

## DIGITAL LITERACY AS A CULTURAL PROMOTION STRATEGY: EDUCATIONAL CONTENT CREATION TRAINING FOR THE INDONESIAN COMMUNITY IN THAILAND

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**ABSTRACT** Digital literacy has become an essential competency in the era of global communication, enabling individuals and communities to access, evaluate, and produce information effectively. For Indonesian diaspora communities in Thailand, digital literacy can serve as a strategic instrument of cultural diplomacy through the development of educational digital content. This community engagement program aims to design a digital literacy training model focused on producing educational cultural content to promote Indonesian culture in Thailand. Employing a preparatory and participatory approach, the proposed program includes needs assessment, training module development, hands-on workshops, and content creation mentoring using accessible digital tools. The expected outcomes include enhanced digital content production skills, improved understanding of Indonesian cultural narratives, increased community participation, and greater visibility of Indonesian culture through social media platforms. The findings of this program design study emphasize the importance of digital literacy as a strategy for cultural promotion and highlight the need for continuous capacity building within diaspora communities. Recommendations include implementing the proposed training program, providing sustainable mentoring, and strengthening collaboration among community organizations, educational institutions, and cultural stakeholders.

**KEYWORDS:** *Cultural Promotion; Digital Content; Digital Literacy; Educational Media; Indonesian Diaspora*

## 1. INTRODUCTION

Indonesian diaspora communities in various countries play an important role as representatives of the nation's culture. One of the active communities is the Indonesian Community in Thailand, particularly in the Nonthaburi and Bangkok areas. The presence of this community serves not only

as a platform for social activities but also as a means of informal cultural diplomacy (Dewanti et al., 2023; Siagian & Tike, 2019). Amid the rapid development of digital technology, the role of diaspora communities in promoting culture can be strengthened through the production of engaging and accessible educational content for international audiences.

Digital literacy has become an increasingly essential competency in modern society. It encompasses not only the ability to operate technological devices but also the capacity to understand, evaluate, and create relevant and responsible content (Redhana, 2024). In the context of cultural diplomacy, digital literacy functions as an effective strategy for expanding the reach of information about Indonesian culture through digital platforms such as Instagram, TikTok, YouTube, and Facebook (Ramadani et al., 2025). This is particularly relevant considering the high level of social media usage and broad access to international visual content among Thai society.

Based on preliminary observations, many members of the Indonesian community in Thailand still lack the skills necessary to produce high-quality educational content. Existing cultural content tends to be simple and has not yet been professionally packaged. Furthermore, there has been no training program specifically designed to equip diaspora members with educational content creation skills through a digital literacy approach. Previous studies have demonstrated that digital literacy training can enhance people's ability to produce quality content, strengthen community participation, and increase confidence in using technology (Dillard, 2019; Neville et al., 2020).

To address these needs, this community service program was designed with the primary objective of developing a digital literacy training model for the Indonesian community in Thailand as a strategy for cultural promotion. The program emphasizes that the development of educational content can strengthen the role of diaspora communities as agents of cultural diplomacy. Community participation in this proposed program includes involvement in needs assessment activities, active participation in training sessions, and engagement in content creation mentoring processes.

## **2. METHOD**

This community service program was designed using a participatory community engagement approach, a model that involves community members throughout the entire program process, from needs assessment and activity planning to evaluation (Arnstein, 2019). This approach was selected because the development of digital literacy and cultural content creation requires active community participation to ensure that the acquired skills are contextual and aligned with the actual needs of the Indonesian diaspora in Thailand. Although the training has not yet been implemented, the following methodology was designed as a simulation based on best practices in community-based digital literacy programs.

The program is planned to take place in Kampung Indonesia, Nonthaburi, Thailand, over a period of three days. This location was chosen because it serves as a center for social and cultural activities among the Indonesian community, making it highly relevant for culturally based initiatives. The target participants include migrant workers, university students, cultural volunteers, and diaspora families interested in promoting Indonesian culture through digital media.

According to Gilster (1997), digital literacy includes the ability to understand and utilize information through technology. However, recent studies indicate that digital literacy has evolved into content creation skills, encompassing both technical and critical competencies (Elena & Andrei, 2022; Lee et al., 2021). Initial community assessments revealed that most participants already use social media platforms but remain at a basic level of engagement and have not directed their use toward the creation of educational content.

The first stage of the program is a needs assessment, conducted through focus group discussions and informal interviews with community representatives. This approach follows the needs assessment principles proposed by Wiggins and McTighe (2005), emphasizing that program development should address the gap between participants' current capabilities and the competencies expected. The assessment identified participants' needs for basic digital literacy skills, cultural storytelling techniques, and technical abilities in photography and image editing.

