



## Strengthening Digital Competence of Elementary School Teachers and Students through Technology Education and Training Activities in Ponco Kresno Village, Negeri Katon District, Pesawaran Regency

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### ABSTRACT

*The transformation of children's education through the utilization of information technology has become a significant phenomenon in the development of education in the digital era. The lack of technological understanding and the limited information technology instruction provided by schools represent increasingly pressing issues in this digital age. In an environment where technology is progressively integrated into daily life, children with limited technological knowledge may face disparities in access to information, educational opportunities, and the capacity to participate in an increasingly digitally connected society. To address this, it is essential to enhance digital competencies for both teachers and students through educational programs and technology training. The implementation methods used in this activity are the lecture method for delivering basic concepts and information technology theory, the demonstration method to show the operation of applications directly, and the hands-on practice method. The results of the activity indicate a significant improvement in digital competence, both in terms of theoretical knowledge and practical skills in operating software and utilizing technology for learning and self-development needs.*

*Transformasi pendidikan anak melalui pemanfaatan teknologi informasi menjadi fenomena penting dalam pengembangan pendidikan di era digital. Kurangnya pemahaman tentang teknologi serta minimnya pembelajaran mengenai teknologi informasi yang diberikan oleh pihak sekolah merupakan permasalahan yang semakin mendalam di era digital ini. Dalam lingkungan di mana teknologi semakin meresap ke dalam kehidupan sehari-hari, anak-anak yang terbatas dalam pengetahuan teknologi dapat mengalami kesenjangan dalam akses informasi, peluang pendidikan, dan kemampuan untuk berpartisipasi dalam masyarakat yang semakin terhubung secara digital. Untuk mengatasinya perlu dilakukan penguatan kompetensi digital baik untuk guru dan peserta didik melalui kegiatan edukasi dan pelatihan teknologi. Metode pelaksanaan yang digunakan dalam kegiatan ini adalah metode ceramah untuk penyampaian konsep dasar*



*dan teori teknologi informasi, metode demonstrasi untuk memperlihatkan cara pengoperasian aplikasi secara langsung, dan metode praktik langsung (hands-on practice). Hasil kegiatan menunjukkan adanya peningkatan kompetensi digital yang signifikan, baik dari aspek pengetahuan teoritis maupun keterampilan praktis dalam mengoperasikan perangkat lunak dan memanfaatkan teknologi untuk kebutuhan pembelajaran dan pengembangan diri.*

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## A. INTRODUCTION

Ponco Kresno Village is one of the 19 villages in the Negeri Katon District, Pesawaran Regency, Lampung Province. This village, established in 1958, has an area of 623.50 hectares with a population spread across several hamlets, including Trikora, Talang Baru, Pujodadi, Srinusabangsa, Wonosari, and Sukosari. Geographically, Ponco Kresno Village is located 12.5 km from the district capital and 22 km from the regency capital, with travel times of approximately 0.5 hours and 1 hour respectively by motor vehicle. The village has several basic educational institutions, including SDN 12 Negeri Katon, which was established on January 1, 1970, with 58 students and 9 teachers, as well as SDN 05 Negeri Katon.

Education in today's digital era is expected to be able to produce Human Resources who possess capabilities in information and communication technology, are skilled, and innovative in thinking to solve problems. The transformation of children's education through the utilization of information technology has become an important phenomenon in the development of education in the digital era. However, the problems faced by children and teachers in Ponco Kresno Village include a lack of understanding of technology and limited learning about information technology provided by the school. The lack of technological knowledge among children is an increasingly deepening problem in this digital era. In an environment where technology is increasingly permeating daily life, children with limited technological knowledge may experience disparities in access to information, educational opportunities, and the ability to participate in an increasingly digitally connected society.

