TRANSFORMATION OF LENGKONG VILLAGE LIBRARY INTO A DIGITAL LIBRARY TO REALIZE A DIGITAL LITERACY VILLAGE

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ABSTRACT

Strengthening digital literacy in rural communities is a pressing need to address the current technological transformation. This community service activity was conducted in Lengkong Village, Mumbulsari District, Jember Regency, to improve the community's ability to access, utilize, and develop digital technology productively. The method used was participatory training, conducted in two stages, followed by monitoring and evaluation. The first stage of training focused on managing a Google Drive-based digital library as a means of storing, organizing, and accessing digital collections. The second stage of training introduced the use of artificial intelligence, specifically ChatGPT, to support the development of simple business plans based on local potential, such as the development of kepok banana chips. Monitoring and evaluation were conducted to assess the application of the acquired skills and identify technical obstacles in the field. The results of the activity showed significant improvements in the community's digital skills, critical thinking skills, and confidence in utilizing technology for productive purposes. Furthermore, a draft business plan based on village potential was developed that can serve as a basis for local economic development. This program emphasizes that digital literacy combined with economic empowerment can strengthen the independence of rural communities in the digital era.

Keywords: digital literacy, village library, artificial intelligence, community empowerment, local potential.

1. Introduction

A digital library is an organized collection of information resources in digital format that can be accessed electronically via the internet or a local area network. These libraries replace or complement traditional physical libraries by providing access to a wide variety of content, including e-books, journals, articles, audio, video, and other documents, without time or location constraints. (Hikmawan, Astuti, and Riyadi, 2015). Digital libraries are a necessity that must be pursued in today's digital era. Human resource development must be directed towards developing digital literacy.

Society, especially the younger generation, is increasingly accustomed to digital technology to meet their information needs. The use of devices such as smartphones, tablets, and laptops has become an integral part of everyday life. This requires libraries to transform to remain relevant and able to meet the needs of modern society (Borgman, 2003; Arum and Marfianti, 2021; Vitriana, 2024; Diana, 2016; Sabitha, 2024).

The transformation of conventional libraries into digital libraries offers various advantages. Digital libraries enable broader and more flexible access to a variety of information sources, such as e-books, journals, articles, and multimedia, without the constraints of time and space (Hartono, 2017). Furthermore, digital libraries can serve as technology-based learning centers that support the development of community digital skills (Chowdhury & Foo, 2012). With adequate basic IT infrastructure and high levels of technology adoption among the community, digital libraries can be a strategic step in strengthening a culture of digital literacy while supporting knowledge-based village development programs (UNESCO, 2023).

Village libraries play a strategic role in supporting community empowerment efforts, particularly in improving literacy and access to information (digital literacy) (Bahaudin and Wasisto, 2019; Maskurotunitsa and Rohmiyati, 2016; Hermanto, 2015). In Lengkong Village, Mumbulsari District, Jember Regency, the existence of a conventional print-based library has become a crucial educational facility. This library has shown positive progress, both in terms of management, community reading interest, and supporting facilities and infrastructure.

This is inseparable from the full support of the Lengkong Village government in developing a culture of literacy among its residents (Rochiyati, Sariono, and Kusnadi, 2024).

In Lengkong Village, Mumbulsari District, Jember Regency, most residents are accustomed to using gadgets, especially smartphones, as a means of accessing entertainment and social information. The reality on the ground shows that the majority of Lengkong Village residents have not fully utilized digital technology for more productive purposes. Most digital media use is still limited to entertainment and social communication, while only a small proportion use it for learning, seeking employment opportunities, or improving skills. This condition is caused by several factors, such as a lack of understanding of the potential of digital media, limited access to relevant digital resources, and low digital literacy in the community (Puspita and Irwansyah, 2018).

The above discussion demonstrates that there is significant potential within the Lengkong Village community to utilize digital technology as a tool for self-development and community empowerment. The transformation of the Lengkong Village library into a digital library is a strategic step in improving the community's quality of life. With a holistic and participatory approach, the Lengkong Village community is expected to be able to utilize the digital technology provided in the Lengkong Village Digital Library.

