Cultural Empowermnet of Communities Through Information Technology in Giripurwo Village, Yogyakarta, Indonesia

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Abstract

Empowering communities based on culture can be achieved through information technology strategies provided to groups in the form of learning guides. Giripurwo is a village with intriguing cultural potential and high market value, yet this potential is not widely known by the communityThis research aims to: a) describe the conditions of the cultural village community of Giripurwo in Gunungkidul, b) identify weaknesses within the Giripuro cultural village community in Gunungkidul, c) develop a design for a cultural-based community empowerment model through information technology, d) assess the feasibility of the empowerment model guide based on culture through information technology, e) evaluate the effectiveness of the empowerment model guide based on culture through information technology.This study is a development research using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The subjects of this research are the cultural arts groups in the Giripurwo cultural village. Data collection methods include observation, interviews, documentation, and focus group discussions (FGD). Data analysis techniques include data collection, data reduction, data display, and drawing conclusions or verification. The results of this research indicate that: a) the Giripurwo cultural village community already possesses skills in traditional cultural arts, b) the Giripurwo cultural village community has low skills in utilizing information technology as a medium in managing cultural arts, c) the cultural-based community empowerment model is implemented through information technology training for target groups, d) the cultural-based community empowerment model through information technology is deemed suitable for use with a "very good" category, e) the cultural-based community empowerment model has effectiveness for widespread application.

Keywords: *Empowerment, Cultural-Based Communities, Information Technology*

INTRODUCTION

Culture preservation as the preservation of traditions, involves efforts to safeguard, develop, and utilize the customs of a cultural-supporting community, with the transmission and inheritance occurring from generation to generation (Regulation of the Minister of Education and Culture of the Republic of Indonesia in 2014). In the mandate of Article 32, paragraph 1 of the Law, it is explained that cultural preservation efforts are a joint responsibility of the state and the community in a continuous manner. Villages designated as Cultural Villages must explore and preserve their cultural wealth (DIY Governor Regulation No. 36 of 2014, Article 5). Furthermore, the SDG's village goals in the Ministry of Village Development and Transmigration Regulation No. 13 of 2020 aim for culturally responsive villages to accelerate the achievement of sustainable development goals.

The reality in the field shows that people tend to prefer foreign cultures, considering them more attractive, unique, and practical (Nahak, 2019). It is further explained that many local cultures are fading due to a lack of successor generations interested in learning and inheriting them. Studies (Rohani and Firmansyah, 2019) mention that the suboptimal preservation of culture is due to the community's insufficient understanding and love for culture, as well as a lack of activities that can instill a love for culture among the people. Local cultures are declining because the local population believes foreign cultures are superior, lacking understanding and affection for their own culture.

The community's cultural preservation efforts are a manifestation of their love for the cultural heritage of the cultural village (Irhandayaningsih, 2018). Culture is significantly influenced by the development of information and communication technology (Atmoko, 2018). This is because the rapid globalization in human life connects

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and interdepends individuals, groups, and nations. With digitalization, cultural education becomes easier through creating content that presents an engaging exploration of culture (Mazza, 2022). Han (2022) further states that the use of technology is one of the most relevant and widely accepted methods in spreading and preserving a country's culture.

One of the villages recognized as a cultural village is Giripurwo Village, Purwosari Subdistrict, Gunungkidul Regency, Special Region of Yogyakarta. In Governor Regulation No. 36 of 2014, Article 1, Cultural Village is defined as a village that actualizes, develops, and conserves its cultural potential, visible in customs and traditions, arts, traditional games, language, literature, writing, crafts, culinary arts, traditional medicine, spatial planning, and cultural heritage.

The culture held by the Giripurwo community includes Andongsari tradition, a traditional ceremony held annually by the Giripurwo Village community, particularly in Klampok and Gumbeng Hamlets. This tradition takes place during the long dry season and entering the planting season. Additionally, Giripurwo Village also has cultural dances, traditional customs, culinary creations, and traditional crafts products. The existing culture of Giripurwo Village is not fully preserved by the community, especially the younger generation. In the current era of globalization, there is a concern about the shifting views of society. Many young people today lack understanding of Javanese literature, language, and script as cultural assets of the village (Putri, 2021; Wicaksono, 2019).