Previous research and community service programs have shown that digital literacy is a critical competence that must be possessed by teachers and students in the era of digital transformation. Wahzudik et al. (2025), in their community service program in Semarang District, demonstrated that digital literacy training for primary school teachers was able to enhance teachers' digital competence with an average evaluation score of 3.53 (categorized as very good), as well as improve teachers' ability to utilize digital platforms for learning design and assessment. The study confirms that teachers with strong digital literacy can use technological tools not only for administrative purposes but also to create innovative learning strategies that support students' cognitive and metacognitive development.

Rulyansah et al. (2025), in a teacher empowerment program in the Yosowilangun District, Lumajang, found that training and mentoring in the use of AI tools in instructional practice were able to increase teachers' self-confidence from an average of 2.1 (pre-training) to 4.3 (post-training) on a five-point Likert scale, as well as enhance student motivation and engagement in learning. Meanwhile, research by Rediyasa, Amir, and Flowers (2025) on the implementation of e-learning in 15 rural schools across various provinces in Indonesia



identified major challenges, including unstable internet connections, lack of adequate devices, low digital literacy, and insufficient teacher training. This study concluded that addressing the digital divide in rural schools requires a comprehensive approach that includes infrastructure development, teacher training, and community involvement.

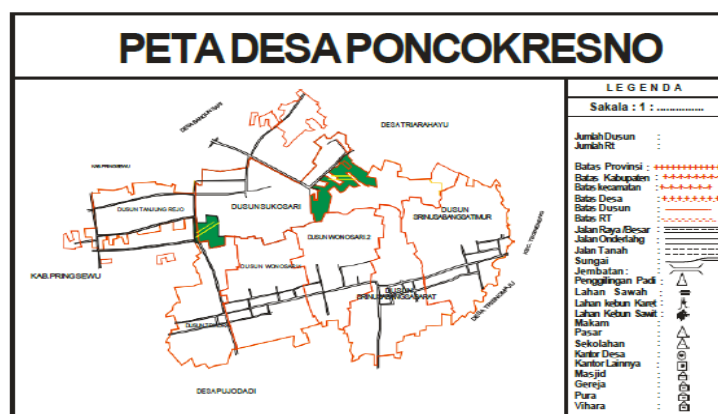
At the rural elementary school level, Mastiah et al. (2026), in a case study in Melawi Regency, found that teacher training was still very limited, with only 15 schools participating in brief sub-district level workshops, and digital literacy had not developed due to unstable electricity, weak internet connections, and limited opportunities for student engagement. These findings are consistent with conditions in many rural areas of Indonesia, including Ponco Kresno Village. A community service program by Maharani et al. (2026) in Sakatiga Village demonstrated that strengthening and mentoring digital literacy-based learning for elementary school teachers provided a significant improvement in understanding, as shown by increased scores from pretest to post-test results.

The community service program conducted by Telaumbanua et al. (2025) at SD Caringin Nunggal, Cianjur Regency, demonstrated that computer literacy intervention through a Participatory Action Research (PAR) approach, using demonstration and hands-on methods, successfully improved students' understanding of the functions and operations of computer hardware and software. Similar activities by Bukhari and Juniarta (2026) in remote areas confirmed that strengthening digital literacy based on local contexts is important to support the equitable quality of education.

Based on the issues faced by teachers and elementary school students in Ponco Kresno Village, as well as various findings from previous research and community service programs, a community service activity was designed under the title "Strengthening Digital Competence of Elementary School Teachers and Students through Technology Education and Training in Ponco Kresno Village, Negeri Katon District, Pesawaran Regency." This activity aims to: (1) increase the understanding and awareness of teachers and elementary school children regarding the healthy and safe use of technology; (2) improve the performance of elementary school teachers in Ponco Kresno Village through strengthening digital competence; and (3) enhance the knowledge of teachers and elementary school children in operating the technology applications taught, such as MS Word, Canva design, as well as an introduction to artificial intelligence (AI). Through this educational and training activity, it is hoped that teachers and students can utilize technology to enhance the potential in Ponco Kresno Village as well as foster the spirit of learning and innovation in their work.