Community service partners, namely the community and the Lengkong Village library managers, face three main problems. First, the community's digital literacy remains low; technology is generally used for communication and entertainment, not for productive purposes. Second, the village library is still managed conventionally, thus under-functioning as a center for literacy and information. Third, local potential, such as kepok bananas and cassava, has not been optimally developed as a superior village product, both in terms of processing and digital marketing. These problems highlight the need for intervention through applicable and sustainable digital literacy training.

To address the challenges faced by the Lengkong Village community, a comprehensive, applicable, and sustainable solution strategy is required. This strategy focuses not only on improving technical skills but also on building collective awareness of the importance of digital literacy as an empowerment tool. The proposed solution is structured around three main pillars: strengthening digital literacy, revitalizing village libraries, and utilizing artificial intelligence technology to support the development of businesses based on local potential.

The first pillar is strengthening community digital literacy. Digital literacy is the primary gateway to community development, as many residents still use technology only for basic communication or entertainment (Wahyuni et al. 2023; Hanifah, Zahra, Rachman, 2023; Purnomo, 2022). Through basic digital literacy training, the community is taught how to access, manage, and utilize information effectively. This training includes skills such as creating email accounts, using cloud-based storage applications like Google Drive, and organizing files according to their needs. With these skills, residents are not only able to access information but also to store it neatly and share it with other communities. Furthermore, digital literacy is also positioned as the ability to protect oneself from false information, maintain the security of personal data, and utilize the internet for productive purposes such as education and entrepreneurship.

The second pillar is the revitalization of village libraries. The village library in Lengkong Village has great potential to become a digital literacy center, but its management remains conventional. Through a community service program, the library is being directed to transform into a community-based digital library. This is achieved by integrating a digital collection storage system using Google Drive, which is jointly managed by village officials and library managers. Digital collections can include e-books, training modules, and even documentation of local products. With this system, the library is no longer simply a physical space storing printed books, but rather a knowledge center accessible anytime and anywhere (Suud and Andriyani, 2022; Marsono et al. 2023; Nirmala, Ilmi, and Fahrullah, 2022). Furthermore, the digital library also functions as a collaborative space for designing businesses based on local potential, making its presence more relevant to the community. This revitalization is expected to increase the interest of the younger generation in libraries and make them a driving force for village innovation.

The third pillar is the use of artificial intelligence technology to support the development of businesses based on local potential. In this context, ChatGPT was introduced as a tool for designing simple business plans, for example, developing kepok banana chips. Training participants were guided to formulate appropriate prompts to produce relevant output related to cost calculations, production strategies, and marketing plans. This process did not stop at utilizing ChatGPT output alone; it was also complemented by critical discussions and searching for additional information online. Thus, the community learned to utilize technology as a productive partner, not simply as passive consumers. The use of artificial intelligence also opened up new insights for the community that modern technology can be used to accelerate the planning, innovation, and decision-making processes in businesses based on local potential (Nurhaida et al. 2023; Aysa, Nurfitriani, and Husna, 2024).

These three pillars were then complemented by ongoing mentoring and monitoring. Mentoring was carried out by involving village officials and library managers so that the program did not stop at training but continued in the form of real-life practices. For example, library managers routinely added to the digital collection, while community groups began implementing their developed business plans. Monitoring was conducted two weeks after the training to assess the application of the acquired skills and to identify any remaining technical challenges, such as limited devices and internet access. The monitoring results indicated a high level of community enthusiasm for continuing digitalization initiatives despite the ongoing limitations.

Overall, the proposed solution emphasizes a combination of technical skills transfer, mindset change, and ongoing mentoring. With this approach, it is hoped that the Lengkong Village community will not only be able to improve digital literacy but also optimize local potential through the use of technology. Ultimately, this strategy is expected to create a digital literacy-based village ecosystem that is competitive, innovative, and independent in developing an economy based on local potential.

