after implementation.	Guided content upload, monitoring, evaluation, and handover of operational guidance.	KIM and village stakeholders received practical guidance for continued platform use.
Partner problem	Implemented intervention	Documented output/result

Activity Design and Participatory Approach

The program used a participatory technological-development approach in which KIM and *lurik* artisans were involved in needs identification, local-resource mapping, platform testing, digital content practice, and evaluation. The implementation was organized as a sequence from socialization and mapping to institutional strengthening, platform construction, technical training, guided launch, and evaluation. On-site mentoring continued for approximately 1–2 months after activation to support content handling and practical use of the platform.

The technological solution was MLESE Smart Gateway, a web-based platform designed as a shared digital access point for village potential and *lurik* product promotion. Its main functions were organized into an Information Center for village profiles and current information, a Digital Catalog for local businesses and *lurik* products, and a Values Corner for locally relevant civic and Bela Negara content. Implementation utilized internet-connected smartphones or computers, web browsers, product samples, digital photographs, basic content-production equipment, training materials, and the platform itself. Guided simulations were used to let participants access menus, review information, prepare product content, and practice digital presentation (Artamevia et al., 2025; Febrio et al., 2025; Muzakkiy et al., 2025).

Integrated Intervention

The intervention combined five connected components: (1) Institutional strengthening of KIM; (2) Development and testing of MLESE Smart Gateway; (3) Digital-literacy, branding, and product-promotion training; (4) Contextualization of cultural and civic values in digital participation; and (5) Mentoring, monitoring, and evaluation. This structure was intended to introduce the technical platform with the people responsible for information management and the artisans responsible for product content. The approach was selected because technology adoption is more likely to be sustained when intended users participate in shaping the system and understand its practical benefits. This principle is also consistent with community-service literature that emphasize local participation and capacity building (Febrio et al., 2025; Muzakkiy et al., 2025).

Stages of Implementation

The implementation followed seven interconnected stages. First, socialization and coordination introduced the program concept and established communication with the village government, KIM, and community representatives. Second, identification and mapping collected artisan profiles, *lurik* motifs, product information, production-process information, and institutional needs. Third, the institutional workshop strengthened KIM's role through organizational discussion, role clarification, and preparation for information management.

Fourth, digital construction and testing customized MLESE Smart Gateway and gathered user feedback on the platform's functions and visual presentation. Fifth, technical training covered digital literacy, product photography, branding, copywriting, digital cataloguing, and practical promotion using local products. Sixth, the portal was activated and used through guided simulations and content-upload assistance, with KIM prepared to continue platform management. Seventh, evaluation and sustainability activities reviewed partner responses and transferred practical operational guidance for continued use.

Evaluation considered the context, inputs, process, and product of the activity in a CIPP-oriented framework. Context evaluation addressed the identified need for coordinated village information and digital *lurik* promotion. The input evaluation then included facilities, participants, digital resources, and platform readiness. Process evaluation followed participation in workshops, platform testing, content preparation, and guided use. Lastly, product evaluation considered the established platform, digitalized village and product information, and the response indicators recorded for the target groups.

Data Collection and Evaluation Indicators

Data were obtained through direct observation, interviews, documentations, participant feedbacks, and a response matrix. The response matrix grouped the assessed target groups into KIM administrators and younger residents, traditional *lurik* artisans, village government/community leaders, and general consumers. Each group was associated with a practical response aspect, such as digital capacity, economic independence and market access, information organization, or access and trust.

The quantitative indicators reported in the results are program-level response or achievement percentages recorded during implementation. The matrix recorded 80 percent for KIM administrators and younger residents, 78 percent for traditional *lurik* artisans, 80 percent for village government/ community leaders, and 76 percent for general consumers. These values are used in the article as descriptive evidence of partner and user response to the implemented platform and activities, rather than as population estimates or causal effect sizes.

Resources and Partner Participation

The program required smartphones or computers, a web browser, product samples, digital photographs, basic content-production equipment, training materials, and the MLESE Smart Gateway platform. Village government provided a venue and helped mobilize participants. Artisans supplied product and production information and participated in content creation. KIM members were trained as platform administrators and digital-content actors. Productive residents and younger community members supported practical activities and assisted participants who required additional guidance. This division of roles was intended to reduce dependence on the service team after the program ended.