## **B. METHODS**

This community service activity was conducted in Ponco Kresno Village, Negeri Katon District, Pesawaran Regency, Lampung Province, with the primary implementation locations at SDN 12 Negeri Katon and SDN 05 Negeri Katon. The activity took place over 30 days, from July 30, 2024, to August 29, 2024. The main targets of this activity were 9 teachers and 58 students of SDN 12 Negeri Katon, as well as students from SDN 05 Negeri Katon. Additionally, the activity involved other partners, including the Ponco Kresno Village Government apparatus, Micro, Small, and Medium Enterprises (MSMEs) such as tempeh, lotus coffee, wet cakes, and tofu producers, as well as the local community around Ponco Kresno Village.



**Figure 1.** Location Map of Community Service Activities in Ponco Kresno Village, Negeri Katon District, Pesawaran Regency

The implementation method employed in this activity was a participatory approach combining three main methods, namely: (1) the lecture method for delivering basic concepts and theories of information technology; (2) the demonstration method to showcase the direct operation of applications; and (3) hands-on practice, providing participants with opportunities to operate the taught software themselves. This approach was chosen based on the initial identification results indicating that participants had low levels of digital literacy, thus requiring interactive and practice-centered learning methods to ensure deep understanding.



**Figure 2.** Opening Ceremony of Technology Education and Training Activities at SDN 12 Negeri Katon

The activities are carried out through four main stages, namely: Preparation Stage (July 30 – August 8, 2025). In this stage, coordination is conducted with the Head of Ponco Kresno Village, village government officials, as well as the principals of SDN 12 and SDN 05 Negeri Katon to agree on the schedule and training materials. In addition, an initial survey and direct observation at the partner locations are carried out to identify the specific needs of the participants, including the availability of hardware and internet networks in the schools. This stage also includes an initial visit to the MSMEs in Ponco Kresno Village to explore local potentials that can be integrated into the learning materials.

**Figure 3.** Coordination with Ponco Kresno Village Government Apparatus and Principal of SDN 12 Negeri Katon



Preparation also includes the creation of simple teaching modules and the preparation of supporting devices such as laptops and projectors for demonstration purposes; Implementation Phase (August 9 – 22, 2025), this phase is the core of the community service activities carried out gradually at SDN 12 and SDN 05 Negeri Katon. The implementation is conducted in several meeting sessions, with details as follows: Education and Training on MS Word (August 9, 12, 13, 19, 20, 22, 2025), this material includes an introduction to the Microsoft Word interface, typing basics, text formatting (font, size, color, alignment), inserting images and tables, as well as document saving.

**Figure 4.** Implementation of Microsoft Word Training for Teachers and Students at SDN 12 Negeri Katon





Participants are given the opportunity to practice each feature taught directly with intensive guidance. The purpose of this training is so that teachers and students are able to independently create simple documents, such as letters, assignments, or teaching materials; Canva Design Education and Training, this material aims to introduce an easy-to-use online graphic design platform. Participants are taught how to create posters, banners, and engaging presentation materials. The focus of the training is on developing creativity and innovation in designing visual learning media. Teachers are guided to create more attractive teaching materials, while students are encouraged to produce simple design works; Entrepreneur Class Education and Training (Entrepreneurship), this material is delivered to foster an entrepreneurial spirit from an early age. The topics discussed include the definition of entrepreneurship, how to determine target markets, selecting types of businesses that align with local potential, as well as simple marketing strategies. Teachers and students are invited to identify business opportunities available around Ponco Kresno Village, such as tofu and lotus coffee products, and to formulate simple business plans; Socialization of the Positive and Negative Impacts of Technology, in addition to technical training, this activity also includes socialization on the healthy and safe use of technology. This material aims to increase participants' awareness of the risks associated with unwise use of technology, such as gadget addiction, exposure to negative content, and personal data security, while encouraging the productive use of technology. Support and Strengthening Stage (August 11 – 26, 2025), At this stage, supporting activities are carried out to strengthen the impact of the training, namely: Visits to MSMEs on (August 10, 14, 21, 2025) to directly observe the production process and discuss business development, which is then linked to the entrepreneurial class material; Installation of the Creative Map (August 25, 2025) as a form of documentation and a village potential map involving community participation; Participation in community activities, such as mutual cooperation, Independence Day competitions, and healthy walks, aimed at strengthening the relationship between students and the community and integrating the technology program with the village's socio-cultural life (July 31 – August 18, 2025).