2. Method

The community service activities in Lengkong Village utilize a participatory approach that emphasizes the active involvement of the community as key partners. This approach was chosen because it aligns with the program's characteristics, which not only transfer knowledge but also build collective awareness and practical skills. The implementation method is designed in three main stages: digital literacy training, training on the use of artificial intelligence, and monitoring and evaluation of program sustainability.

The first stage is training on digital literacy and digital library management. During this stage, 20 participants from library management, PKK cadres, and youth organizations were provided with material on the importance of digital literacy in daily life and in developing village potential. The training materials covered the use of popular digital platforms, an introduction to Google Drive as a digital collection storage medium, and hands-on practice organizing files according to simple classifications. Participants were guided through creating Google accounts, creating folders, and uploading documents that would form the initial collection of the village digital library. This phase aimed to familiarize the community with using digital technology not only for communication but also for productive purposes such as learning and information management.

The second phase involved training in the use of artificial intelligence technology. This activity focused on introducing ChatGPT as a supporting tool for developing business plans based on local potential. Participants were trained to develop appropriate prompts to produce relevant outputs, such as a plan for a Kepok banana chip business. Participants were encouraged to analyze the ChatGPT output, adapt it to the local context, and enrich it with additional information from the internet. This method not only taught participants how to utilize technology but also developed critical thinking and evaluative skills. This phase also encouraged the formation of digital discussion groups as a forum for collaboration and the exchange of ideas that could continue after the training concluded.

The third phase involved mentoring, monitoring, and evaluation. Mentoring was provided to ensure participants were able to apply the skills learned in real-life situations. For example, library managers regularly add to the digital collection, while community groups begin developing and implementing simple business plans. Monitoring was conducted two weeks after the second training, involving village officials. Evaluations focused on technical aspects, such as mastery of Google Drive usage, ability to utilize ChatGPT, and community courage to start businesses based on local potential. The monitoring identified several obstacles, particularly limited devices and internet access, but community enthusiasm for continuing the digitalization initiative was high.

In addition to the three main stages, the community service method also emphasizes hands-on, hands-on learning. Each training session is designed with a "learning by doing" approach, where participants directly experience the technology being introduced under the guidance of a facilitator. This method makes it easier for participants to understand and retain the material because they experience the process firsthand. This approach also encourages participants to be more confident in practicing new skills outside of the training forum.

Using a participatory method that combines training, hands-on practice, mentoring, and evaluation, this community service activity not only transfers technical skills but also builds a more open mindset towards digital innovation in the community. It is hoped that this method will encourage the creation of a sustainable digital literacy ecosystem in Lengkong Village and support economic independence based on local potential.

3. Results and Discussion

3.1 Preparation Phase

This community service activity is planned to take the form of training and practice. Before these two core activities, the activity began with a preparatory meeting.

Preparations for this community service activity were held on Tuesday, July 2, 2025, starting at 9:00 a.m. The meeting took place at the Lengkong Village Office. The team met with the village secretary to plan the implementation of this community service program. Participants were identified as the Lengkong Village library manager, who currently handles library operations, and representatives of Family Welfare Movement (PKK) members who were considered to have potential and willing to participate in the development of the digital village library, particularly in its utilization for village economic development. Ten prospective participants were recruited from the youth organization representatives, and eight prospective participants were recruited from the PKK members. Two existing library managers represented the entire program, resulting in a total of 20 prospective participants.

Village officials were responsible for distributing invitations to all prospective participants. They were also tasked with motivating prospective participants to ensure their willingness to attend the planned activity. They were also tasked with preparing the venue: a room, tables, chairs, and a viewing platform. The team was responsible for preparing invitations, materials and presenters, participant guides, banners, and refreshments. Materials were prepared in two formats: printed and soft copies.

Figure 1. Photo of the Team with the Village Secretary during the preparation stage.

3.2 Phase 1 Training

Of the three aspects of digital library development as outlined in the Problem-Solving Proposals section, the first training covered the first aspect (digital education and literacy) and part of the second aspect (community strengthening and collaboration).

The first phase of training was attended by 20 participants. Participants included two village library staff, eight Family Welfare Movement (PKK) cadres, and ten members of the youth organization (Karuna Taruna). The training took place in the Lengkong Village library on Monday, August 4, 2025, from 10:00 AM to 1:00 PM.