Based on these findings, the community service team developed a digital literacy training module consisting of both theoretical and practical components. The module was designed to address two dimensions of digital literacy identified by Kasperski et al. (2022): photo-visual literacy, which refers to the ability to understand and create visual information, and reproduction literacy, which involves generating new content from existing sources. Training materials include digital literacy concepts, introductions to editing applications such as CapCut and Canva, smartphone-based content production techniques, and digital ethics, including copyright protection. Digital ethics is particularly important because improvements in digital literacy should be accompanied by awareness of online security, privacy, and copyright issues (Ausawasowan et al., 2021).

The training is structured into three stages. In the first stage, participants are introduced to the role of digital literacy as a strategy for cultural diplomacy. According to Nye (2011), cultural diplomacy through digital media can strengthen a country's soft power by disseminating cultural values and identity.

The second stage involves practical demonstrations, during which participants learn to operate smartphone cameras, understand lighting techniques, explore various shooting angles, and apply basic editing techniques. This practice-based learning approach is grounded in Vygotsky's (1978) constructivist theory, which emphasizes that learning becomes more effective when participants are

directly engaged in contextual activities.

The third stage focuses on independent content production, where participants are guided to create one educational content product centered on Indonesian culture. The content may take the form of a short video, infographic, or visual narrative. This project-based learning approach is based on Thomas's (2020) model, which highlights the role of authentic projects in enhancing critical thinking, creativity, and collaboration skills.

To ensure program sustainability, the initiative also includes post-training remote mentoring. Mentoring will be conducted through digital communication groups, providing feedback and technical guidance. According to Rogers' (2014) diffusion of innovations theory, mentoring is a critical factor in encouraging participants to adopt and apply new skills in their daily lives.

Program evaluation will be conducted through both formative and summative assessments. Formative evaluation involves observing participant engagement during training activities, while summative evaluation focuses on comparing participants' competencies before and after training and assessing the quality of the content produced. This evaluation model follows Patton's (2015) program evaluation framework, which emphasizes assessing outcomes and the sustainability of program impacts.

Overall, this training method is designed not only to transfer technical knowledge but also to foster cultural awareness, enhance digital creativity, and strengthen the community's capacity to promote Indonesian culture through digital media.

### **3. RESULT AND DISCUSSION**

#### **3.1 Result**

##### **a. Conditions Prior to Program Implementation**

Before the digital literacy training program was designed, the initial condition of the Indonesian diaspora community in Thailand indicated that the use of digital technology remained passive and limited. Indonesians living in Thailand were generally familiar with social media platforms such as Facebook, Instagram, and TikTok; however, these platforms were primarily used for entertainment, communication among family members, or documentation of community activities. The content uploaded typically consisted of photographs from community gatherings, religious events, or national celebrations, but was rarely accompanied by in-depth explanations of the cultural values embedded within those activities. In other words, such content functioned more as visual documentation than as educational material for broader audiences.

This situation suggests that digital technology has not yet been utilized as a systematic tool for cultural diplomacy. In fact, social media possesses considerable potential to introduce Indonesia's cultural heritage to Thai society and international audiences. However, limited digital literacy skills have prevented community members from producing cultural content capable of providing meaningful information regarding Indonesian traditions, history, symbolic meanings, and cultural diversity. Many community members are also unfamiliar with professional content management practices, such as incorporating educational narratives, utilizing appropriate editing features, or developing cultural storytelling in short-video formats. Consequently, opportunities to promote Indonesian culture through digital platforms have not been fully optimized.

These conditions were further confirmed by the preliminary needs assessment, which revealed that most diaspora members had never participated in educational content creation training. Although they expressed a strong interest in introducing Indonesian culture, they lacked both the technical and conceptual skills required to present cultural information in an engaging and easily understandable manner for Thai audiences. This gap underscores the need for a digital literacy training program that focuses not only on technical competencies but also on the ability to communicate cultural messages effectively. Therefore, the pre-program condition reflects an urgent need to strengthen the community's digital capacity so that members can serve as effective cultural promotion agents in the information age.

### **b. Expected Outcomes**

The implementation of this digital literacy training program is expected to significantly enhance participants' competencies, particularly in their ability to utilize digital technology more creatively and effectively. Through the training materials provided, participants are expected not only to understand the fundamental concepts of digital literacy but also to apply these concepts in the content production process. One of the primary anticipated outcomes is the improvement of participants' ability to operate digital devices, such as smartphone cameras and video editing applications, enabling them to produce more structured and professional visual content. This improvement is important because digital literacy encompasses not only technical understanding but also the ability to analyze, process, and disseminate information responsibly.

In addition, the training is designed to encourage the creation of educational content capable of introducing Indonesian culture to Thai society in a more engaging and informative manner. The resulting content is expected to evolve beyond simple visual documentation into educational materials that clearly communicate cultural messages, including explanations of historical backgrounds, philosophical values, and symbolic meanings associated with Indonesian traditions.