**Figure 10.** Involvement in Mutual Cooperation (Gotong Royong) Activities, Indonesian Independence Day Competitions, MSME Visits, and Training for Village Officials





Evaluation Stage (August 27 – 29, 2025), this final stage includes evaluating the impact of activities through observation of participants' skills after the training, as well as discussions with teachers and school principals to obtain feedback. The activities conclude with a farewell event and the presentation of plaques to SDN 12 and SDN 05 Negeri Katon as a form of appreciation and memento (August 28, 2025). Evaluation is also conducted by comparing participants' initial abilities (before the training) and final abilities (after the training) through direct observation during practical sessions, as well as informal interviews with teachers regarding the difficulties and ease they experienced

**Figure 11.** Plaque Presentation to SDN 12 and SDN 05 Negeri Katon



## C. RESULTS AND DISCUSSION

This community service activity was carried out over the period from July 30 to August 29, 2025, in Ponco Kresno Village, Negeri Katon District, Pesawaran Regency. The entire series of activities ran smoothly and received a very positive response from all participants, both teachers and elementary school students at SDN 12 and SDN 05 Negeri Katon. Overall, this program successfully addressed the main problems faced by the partners, namely the low level of knowledge and information technology skills among teachers and students, as well as the limited integration of technology in the learning process. The results of the activities indicate a significant improvement in digital competence, both in terms of theoretical



knowledge and practical skills in operating software and utilizing technology for learning and personal development needs.

### **1.1 Technology Education and Training Activities for Digital Competence Enhancement**

The technology education and training activities constituted the core program designed to enhance the digital competence of teachers and students. The training was conducted in several sessions on August 9, 12, 13, 19, 20, and 22, 2025, at SDN 12 Negeri Katon, with additional socialization at SDN 05 Negeri Katon on August 19, 2025. The materials delivered included introductions to Microsoft Word and the Canva design platform, using a delivery method that combined lectures, demonstrations, and hands-on practice.

During the Microsoft Word training sessions, participants were introduced to the word processing interface and basic functions such as typing, text formatting (font type, size, color, and alignment), inserting images and tables, and saving documents. The learning process began with conceptual explanations, followed by demonstrations by the instructor using a projector, and concluded with independent practice sessions under intensive supervision. The results showed that almost all participants, both teachers and students, were able to follow the training flow well. Teachers who had previously only been accustomed to basic computer use for simple administrative tasks became capable of creating more structured documents, such as teaching modules, student worksheets, and official correspondence independently. Students, most of whom had never operated computers before, demonstrated high enthusiasm and were able to type and format simple texts with guidance. This improvement in skills was evident from the decreasing number of technical questions in the second and third training sessions, indicating increasingly better understanding.

In the Canva design training sessions, participants were introduced to an online-based graphic design platform that offers various ready-to-use templates. The training covered how to create posters, banners, and visual presentation media. Teachers were trained to create more engaging and communicative teaching materials, while students were encouraged to express their creativity by producing simple designs themed on education and the local environment. The results indicated an improvement in participants' ability to combine visual elements (images, colors, and text) into informative and aesthetic works. Teachers began to produce more varied learning media, which had previously been severely limited due to a lack of knowledge about digital design tools. Students also demonstrated their ability to produce simple posters illustrating the village's potential, such as tofu and lotus coffee products, which were later linked to entrepreneurship materials.