The training began with a presentation of digital library materials. The training material covered the following:
1. Definition of digital library, necessary facilities and infrastructure.
2. Digital Platforms for Potential Development
    a. Google and YouTube: Resources for learning and skills development.
    b. Marketplaces (Shopee, Tokopedia, Bukalapak): A means of selling village products.
    c. Social Media (Facebook, Instagram, TikTok): Promotion of products and services.
    d. Digital Financial Applications (OVO, GoPay, Dana): Facilitate financial transactions.
    e. Community and Educational Applications: WhatsApp, Telegram, and online discussion platforms.
3. Utilization of digital libraries.

Generally, all participants were familiar with all platforms that can be utilized for digital library development. However, some participants had never used online discussion platforms, such as Zoom. Therefore, the Team only needed to encourage the use of all these platforms to develop the digital library.

The first recommendation was to expand the library collection, including soft files of written and audio-visual information. The village library already has one computer and one laptop that can be used for library collection development. The Team also suggested developing a storage facility for the village library collection on Google Drive.

The library collection expansion is being carried out in stages by the Lengkong Village library staff. Using Google Drive, these library additions can also be accessed by interested individuals. Interested individuals can send soft files of written and audio-visual materials to staff via WhatsApp, who then upload the soft files to the digital library computer and Google Drive. Folders and subfolders have been created on the library's computers and Google Drive to be filled with digital library collection files. The folders and subfolders are arranged according to the Dewey Decimal Classification (DDC).

In the next stage, the team invited participants to participate in the training materials. Digital library staff prepared laptops, and the team created a Google Drive account for the Lengkong Village digital library. The team then guided them in creating digital library folders and subfolders according to the Dewey Decimal Classification. The

team then guided the digital library staff in creating folders on the Lengkong Village digital library's Google Drive according to the Dewey Decimal Classification. The team then sent several soft files to begin filling the digital library folders on the laptops and Google Drive. All training practicals were witnessed by all participants.

3.3 Phase 2 Training

The second phase of training was held on Monday, August 11, 2025, in the Lengkong Village Library, from 10:00 AM to 1:00 PM. The number of participants remained at 20, consisting of two village librarians, eight PKK (Family Welfare Movement) cadres, and ten youth group members. This phase was a continuation of the first training, which focused on strengthening basic digital literacy. In the second session, the material focused on the introduction and utilization of artificial intelligence applications, specifically ChatGPT, to help communities develop business plans based on local potential.

The session began with a presentation on how to operate ChatGPT. The facilitator explained how to access the application via Google, type in the keyword "chatgpt," and open the available page. The main emphasis was on the importance of developing clear and precise prompts or instructions so that ChatGPT can generate relevant and comprehensive answers. Participants were made aware that applications often need to be provided with complete context for the problem, as this context will be used by ChatGPT to limit the scope of the answer.

After the introductory session, participants were invited to participate in a practical exercise. The team asked each group of participants to propose a business idea they wanted to develop. The proposal that emerged was to develop a business plan for kepok banana chips, as kepok bananas are abundant in Lengkong Village. Participants recognized that this ingredient is often sold raw or simply processed for household consumption, making the idea of developing a snack business a real opportunity to add economic value.

To begin the exercise, the team created a prompt to serve as context for ChatGPT. The prompt read: "We want to develop a kepok banana chips business on a home-based scale. The business is run by a family consisting of a father, mother, and a high school graduate. Please create a business plan, starting from the preparation stage to marketing management. Starting with cost planning, please provide a detailed cost breakdown for all business needs."

ChatGPT then presented the output in the form of a draft kepok banana chips business plan. The plan covered three main aspects: cost planning, production stages, and marketing strategy. In the cost section, ChatGPT provides an estimate of initial investment requirements, such as purchasing a gas stove and LPG cylinder, a large frying pan, a spinner/oil drainer, a digital scale, a knife, a cutting board, and a banana peeler. It also details the initial raw material requirements for kepok bananas, cooking oil, salt, and additional spices. An estimate of monthly operational costs is also provided, including electricity, LPG, plastic packaging, labels, and distribution.