Table 3. Implementation stages

Implementation Stage	Purpose and Main Activity	Partner Role
Socialization and coordination	Align the program concept, digital-village needs, and implementation responsibilities.	Village government mobilized participants; KIM and artisans provided initial information.
Identification and mapping	Map artisan profiles, various *lurik* motifs, products, production information, and institutional needs.	Artisans supplied product and cultural information; KIM supported information collection.
Institutional workshop	Strengthen KIM roles, task division, and basic information-management procedures.	KIM practiced administration and content-management responsibilities.
Digital construction and testing	Customize, test, and refine MLESE Smart Gateway using partner feedback.	KIM and artisans tested features and commented on content and presentation.
Technical training	Practice digital literacy, photography, branding, copywriting, cataloguing, and promotion.	Artisans practiced digital product presentation; KIM practiced content management.
Launch and guided use	Activate the platform and assist users with content handling and digital promotion.	KIM operated the system with guidance; artisans supplied product content.
Evaluation and sustainability	Review response indicators, hand over guidance, and support continued operation.	Partners participated in evaluation and prepared for continued management.

3. RESULTS AND DISCUSSION

Results

Implementation of digital village potential and *lurik* promotion

The implementation followed the sequence described in the Methods section and produced an integrated digital access point for village information and *lurik* product promotion. The platform was organized around three principal functions: the Information Center, the Digital Catalog, and the Values Corner. The Information Center presents village profiles and current information, the Digital Catalog presents local businesses and *lurik* products, and the Values Corner provides contextual content on national values and responsible digital participation.

The first implementation activities established the working relationship among the village government, KIM, and *lurik* artisans. The village government supported access to local stakeholders, while KIM and artisans supplied information required for platform construction. This division of roles positioned KIM as the information and content-management actor and artisans as the main source of product and cultural content. The arrangement directly addressed the two practical needs identified in

the introduction: coordinated digital information management and stronger digital promotion of *lurik* products.

Institutional strengthening of KIM

The institutional workshop clarified KIM's role in managing information and supporting the digital platform. Members were trained to access the platform and to produce, check, and update information, while content and communication assignment were discussed as part of the implementation. Younger residents were also involved as practical digital facilitators, creating a peer-support mechanism for participants who required additional guidance.

The strengthening of KIM was closely related to the operation of MLESE Smart Gateway since the platform required a local actor to manage information after implementation. The resulting arrangement linked village-level institutional support, KIM's information-management role, and artisans' provision of product content. This structure is consistent with community service findings that local institutions and continuing capacity building are important for sustaining village digital initiatives (Febrio et al., 2025; Muzakkiy et al., 2025; Yuliana & Natalia, 2025).

Digital construction, training, and guided use

The digital construction stage established the web-based MLESE Smart Gateway and organized its content into the Information Center, Digital Catalog, and Values Corner. During technical training, participants practiced product photography, branding, narrative copywriting, digital cataloguing, and basic online-store management. The use of actual *lurik* products made the training directly relevant to the artisans' daily economic activities and allowed KIM members to practice translating local information into digital content (Kosasih & Sulaiman, 2024; Primasanti et al., 2025; Sugito et al., 2025).

Guided use focused on accessing the platform, reviewing village and product information, preparing content, and utilizing digital promotion. The interface examples in Figure 3 illustrate the village profile, local potential, map, profile, and information features demonstrated during implementation. The Digital Catalog provided a shared presentation space for *lurik* products and other local businesses, while the Information Center organized village information in one access point.

The community and cultural component were integrated into the platform and training as a supporting context. Participants connected preservation of *lurik*, responsible information use, mutual assistance, and local economic independence with digital participation, while the main operational focus remained village-information management and product promotion. This positioning keeps Bela Negara relevant to the local learning context without making it the principal measure of program success (Holle et al., 2023; Lestari et al., 2024; Trisiana et al., 2026).

Platform features and documented digital outputs

The digital platform was designed to organize village potential and product information in a form that could be accessed through a single digital gateway. The service team used practical demonstrations so that users could understand how to access the platform, interpret the available information, upload content, and use digital promotion functions. Its interface contains village profile information, village potential, vision and mission, a village map, local business information, literacy content, and the Bela Negara section. The Digital Catalog provides a space for local-product presentation. Figure 3 provides visual evidence of the implemented dashboard and its principal information functions.