With a deeper understanding of information packaging techniques, participants will be able to create concise and accessible content suitable for international audiences.

Another key focus of the program is enhancing participants' creativity in short-video production. Through hands-on experience in photography, videography, and editing, participants are expected to develop unique and appealing presentation styles. Creativity is particularly important in the highly competitive social media environment, where educational content must be presented attractively to reach wider audiences.

Beyond technical and creative competencies, increased self-confidence is also expected to be a significant outcome of the training. Through direct experience in producing and sharing cultural content, participants are projected to gain greater confidence in serving as ambassadors of Indonesian culture within digital spaces. This confidence is expected to strengthen their motivation to continue contributing to the dissemination of Indonesian cultural values in Thailand.

Finally, the program is expected to foster a productive network of diaspora content creators. Such a network would facilitate collaboration among community members in developing cultural content, exchanging technical knowledge, and supporting one another in digital cultural promotion efforts. The establishment of a strong creator community would contribute to the sustainability and broader impact of Indonesian cultural promotion initiatives.

### **3.2 Discussion**

This digital literacy training program was designed in response to the growing challenges of cultural digitalization in the era of globalization. Within the context of the Indonesian diaspora in Thailand, the ability to utilize digital technology effectively has become increasingly important for preserving, introducing, and disseminating Indonesian cultural values in a modern and relevant manner. By strengthening digital literacy, diaspora communities can move beyond being passive users of social media and become producers of educational content capable of providing deeper insights into Indonesia's cultural diversity.

Through this training, participants are expected to develop both the technical and conceptual competencies necessary for producing high-quality cultural content. These competencies include photography and videography techniques, video editing, cultural narrative development, and the application of effective digital publication strategies. This demonstrates that digital literacy training has considerable potential to improve the quality of cultural content production while simultaneously supporting Indonesia's cultural diplomacy efforts.

Community participation plays a central role in the success of this training program. Involving participants from the initial needs assessment stage through evaluation creates a collaborative and inclusive learning environment. When participants feel actively involved throughout the process, their motivation to contribute increases, making the learning process more effective. Through collaboration among community members, participants can exchange feedback, share experiences, and support one another in developing new skills.

Furthermore, the training indirectly encourages the adoption of innovations within the community, including the use of advanced editing applications, more engaging cultural storytelling techniques, and effective digital publication strategies. Such innovations are essential because they enable participants to maximize the potential of social media as a platform for disseminating educational content to broader audiences.

This training model also demonstrates a high level of sustainability because it can be replicated by Indonesian diaspora communities in other countries. The need to promote Indonesian culture creatively and modernly is not limited to Thailand but is equally relevant in countries where Indonesian diaspora communities are present. The success of cultural diplomacy in the digital era largely depends on the ability of diaspora members to communicate cultural identities in ways that are informative, engaging, and accessible to international audiences.

With a structured digital literacy-based training model, diaspora communities worldwide can more easily develop cultural content production skills that align with the expectations of global audiences. Therefore, this training serves not only as a short-term intervention but also as a potential long-term strategy for strengthening Indonesia's positive international image through digital cultural promotion initiatives.

#### **4. CONCLUSION**

The proposed digital literacy training program aims to strengthen the capacity of the Indonesian community in Thailand to utilize digital technology as a medium for cultural diplomacy. Through an integrated approach that combines technical, conceptual, and digital ethical dimensions, the program provides a strong foundation for participants to develop the skills required to produce high-quality educational content.

Although the program has not yet been implemented, the design demonstrates considerable potential for success, both in enhancing participants' digital competencies and in improving the quality of Indonesian cultural information dissemination within digital spaces. The training model is also considered highly relevant to the needs of diaspora communities seeking to play a more active role in promoting Indonesian culture to Thai society through social media platforms.

Therefore, this program has the potential to serve as an effective strategy for strengthening cultural identity and increasing the contribution of diaspora communities to cultural diplomacy in the digital era.

Based on the program design, several recommendations can be proposed to maximize its impact. First, the training program should be implemented as soon as possible to generate empirical data regarding the effectiveness of the proposed methods. Direct implementation will also enable a more comprehensive evaluation of participants' skill development. Second, continuous mentoring should be provided after the completion of training to ensure that participants can maintain and further develop the competencies they have acquired. Such mentoring may take the form of online forums, regular consultations, or community learning groups. Third, collaboration among academic institutions, diaspora communities, and government agencies should be expanded to broaden the program's reach and enhance its impact. Such partnerships will support program sustainability and strengthen international networks for promoting Indonesian culture.

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#### **CONFLICT OF INTEREST**

The authors declare that there are no conflicts of interest regarding the publication of this article.

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