Participants then reviewed the ChatGPT output together. In discussions, they assessed whether the details provided matched the actual conditions in the village. Several participants argued that some of the suggested equipment, such as a spinner priced at around 2.5 million rupiah, was expensive for the initial stages of a home business. Therefore, they agreed on the alternatives of using a simple spinner or a manual draining method before purchasing more modern equipment. This discussion served as an exercise in critical thinking: the community did not blindly accept ChatGPT's answers but made adjustments based on local experience.

In the marketing strategy section, ChatGPT recommended a combination of direct and digital marketing. For direct marketing, it was recommended to consign products to local village stalls, market kiosks, and school cooperatives. For digital marketing, ChatGPT offered the option of using social media platforms like Facebook, Instagram, and WhatsApp Business, as well as utilizing marketplaces like Shopee or Tokopedia. Participants found this advice relevant, although selling directly to their immediate community was more realistic in the initial stages. However, they agreed that it was important to start learning how to create product-specific social media accounts as a promotional tool.

In addition to marketing strategies, ChatGPT also provided an overview of business management within the family. Fathers were directed to focus on raw material procurement and production, mothers on processing and packaging, and children on digital promotion and distribution. This division of tasks was well-received as it aligns with the situation of rural families. Group discussions then deepened the division of roles to better align with each group's capabilities.

Following the ChatGPT analysis session, each group of participants was allowed to draft their own business plan. The draft included preparation steps, equipment and material requirements, production flow, cost calculations, and marketing strategy. Some groups even added innovative banana chip flavors, such as balado, cheese, and

sweet and spicy, to appeal more to younger consumers. This demonstrates that participants not only followed technological advice but also incorporated their own creativity and experience.

The process of developing business plans provided participants with new experiences in digital collaboration. Some groups tried utilizing WhatsApp to exchange information, while others used Google Docs for collaborative writing, although their skills were still limited. In terms of digital literacy, these skills marked an improvement compared to the initial phase, when some participants were only accustomed to using devices for entertainment or simple communication.

The results of the second phase of the training demonstrated several important achievements. First, participants developed new skills in developing effective prompts for ChatGPT, enabling them to generate more appropriate answers. Second, participants learned to read, evaluate, and critique AI output, which also fostered critical thinking skills. Third, they were able to develop a simple business plan based on local potential with a systematic structure. Fourth, a spirit of digital collaboration was fostered, although still in its early stages.

Despite these positive achievements, several obstacles were also noted. Limited devices were a major challenge; some participants had to share phones during the practice because not all had adequate devices. Unstable internet access also disrupted smooth interactions with ChatGPT. Another obstacle was the difficulty some participants had in composing prompts using formal and structured language, necessitating more intensive guidance.

Nevertheless, the second phase of the training successfully increased community confidence in the potential use of digital technology for productive purposes. Participants realized that ChatGPT was more than just a chat application, but could be a partner in designing businesses and finding solutions. This broadened their understanding of how technology can synergize with local potential.

At the end of the training, participants reflected that they felt more prepared to start simple businesses. Several members of the youth group even expressed their willingness to try producing banana chips collectively using a member's home kitchen. The community service team emphasized that the draft business plan would serve as the basis for follow-up in subsequent monitoring and mentoring sessions.

Overall, the second phase of the training provided practical experience that combined advanced digital literacy with local-based economic empowerment. By introducing ChatGPT, participants acquired new skills they had not previously imagined. They also learned that technology is only beneficial when combined with local knowledge, creativity, and a collaborative spirit. In short, this training not only produced a plan for a Kepok banana chip business but also fostered a new mindset that technology can be a crucial instrument in building village economic independence.

3.4 Monitoring and Evaluation

Monitoring was conducted two weeks after the second phase of the training. Monitoring and evaluation were conducted with village officials and Lengkong Village digital library staff. Monitoring and evaluation covered the development of the Lengkong Village digital library and the progress of participant groups in establishing business groups.

