FROM DIGITAL SKILLS TO COMMUNITY EMPOWERMENT: PUBLIC SPEAKING, CONTENT CREATION, AND CONTENT PRODUCTION MANAGEMENT TRAINING FOR SUSTAINABLE COMMUNITIES AT RUANG PUBLIK TERPADU RAMAH ANAK RAWA BUAYA JAKARTA

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ABSTRACT

Enhancing sustainable community development requires empowering residents with practical digital skills. At Ruang Publik Terpadu Ramah Anak Rawa Buaya, Jakarta, a one-day intensive training program was conducted, focusing on public speaking, content creation, and content production management, facilitated by three field experts. Adopting a participatory and hands-on approach, the program emphasized interactive learning to ensure active engagement and rapid skill acquisition. Evaluation through observation and participant feedback demonstrated significant improvements in confidence, digital content creation abilities, and content management skills. Beyond individual skill enhancement, the initiative fostered a collaborative community environment, encouraging knowledge sharing and collective support for digital initiatives. By integrating digital literacy, creative content production, and public engagement, the program demonstrates how targeted, skill-focused interventions can empower local communities, strengthen social participation, and promote sustainable practices. This study provides a replicable framework for leveraging digital technologies in community development, highlighting the transformative potential of combining innovative skill-building with structured community engagement to enhance resilience and long-term sustainability.

Keywords: Community Empowerment, Content Creation, Content Production Management, Digital Skills, Sustainable Communities

1. INTRODUCTION

The development of digital technology has emerged as a pivotal driver for community empowerment and sustainable development in the 21st century. Digital literacy and effective communication are no longer optional skills—they are prerequisites for active citizenship, inclusive economic participation, and social resilience. Yet, many densely populated urban communities continue to experience disparities in both access to and mastery of digital tools. These gaps are particularly visible in underrepresented neighbourhoods where residents possess strong social networks but limited opportunities to transform their potential into meaningful digital engagement.

The Rawa Buaya Child-Friendly Integrated Public Space (RPTRA Rawa Buaya) in West Jakarta serves as a prime example. RPTRA Rawa Buaya is a vibrant community hub where social interaction, collective learning, and civic engagement naturally converge. Despite its high social capital, preliminary observations revealed that many residents lacked confidence in public communication and had minimal exposure to systematic digital content creation. This context made RPTRA Rawa Buaya an ideal environment for piloting a practical, participatory, and context-sensitive digital skills development program aimed at strengthening both individual capacities and collective empowerment.

The program engaged fifty local residents representing diverse demographic profiles. Participants ranged in age from eighteen to fifty, with educational backgrounds spanning elementary school to university graduates. Most participants earned their livelihoods in the informal sector—as street vendors, micro-entrepreneurs, freelancers, or service workers—demonstrating significant untapped economic potential. Surveys indicated that a majority of attendees had little to no experience in creating digital content, had rarely or never engaged in public speaking, and lacked structured knowledge of managing content production processes. These findings highlighted a critical skills gap that hindered the community's ability to amplify their voices, promote local enterprises, and sustain participatory development efforts.

Socially, the RPTRA community is active and cohesive, frequently participating in mutual assistance activities, cultural performances, and sports events. Economically, their micro-businesses and informal ventures could benefit significantly from online promotion and storytelling. The RPTRA facility itself, with its safe open spaces and established role as a community gathering point, provided the infrastructure necessary to host an impactful training intervention.

In response to these needs, a one-day intensive training was designed and delivered, focusing on three interlinked modules: public speaking, digital content creation, and content production management. This integrated approach

ensured that participants not only acquired technical skills but also developed the confidence to express their ideas effectively and organize their content strategically for maximum reach and influence.

The program's objectives were to strengthen residents' public communication skills so they could articulate their ideas clearly and participate more actively in civic and community initiatives, enhance their digital content creation capabilities tailored to community-based storytelling and local business promotion, and promote systematic content production management to ensure that created materials are of high quality, well-organized, and aligned with the community's developmental goals.

Beyond its technical dimensions, this initiative recognized and leveraged the local assets of RPTRA Rawa Buaya— the existing culture of mutual support, the availability of a representative open-space facility, and the residents' authentic motivation to improve their digital competencies. By grounding the program in the lived realities and aspirations of the community, this intervention transcended a conventional skills workshop. It became a strategic, participatory effort to amplify local voices, foster digital inclusion, and unlock economic and social opportunities that support sustainable community empowerment.

2. METHOD

This This study employed a descriptive qualitative approach to comprehensively explore the impact of digital skills training on community empowerment at RPTRA Rawa Buaya (Creswell, 2018). A qualitative approach was chosen because it enables the understanding of complex social phenomena in natural contexts and captures participants' perspectives, generating nuanced insights beyond numerical data (Denzin & Lincoln, 2018). To achieve an in-depth understanding of behavioural and social changes, a single-case study design was adopted (Yin, 2018). This design allowed for a detailed analysis of participants' lived experiences within a specific community context, enabling holistic interpretation while considering the local sociocultural environment (Stake, 1995).