LITERATURE REVIEW

Community empowerment is a process towards empowerment, involving the provision of power/strength, and/or the transfer of power/strength from those who possess it to those who have less or are not empowered yet (Sulistiyani, 2004). Empowerment entails providing communities with resources, opportunities, knowledge, and skills to enhance their own capacities, enabling them to determine their own future, participate fully, and influence their community's life (Ife, 1995).

The life of a community is shaped by the values that emerge from the community itself. One aspect closely intertwined with communities is cultural values. Culture can be briefly understood as an art form. Culture can be defined from various perspectives: (1) descriptively, it is the comprehensive totality that constitutes the entire human life; (2) historically, culture is an inherited heritage; (3) normatively, culture is the rules of life and value clusters; (4) psychologically, culture is a problem-solving tool that enables people to live and interact; (5) structurally, culture is an abstraction different from concrete behavior; and (6) culture arises from human interactions and is inherited by the next generations (Sutrisno, 2005). Joesof (1996) states that culture is a system of internalized values. Culture is a complex whole, encompassing knowledge, beliefs, arts, moral laws, customs, and other abilities, as well as habits acquired by humans as members of society. The elements shaping behavior are supported and continued by members of the community (Tripasetyo, 2013).

Information Technology (IT) is a general term for any technology that assists humans in creating, modifying, storing, communicating, and/or disseminating information. IT integrates high-speed computing and communication for data, voice, and video. For example, information technology includes not only personal computers but also telephones, household electronic appliances, and modern handheld devices (mobile phones). Rogers (1986) explains that there are four categories of media that have evolved in society, known as New Communication Technology, which significantly influences human life: written media, printing media, telecommunication media, and interactive communication media

MATERIALS AND METHODS

Research Type

The type of research used in this study is research and development that produces products in the form of technology-based learning media using the ADDIE learning system design model. Research and development (researck and Development) is a learning system design research model that is quite powerful in improving products. Research and development is a process or steps to develop a new product or improve existing products that can be accounted for (Syaodih, 2010). The research and development method is a research

method used to produce a specific product and test the effectiveness of the product (Sugiyono, 2013). The ADDIE learning system development design consists of five stages which include analysis, design, development, implementation and evaluation, (Sugiyono, 2015).

Research Location

The research was conducted in Giripurwo Cultural Village, Purwosari District, Gunungkidul Regency, Yogyakarta Special Region. Based on preliminary studies strengthened by information from community leaders, cultural managers and members of the Giripurwo community that the community has a high motivation in the development of cultural villages.

Development Procedure

Analysis Stage

At this stage, the main activity was to analyse the need for technological literacy skills for the cultural arts community in Giripurwo village. The cultural arts community in Giripurwo has skills in playing gamelan. They have joined cultural arts communities that are able to mobilise the community to preserve and develop these cultural arts. The analysis was conducted through observation, interviews and focus group discussions.

Design stage

From the results of the initial analysis, it can be explained that the Giripurwo village cultural arts community has a desire to preserve culture and make Giripurwo cultural village more developed and advanced. However, the current condition is that the cultural arts community is limited in its ability to combine information technology with the development of culture that has not been empowered to increase community income. Currently, the cultural activities of the community have not been enjoyed by the community at large, still in the local community, although there is already a media as a media information dissemination, but the dissemination has not been intensified due to the limited management of information technology applications. Therefore, the empowerment model designed focuses on the skills of utilising information technology for the cultural arts community. The stages of this design include:

Preparation which consists of:

Preparing training tools

Preparing infrastructure facilities

Preparing tools and materials

Setting up the programme

Prepare human resources

Implementation which includes:

Coordination

Socialisation

Formation of small groups

Strengthening the ability of managers

Skills workshop (information skills and traditional art materials)

Implementation

Evaluation in this case includes

Initial evaluation of activities in the form of exploration results

Evaluation of the empowerment process

Evaluation at the end of the activity or outcome evaluation

Follow-up: Follow-up in this stage is in the form of monitoring and evaluation assistance.