The documented output therefore consists more than the platform interface. It also contains the digital organization of village and artisan information used in the implementation. The arrangement brings public information, cultural documentation, and digital promotion into one access point, which is consistent with community-service work on village portals and smart-village information systems (Artamevia et al., 2025; Munawar et al., 2023). The use of local products as the basis for digital practice also corresponds with findings from *lurik*-focused community service activities that emphasize product identity, visual presentation, and digital marketing (Primasanti et al., 2025).

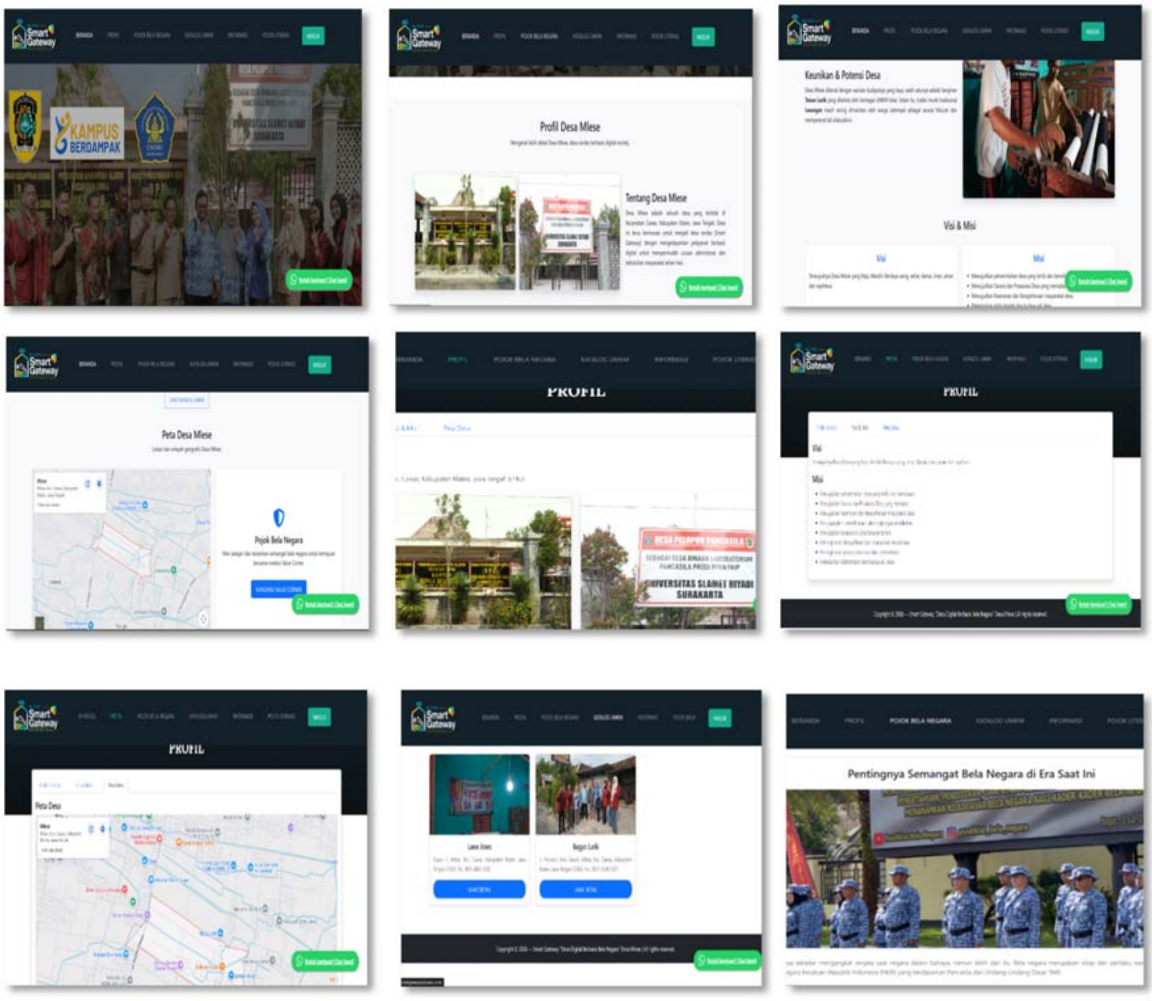


Figure 3. Examples of MLESE Smart Gateway interfaces

Partner and user response indicators

The response matrix documented four target-group perspectives on the implemented platform and activities. KIM administrators and younger residents recorded 80 percent for digital capacity and Bela Negara-related participation, while traditional *lurik* artisans recorded 78 percent for economic independence and market access. Village government/community leaders recorded 80 percent for information security and institutional reputation, and general consumers recorded 76 percent for access and trust.

Taken together, these indicators document responses across the organizational, productive, institutional, and user-access dimensions of the program. The KIM result corresponds to the program's institutional and digital-capacity objective, while the artisan result corresponds to the objective of presenting and promoting *lurik* products through digital means. The 80 percent stakeholder response reflects the role of organized village information, and the 76 percent consumer response reflects the accessibility and trust dimension of the digital gateway. The pattern is in line with recent community-service programs that combine digital skills, local products, and mentoring to expand market access and community capacity (Primasanti et al., 2025; Rachmawati et al., 2026).

Table 4. Target-group responses to MLESE Smart Gateway

Target Group	Response Aspect	Documented Indicators	Response Level
KIM administrators / younger residents	Digital capacity and platform participation	Content creation; digital-commerce practice; local-cultural content.	80%