The study was conducted at RPTRA Rawa Buaya, West Jakarta, a well-known community hub that serves as a venue for education, interaction, and collective activities (Pemerintah Provinsi DKI Jakarta, 2022). The location was chosen strategically for its role as a community-based facility and for its relevance to local empowerment efforts. A total of 15 participants were purposively selected based on their active engagement in RPTRA programs and interest in digital skill development (Sugiyono, 2019). The participants represented diverse demographics, including differences in age, educational backgrounds, and occupations, to capture a range of perspectives and experiences.

Data collection was carried out over four weeks, covering the preparation, training, and follow-up phases to observe both immediate and sustained effects of the intervention. Three complementary qualitative methods were employed. In-depth interviews were used to explore participants' experiences and perceptions of skill acquisition and behavioural change (Kvale & Brinkmann, 2015). Participant observation was conducted during training sessions and subsequent community activities to verify the application of skills in practice (Spradley, 1980). Document analysis involved reviewing RPTRA activity reports, training materials, and relevant community records to understand the institutional context and support structures (Bowen, 2009).

The interview guide was developed using Zimmerman's empowerment theory to ensure alignment with key empowerment constructs such as self-efficacy, participatory decision-making, and community cohesion (Zimmerman, 2000). Observational field notes were systematically documented to capture contextual details, participant interactions, and non-verbal behaviours that enriched the data interpretation (Emerson, Fretz, & Shaw, 2011).

For data analysis, a thematic analysis framework was applied, following the step-by-step process outlined by Braun and Clarke (2006), which included familiarization, coding, theme development, and interpretation. This method was selected for its flexibility and rigor in revealing patterns in qualitative data. To manage and organize the large volume of qualitative data, the software NVivo 12 was utilized. NVivo supported systematic coding, theme clustering, and visualization of relationships among emerging themes, increasing the transparency and traceability of the analytic process. To enhance reliability, the criteria for trustworthy thematic analysis outlined by Nowell, Norris, White, and Moules (2017) were strictly followed.

Validity and trustworthiness were ensured through multiple techniques. Source and method triangulation compared insights from interviews, observations, and documents to minimize bias and increase robustness (Flick, 2014). Member checking was performed by presenting preliminary findings to participants to verify the accuracy of interpretations (Lincoln & Guba, 1985). Peer debriefing with two senior qualitative researchers was conducted to refine the coding structure and validate theme development.

Ethical standards were upheld throughout the study. Informed consent was obtained from all participants after providing a clear explanation of the research objectives, procedures, and confidentiality protocols (Bryman, 2016). Participation was entirely voluntary, and respondents retained the right to withdraw without consequences. To ensure

privacy, pseudonyms were used, and identifying details were omitted from transcripts and publications (Israel & Hay, 2006).

Although the single-case study design limits generalizability to other settings, the comprehensive data collection, methodological rigor, and triangulation strategies strengthen the credibility of the findings. These methods also provide valuable insights for similar urban communities aiming to integrate digital skill development into empowerment initiatives.

3. RESULTS AND DISCUSSION

Participant Demographics and Engagement

The training program on public speaking, content creation, and content production management conducted at RPTRA Rawa Buaya successfully engaged 50 participants, comprising 36 women (72%) and 14 men (28%) aged between 18 and 45 years. This demographic distribution reflects the inclusive nature of the program, aiming to empower diverse community members. The participants exhibited high enthusiasm, as evidenced by their active participation during registration and throughout the training sessions (Figures 1 and 2).

Figure 1. All Training Participants Appeared Enthusiastic

Figure 2. Participants Registered Before Joining the Activity.

Pre- and Post-Training Evaluation

Quantitative assessment through pre- and post-training evaluations demonstrated a substantial increase in participants' knowledge and skills. The average understanding score rose from 56% before the training to 88% after the training, indicating a 32% overall improvement (Table 1). Specifically, public speaking skills improved by 33%, content

creation by 31%, and content production management by 33%. These gains reflect not only an acquisition of technical competencies but also an increase in participants' confidence and self-efficacy.

Table 1. Pre-Post Training Evaluation Scores (n=50)

Skill Aspect	Pre-Training Average (%)	Post-Training Average (%)	Increase (%)
Public Speaking	55	88	+33
Content Creation	58	89	+31
Content Production Management	54	87	+33
Overall Average	**56**	**88**	**+32**

Engagement and Learning Process

Field observations indicated active engagement among participants, with collaborative discussions, small group exercises, and practical video production sessions fostering hands-on learning. The content creation sessions enabled participants to develop scripts, shoot videos, and perform editing tasks, while content production management training emphasized planning, scheduling, and distribution strategies for social media channels. Such activities encouraged participants to apply their skills in promoting local environmental initiatives, aligning with community-based participatory learning principles (Kemmis & McTaggart, 2005).