The success of this training was greatly attributed to the hands-on practice approach, which provided space for participants to learn from mistakes and ask questions actively. Although there were technical constraints, such as limited computer devices and unstable internet connections (consistent with the findings of Rediyasa, Amir, & Flowers, 2025, regarding challenges in rural schools), these issues were addressed by forming study groups and utilizing alternative devices such as the students' personal laptops. This situation actually strengthened interaction and collaboration among participants, where students who understood the material more quickly helped their peers who faced difficulties, creating an inclusive and mutually supportive learning atmosphere. This finding reinforces the research results of Telaumbanua et al. (2025) that demonstration and direct practice methods are effective for improving computer literacy in resource-



limited environments, and aligns with the program by Rulyansah et al. (2025), which showed that practice-based training can significantly increase participants' self-confidence.

## **1.2 Entrepreneurship Education, Socialization, and Village Ecosystem Strengthening Activities**

In addition to software-based technical training, this community service activity also organized an entrepreneur class (entrepreneurship) program and socialization on the impacts of technology, conducted in specific sessions during August 2025, and supported by visits to MSMEs and participation in community activities. This program aimed to foster an innovative spirit and critical thinking skills among participants in utilizing technology not only for learning but also for economic development and social life.

The entrepreneur class covered topics such as the definition of entrepreneurship, how to determine target markets, selecting business types suitable for local potential, and simple marketing strategies. Teachers and students were invited to identify the leading potentials of Ponco Kresno Village, such as tofu, tempeh, and lotus coffee businesses. This activity was reinforced by field visits to the Tofu MSME on August 10, 14, and 21, 2025, where participants could directly observe the production process and discuss challenges and development opportunities with business operators. The results of this program showed that teachers and students began to be able to connect subject matter with the real conditions in their surrounding environment. Several teachers expressed interest in integrating entrepreneurial concepts into other subjects, such as Mathematics (calculating capital and profits) and Indonesian language (creating proposals or simple advertisements). Students also showed enthusiasm in formulating simple business ideas, such as selling processed snacks or helping promote MSME products through the designs they had created in Canva.

The socialization activities regarding the positive and negative impacts of technology were provided to complement technical skills with ethical awareness and digital security. This material covered the importance of managing gadget usage time, avoiding negative content, and protecting personal data. The results of this socialization were evident from the increased awareness among teachers in supervising technology use at school and students' awareness to use devices wisely. Teachers reported that they began to implement simple rules regarding mobile phone use in the school environment and encouraged students to utilize the internet for seeking educational information, rather than merely for entertainment. This impact aligns with the findings of Wahzudik et al. (2025) that the improvement of teachers' digital literacy directly affects their ability to create innovative and safe learning strategies.

Furthermore, this community service activity integrated the program with the socio-cultural life of the community through participation in the celebration of the Indonesian Independence Day (HUT RI) in August 2025. Lecture and student involvement in mutual cooperation on July 31, August 4, and August 16, volleyball competitions on August 3, 11, 12, 14, and 15, healthy walks on August 18, and serving as competition committees in each hamlet, aimed to strengthen the relationships between students, teachers, students, and the general public. The result of this involvement was the creation of a high sense of mutual trust and openness, so that the technology education programs were more easily accepted by the community. The people of Ponco Kresno Village became more aware of the importance of optimizing education and technology mastery for the younger generation, as reflected in the enthusiasm of parents who accompanied their children during the training sessions. This proves that a holistic



approach involving all elements of the village is effective in creating a sustainable learning ecosystem, as recommended by Mastiah et al. (2026), who emphasized the importance of community involvement in overcoming the digital divide in rural areas.