Traditional *lurik* artisans	Economic independence and wider market access	Digital presentation of products; reduced reliance on conventional promotion; appreciation of products.	78%
Village government / community leaders	Information organization and institutional response	More organized public information; transparent communication; village information management.	80%
General consumers	Access and trust	Easier access to *lurik* information; confidence in the village channel; support for local products.	76%

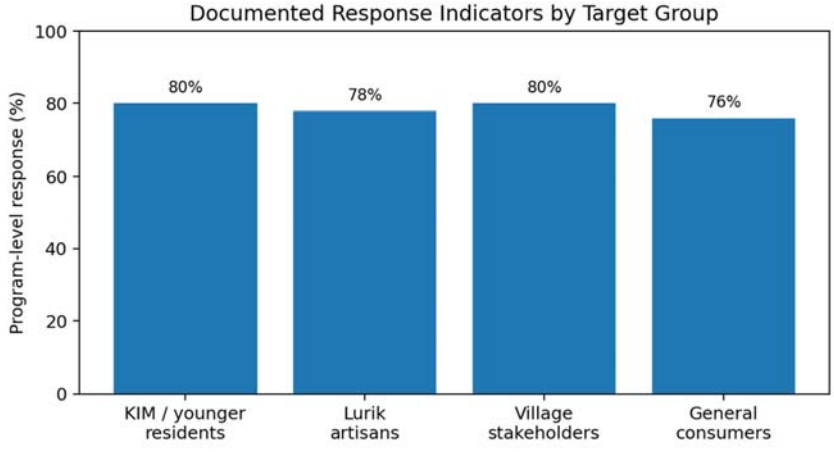


Figure 4. Documented response indicators by target group

Supporting and Limiting Factors

Several conditions supported implementation. The village government and community provided access to a venue and helped mobilize participants. Participants showed sustained interest in the

practical sessions, and existing familiarity among community members made communication easier. Local logistical support reduced operational barriers and allowed the team to carry out hands-on demonstrations.

The main constraints were uneven digital skills, the need for repeated hands-on guidance, limited experience in producing digital content, and the limited duration of direct mentoring. Some older participants initially needed additional assistance to become comfortable with digital processes, and facilities for content preparation were not ideal. These constraints indicate that technology provision alone is insufficient. Continued mentoring, clear task division within KIM, routine content updating, and simple operational guidance are necessary to sustain adoption.





Figure 4. Community socialization and implementation of KIM's role through MLESE Smart Gateway
Figure 5. Hands-on guidance on some participants requiring more extensive explanation

Discussion

The main contribution of the program lies in connecting digitalization of village potential with the practical promotion of *lurik* products through one local platform. The Information Center and Digital Catalog created a shared space for village and product information, while institutional strengthening prepared KIM to support information management. This combination is consistent with community-service findings that digital platforms become more useful when they are accompanied by institutional revitalization and local capacity building (Febrio et al., 2025; Munawar et al., 2023; Muzakkiy et al., 2025).