The Lengkong Village digital library has created a folder called "Lengkong Village Digital Library" and its subfolders. The subfolders consist of book classification subfolders according to the Dewey Decimal Classification (DDC). However, because the collection is not extensive, the collection is grouped in the GENERAL subfolder, the first subfolder. The library has also created a Google Drive link called "Lengkong Village Digital Library" at: https://drive.google.com/drive/u/1/folders/ 1SkFnwOOnC6hIP6ZsnTfZEFhqVuhX9. This drive also contains a subfolder classifying the library collection according to the Dewey Decimal Classification (DDC). The contents of this drive are the same as the folders on the Lengkong Village Digital Library's computer.

The second monitoring and evaluation process relates to the progress of the participant groups in implementing the training materials. It appears that participants still need to make more preparations to start businesses. Those with the opportunity to start businesses are the Karang Taruna (Youth Group). Generally, Karang Taruna members do not have stable jobs, making it possible to start the businesses discussed in the training.

This training activity has been publicized in written and audiovisual media. This activity was published on kumparan.com with the news link: https://kumparan.com/ivan-abdillah-nur/25mfN1aezEm?utm_source=Desktop&utm_medium=copy-to-clipboard&shareID=NYHO68Z4dvNc. This activity was also published on youtube.com with the link: https://youtu.be/vB_duSaNCIQ.

5. Closing

5.1 Conclusion

The first phase of the training focused on strengthening digital literacy as a foundation for the Lengkong Village community. Twenty participants from various community groups, including village library managers, PKK (Family Welfare Movement) cadres, and youth groups, attended. The training materials included an introduction to the concept of digital libraries, the use of popular digital platforms, and initial practice in managing digital collections through Google Drive. Participants were taught how to create accounts, organize folders according to simple classifications, and upload soft files to form the initial collection of the village's digital library. This activity opened the community's understanding that digital libraries are not only a place to store information, but also a means to expand access to literacy, knowledge, and business opportunities. A group discussion at the end of the training led to the idea of developing local products, particularly processed kepok bananas and cassava, which have the potential to become the basis for a joint venture. Thus, the first training not only developed technical skills in managing digital collections but also raised awareness of the importance of utilizing digital technology in developing local potential.

The second phase of the training focused on utilizing artificial intelligence, specifically ChatGPT, to support the development of business plans based on local potential. Participants were introduced to how to formulate effective questions or prompts and then practiced these to design a Kepok banana chip business, a superior village product. The ChatGPT output was discussed together, adapted to the village's actual conditions, and combined with additional information from the internet. Through this process, participants successfully developed a more systematic business plan, encompassing production cost calculations, marketing strategies, and division of tasks within the family. Furthermore, the training encouraged participants to form digital discussion groups for ongoing collaboration and information exchange. This activity opened up new perspectives on how digital technology, including artificial intelligence, can be a strategic partner in developing ideas, solving problems, and designing realistic businesses. Overall, the second phase of the training successfully bolstered participants' confidence in utilizing technology as an instrument for economic empowerment based on local potential.

Monitoring and evaluation were conducted two weeks after the training, involving village officials and digital library managers. The results demonstrated improved participant skills in managing digital collections and utilizing ChatGPT to develop simple business plans. Support from village officials was evident in the provision of more suitable library space, while library managers began expanding their digital collections. Obstacles such as limited devices and internet access are still encountered, but community enthusiasm for continuing digitalization initiatives is quite high. This indicates that the training has had a positive impact on improving digital literacy and economic empowerment in Lengkong Village.

5.2 Recommendations

Creating a digital village library can be relatively easy. With one or two IT staff and one or two training sessions, a digital village library can be established. Lengkong Village already has a digital village library. A more challenging challenge is motivating the community to become digitally literate. This requires ongoing efforts through various intermediary activities. The formation of business groups that utilize the digital village library and the use of artificial intelligence (AI) is one effort implemented in the Lengkong Village community. Although concrete results are not yet visible, at least the community has begun to engage in discussions about the use of the digital village library and the formation of business groups.

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