Development stage

At this stage the researcher has combined the materials that have been collected to create a guide related to culture-based community empowerment through information technology. Furthermore, making validation questionnaires related to media and theory validation is explained as follows:

Validation of material experts and media experts/activity and learning guides

Before being trialled to the target group, the developed product was tested by one content/material expert and one media expert. This trial is important to get assurance that the initial product developed is feasible to be tested on the target group. In addition, it also anticipates material errors, media accuracy and anticipation during field trials. Product trials by material and media experts are followed by analysing and revising the product based on the expert's suggestions so that it is declared feasible by the expert. The determination for material experts is based on the following considerations: 1) Having a non-formal education background, 2) mastering material related to the science of cultural arts and knowledge related to learning activities, 3) Practitioners and professions in the field of cultural arts.

Field Trial

The purpose of this trial is to determine whether the product produced has the feasibility and attractiveness to be used in learning. The product was tested again classically on 10 targets. Through classical trials, a broader and more complex response can be obtained regarding the usefulness of the product in facilitating the learning process. Product trials were conducted on members of the learning group at the cultural arts community in Giripurwo cultural village who were not the subject of further development. After the trial, the target group filled out a questionnaire containing their responses to the activity and learning guides that were tried in conducting learning, followed by product analysis and revision based on the results of the field trial to produce the final product.

Product Refinement

Product refinement of the field trial results is based on information obtained from the results of the trial in stage two. The product is further improved and refined, so that a more perfect prototype of activity and learning guides will be obtained for use in learning. Based on the results of the field evaluation, the activity and learning guide products are improved again so that they are more perfect to become the final product that is ready to be disseminated to users.

Implementation Stage

At this stage, a wide group trial was conducted, namely all people who are members of the cultural arts community in Giripurwo village. During the trial, the researcher made notes about the shortcomings and obstacles that still occurred when the product was implemented. In addition, the target group was also given a response questionnaire regarding the use of cultural literacy guides through information technology. The target group was also given a test after using the media to determine the effectiveness of the guide.

Evaluation stage

The evaluation stage was conducted to assess the ease of use of the guide in developing a technology literacy-based culture.

Data Type

The data collected in this development research consists of two types, namely qualitative data and quantitative data. Each is as follows:

Qualitative data

Qualitative data is obtained from initial research on policies related to community empowerment, the condition of the cultural arts community, the problems experienced by the cultural arts community, the needs of the cultural arts community and the potential possessed by the cultural arts community in Giripurwo village.

Quantitative data

Quantitative data is obtained from the cultural arts community, learning media experts, and the community. Quantitative data is used to assess the feasibility and effectiveness of the developed activity and learning guides. In this initial stage of research, the feasibility of the model was assessed, and the effectiveness of the model will be carried out at a later stage.

Data Collection Techniques

The data collected in this development research includes initial condition data, material expert assessment data, media expert assessment, community assessment, and limited use trials. The data collection techniques used were observation/interview, and questionnaire. Each technique is applied as follows:

Observation and interview techniques were used to collect data on policies related to community empowerment, the condition of the cultural arts community, the problems experienced by the cultural arts community, the needs of the cultural arts community and the potential of the cultural arts community in Giripurwo village.

The questionnaire technique is used to collect data on the feasibility assessment of activity and learning guides according to the opinions of tutors and practitioners from the world of work (material experts), expert opinions (media experts), and opinions of the public (users).

Data Analysis

The data that has been collected in the initial research, material expert and media expert assessments, limited trials, and effectiveness tests are then analysed and described. The data obtained is in the form of qualitative and quantitative data. Thus there are two data analysis techniques used. The data analysis techniques include the following:

Initial condition data analysis

Initial condition data in the form of community empowerment policies, conditions of the cultural arts community, problems experienced by the cultural arts community, the needs of the cultural arts community and the potential of the cultural arts community in Giripurwo village. The data is presented in a table and analysed and described narratively.

Analysis of product feasibility data

Data on the feasibility of the activity and learning guide products developed according to the opinions of material experts, learning media experts, and according to community assessments were analysed and described qualitatively. The data is presented in the form of tables, figures, and descriptive narrative explanations.