The *lurik* component also reflects findings from previous community-service activities. Primasanti et al. (2025) similarly reported the relevance of integrated assistance in product development, visual identity, and digital marketing for *lurik* artisans in Cawas, which is comparable to the use of photography, branding, cataloguing, and promotion in the Mlese activity. Rachmawati et al. (2026), likewise, demonstrates the role of practical digital-promotion training in strengthening local community capacity. In Mlese, the same capacity-building principle was applied directly to traditional *lurik* products and village information.

The response indicators provide a quantitative summary of how the intervention was received by the assessed target groups. The 80 percent indicator for KIM administrators and younger residents is aligned with the institutional and digital-capacity component, while the 78 percent indicator for *lurik* artisans corresponds to the productive and market-access dimension. The 80 percent stakeholder indicator and 76 percent consumer indicator extend the evidence to village information organization and user access. These values are descriptive program-level indicators that provide a consistent quantitative basis for interpreting the reported implementation outcomes.

The intergenerational arrangement was also relevant to the practical implementation of digital promotion. Older artisans contributed production knowledge, product information, and cultural meaning,

while younger participants supported photography, descriptions, digital listings, and platform use. The goal was not to digitize the artisans original knowledge, but to digitize the way their knowledge could be seen and shared. This arrangement is compatible with the capacity-building orientation emphasized in community-service work on rural digital transformation (Akhmad et al., 2025; Muldiani et al., 2026; Setyawati et al., 2023).

Bela Negara was positioned as a supporting educational context for the digitalization process. The activity included cultural preservation, responsible information use, mutual assistance, and local economic independence with everyday digital participation, while the principal practical outcomes remained the establishment of the platform, organization of village and product information, and partner response indicators. This framing is consistent with previous work connecting digital literacy and civic character without making the civic component a substitute for measurable program outputs (Akbar et al., 2024; Nazarina et al., 2025; Trisiana, 2020; Trisiana et al., 2026).

The program's sustainability depends on continued local management of the platform. The institutional role assigned to KIM, the practical guidance provided during implementation, and the participation of artisans in content preparation are therefore important complements to the technical system. Future implementation can build on this structure by maintaining content updates, expanding the digital catalog, and routinely documenting audience and transaction-related activity so that the promotional function of the platform can be followed over time.

For similar community-service settings, three lessons emerge from the implementation. First, digital infrastructure should be developed from a clearly identified community problem and linked to a practical local product or resource. Second, digital promotion is more meaningful when participants practice photography, cataloguing, branding, and content creation using their own products. Third, sustainability requires institutional roles, operational guidance, and continued mentoring so that the platform remains a community-managed information and promotion channel.

4. CONCLUSION AND RECOMMENDATIONS

The MLESE Smart Gateway program provided the digitalization of village potential and the promotion of traditional *lurik* products by combining KIM institutional strengthening, platform development, practical digital training, guided use, and community participation. The implemented platform organized village information, local potential, artisan information, and *lurik* products through the Information Center and Digital Catalog, while the training transformed photography, branding, copywriting, and cataloguing skills into practical digital-promotion activities. The response matrix recorded 80 percent for KIM administrators and younger residents, 78 percent for traditional *lurik* artisans, 80 percent for village stakeholders, and 76 percent for general consumers, providing program-level evidence of response across the main target groups. These results indicate that a shared digital platform can function as a practical community-service instrument when its development is accompanied by institutional roles, hands-on training, and continued local management.

Future implementation should prioritize at least four actions. First, the formalization of KIM's management role and maintain clear responsibilities for information verification, content updating, and platform administration. Second, routine resources allocation for platform maintenance, connectivity, and content production so that the digital gateway remains active. Third, the digital catalog expansion; updated with additional village products while retaining consistent product and producer information. Fourth, subsequent monitoring should routinely document platform activity, audience reach, inquiries, and transactions so that the promotional function of the platform can be assessed over a longer period. Periodic mentoring should also be maintained for artisans and other participants who require additional digital support.

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