Overall, the results and discussion above indicate that the activity "Strengthening Digital Competence of Elementary School Teachers and Students through Technology Education and Training Activities" has successfully provided tangible positive impacts. Teachers and elementary school students in Ponco Kresno Village not only gained improved technical skills in operating MS Word and Canva but also developed an entrepreneurial spirit and ethical awareness in using technology. This impact is expected to serve as a foundation for the broader development of the village's potential, particularly in utilizing technology to improve the quality of education and the local community's economy.

#### **D. CONCLUSION**

Based on the series of Community Service Work Practice (PKPM) activities that have been carried out in Ponco Kresno Village, Negeri Katon District, Pesawaran Regency, it can be concluded that the community service activity entitled "Strengthening Digital Competence of Elementary School Teachers and Students through Technology Education and Training Activities" has successfully achieved its established objectives. The main problems faced by the partners, namely the low level of information technology knowledge and skills among teachers and elementary school students in Ponco Kresno Village, as well as the minimal integration of technology into the learning process, have been addressed through systematically and participatively designed programs.

The technology education and training activities, which included introductions to Microsoft Word and the Canva design platform, successfully and significantly improved participants' digital competence. Teachers who previously only used computers for simple administrative tasks became capable of creating structured documents such as teaching modules, student worksheets, and more attractive visual learning media through Canva. The students, most of whom had never operated computers before, demonstrated high enthusiasm and successfully mastered basic typing skills, text formatting, and creating simple poster designs. This success was largely attributed to the learning approach that combined lecture, demonstration, and hands-on practice methods, which proved effective in enhancing participants' understanding and skills, consistent with findings from previous research (Wahzudik et al., 2025; Rulyansah et al., 2025; Telaumbanua et al., 2025).

In addition to improved technical skills, this activity also successfully fostered an entrepreneurial spirit among teachers and students through the entrepreneur class program and field visits to MSMEs in Ponco Kresno Village. Participants were able to identify local potential and formulate simple business ideas, which could then be integrated into other subjects. The socialization regarding the positive and negative impacts of technology also raised participants' awareness of the importance of wise, healthy, and safe technology use. Involvement in community activities such as mutual cooperation (gotong royong) and the Indonesian Independence Day celebration also strengthened the relationships between students, teachers, students, and the community, so that the technology programs could be more easily and sustainably accepted (Mastiah et al., 2026). Thus, this community service activity has provided tangible and holistic impacts, not only in the realm of education but also in the economic and socio-community development of Ponco Kresno Village.

Although this activity has been carried out successfully, several limitations need to be noted. The limited number of computer devices and unstable internet connectivity were



technical constraints encountered during the training implementation. However, these were addressed through the formation of study groups and the utilization of alternative devices. Additionally, the relatively short training duration (30 days) limited the depth of material that could be delivered, necessitating follow-up programs to ensure the sustainability of digital competence improvement. Based on these considerations, it is recommended that similar activities be conducted sustainably with longer durations and involving more partners, including Pujodadi Hamlet, which is a separated hamlet from Ponco Kresno Village, to expand the impact of community empowerment in the field of information technology.

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## **F. AUTHOR CONTRIBUTIONS**

The author's contributions to this community service activity and the writing of the article in the implementation of Community Service (PKM) in Ponco Kresno Village, Negeri Katon District, Pesawaran Regency involve the entire team. This encompasses program planning and preparation, coordination with various partners including the Ponco Kresno Village Government, SDN 12 and SDN 05 Negeri Katon, as well as MSME actors in Ponco Kresno Village, the implementation of all series of educational activities and technology training which include introduction to Microsoft Word, Canva design training, entrepreneurship classes, and socialization of the positive and negative impacts of technology, documentation of activities, collection and processing of observation data, analysis of the impact of activities on improving the digital competence of teachers and students, drawing conclusions, as well as drafting reports and writing the manuscript of this article. All authors contributed collaboratively to the planning and preparation of activities, coordination with partners, data processing and analysis, activity impact analysis, as well as the revision and refinement of the manuscript.

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