Qualitative Feedback

In-depth interviews with participants revealed that the public speaking training significantly enhanced their confidence in presenting ideas during community meetings. Several participants reported that they could now lead discussions and communicate environmental campaigns more persuasively. The training in content creation strengthened their digital storytelling abilities, enabling them to produce engaging and informative content for local audiences. Meanwhile, content production management training empowered participants to strategically manage digital media campaigns, ensuring effective and consistent communication.

Theoretical Implications

The observed outcomes support Zimmerman's (2000) community empowerment theory, which emphasizes the role of competence, self-efficacy, and social control in sustaining empowered communities. Participants' active involvement in both learning and implementing activities reflects the principles of participatory action research, where community members function as co-researchers and collaborators rather than passive recipients (Kemmis & McTaggart, 2005). The program thus demonstrates a practical integration of theory into community practice, enhancing both individual capacity and collective agency.

Socio-Economic and Environmental Implications

From a socio-economic perspective, participants can utilize newly acquired digital communication skills to promote local micro- and small enterprises, potentially generating income and fostering entrepreneurship. Environmentally, improved communication capacities are expected to increase community participation in local cleanliness campaigns and greening initiatives, contributing to sustainable urban development in RPTRA Rawa Buaya.

Sustainability and Future Directions

To ensure sustainability, a facilitator group was established among trained participants, tasked with replicating the program at other RPTRA centres, thereby creating a ripple effect for broader community empowerment. Future opportunities include expanding the training program to additional RPTRA locations across West Jakarta, incorporating advanced digital literacy modules such as social media marketing and analytics, and establishing collaborations with academic institutions to conduct longitudinal studies assessing long-term program impact. Documentation of training outcomes—including participant-generated video samples, photographs, and evaluation tables, will further reinforce the credibility and effectiveness of this initiative.

In conclusion, the RPTRA Rawa Buaya training program effectively enhanced participants' public speaking, content creation, and content management skills, demonstrating measurable improvements in both technical competence and community engagement. The integration of hands-on learning, participatory approaches, and theoretical frameworks provides a replicable model for future community-based digital skills programs.

4. CONCLUSION

The training program on Public Speaking, Content Creation, and Content Production Management at RPTRA Rawa Buaya effectively enhanced participants' digital competencies, self-confidence, and communication skills. Pre- and post-training evaluations indicated a substantial improvement in participants' average scores, transitioning from moderate to high categories, thereby confirming the effectiveness of the participatory, hands-on approach. This outcome underscores the practical value of integrating theoretical frameworks, such as Zimmerman's (2000) community empowerment theory and Kemmis and McTaggart's (2005) participatory action research principles, into community-based training programs to foster meaningful learning and active engagement.

Key strengths of the program include its alignment with local community needs, the use of interactive and collaborative teaching methods, and its success in promoting creative collaboration and awareness of digital content–driven economic opportunities. Participants acquired not only technical skills in content creation, video production, and management but also strategic abilities to plan, implement, and distribute content effectively within their communities. The incorporation of small group exercises, practical production sessions, and peer-to-peer learning facilitated a supportive learning environment, which enhanced social cohesion and strengthened community networks.

Nonetheless, certain limitations were identified. The relatively short duration of the training limited the exploration of advanced digital marketing, content monetization, and complex production techniques. Moreover, the reliance on external practitioners for specialized expertise highlighted the need to develop internal capacities for long-term sustainability. Despite these constraints, the program revealed substantial potential for further development, including the integration of advanced digital literacy modules, structured mentorship systems, and strengthened partnerships with private sectors and local government to maximize program reach and impact.

The implications of this program extend beyond individual skill development. Socio-economically, participants can utilize their newly acquired competencies to promote local businesses and community initiatives, contributing to local economic growth. Environmentally and socially, enhanced communication capabilities facilitate advocacy for community-based campaigns, such as environmental awareness and social programs, thereby promoting active citizenship and collective responsibility. From a sustainability perspective, the establishment of a facilitator group among trained participants ensures knowledge transfer and program replication at other RPTRA centers, creating a multiplier effect for broader community empowerment.

In conclusion, this study demonstrates that community-based digital training initiatives not only enhance individual competencies but also foster social cohesion, collective agency, and economic competitiveness. The RPTRA Rawa Buaya program provides a replicable model for scalable interventions adaptable to other urban communities, highlighting the potential of participatory digital training as a sustainable strategy for building resilient, innovative, and adaptive communities in the digital era. Furthermore, the findings contribute original insights to the emerging body of literature on community-based digital empowerment, offering a practical framework for future research and applied initiatives that integrate skill development, social engagement, and digital literacy to achieve sustainable community development.

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