Effectiveness data analysis

Data to assess the effectiveness of the activity and learning guides were analysed statistically quantitatively using the percentage of success in practising the activity and learning guides and user responses to the activity and learning guides. The activity and learning guide is declared effective if the success of the community in practising the guidelines compiled in the activity and learning guide and the knowledge they have. The data analysis technique carried out in this study is a quantitative analysis technique that is an assessment using numbers. Percentages are intended to determine the status of something that is presented and presented in the form of a percentage. To see the effectiveness of the product, it is done through the provision of feedback / knowledge and practice in the community. The practical assessment is based on the accuracy in carrying out

the stages of forming study groups, dividing group tasks, preparing materials and tools, preparing media and teamwork. The total score is a combination of 40 + 60 = 100. The product is said to be feasible if 75% of the community scores more than or equal to 70.

RESULT AND DISCUSSION

Description of the cultural arts community in Giripurwo Village

Giripurwo Village is one of the villages in Kapanewon Purwosari, Gunungkidul Regency. Giripurwo is an amalgamation of two villages, Girisari and Girisotjo. Giripurwo consists of 10 hamlets, namely Karangnongko, Temon, Kacangan, Jlumbang, Tlogowarak, Widoro, Klampok, Gumbeng, Sumur and Gubar. The ten hamlets in Giripurwo consist of 98 neighbourhoods with a total population of approximately 9144 people divided into 2793 households. Giripurwo Village has an area of 2725.69 hectares, with the western boundary of Giricahyo Village, the eastern boundary of Giriwungu Village, the northern boundary of Giritirto Village and the southern boundary of the Indian Ocean. The administrative centre of Giripurwo Village is located in Widoro. Mr Supriyadi is the current lurah of Giripurwo Village. The Giripurwo community, with its diverse professions and community structure, still needs assistance in moving towards a developed and independent village.

Culture and traditional ceremonies are still preserved by the people of Giripurwo, including Rasulan, Sedekah Laut Bekah, Sedekah Laut Ngendong, Bersih Telaga, Babad Dalan Gebangkoro, Nyadran, Genduri, Kamis Pahingan and others. The people of Giripurwo work together to organise cultural and traditional ceremonies so that they can run smoothly. Giripurwo Village has many potentials, from natural resources to human resources. One of the potentials is the existence of tombs or graves with roofs made like houses, which become the centre of attention. The existence of guo kali gedhe artefacts located near the Giripurwo tomb and several other idle lands. The majority of Giripurwo people work as farmers and planters. Living activities and technology that are still carried out by the people of Giripurwo are the production of jadah tiwul, picking koro and making tempe koro, production of jamu kunyit asem, kencur rice and production of cucur cake. However, the natural resources in Giripurwo Village have not been utilised to their full potential. Human resources in Giripurwo village lack knowledge in the field of village development. It is necessary to collaborate with other parties who can provide insights to be able to develop the village. Regeneralisation is also needed to continue developing culture in Giripurwo village. Given the opportunity to become an independent cultural village in the coming years, it is necessary to maximise the cooperation of each component.

Weakness of Cultural Arts Utilisation in Community Empowerment

The potential of Giripurwo cultural village is in the form of natural and cultural potential. The people of Giripurwo already have the ability to perform cultural arts activities. They have joined cultural arts communities. The Giripurwo community also has an organisation as a form of cultural activity, namely the buda village management. The Giripurwo cultural village management starts from the level of the coach or the top level to the section level. The sections that are formed handle various activities, one of which already has a publication, documentation and organisation section. Thus, it can be interpreted that Giripurwo cultural village has been touched by information technology. However, the touch of information technology has not been maximised. This can be seen from the various cultural activities displayed by Giripurwo village that have not been accessed online by the wider community.

Giripurwo is one of the 15 cultural villages in Gunungkidul. The cultural village title is also held every year, budgeted by the Gunungkidul Regency government. Giripurwo cultural village is one of the cultural villages that participates in the cultural village title. Various information displayed by Giripurwo village is only contained in the form of online news. Until now, various cultural activities carried out have not been touched by technological applications, which with these technologies, various cultural activities will be more interesting and easier to recognise by the wider community. This is because the community is not yet proficient in involving information technology as a medium in cultural development

Culture based Community Empowerment Model Through InformationTechnology

The enthusiasm of the Giripurwo tourism village community to preserve culture is increasing. People admire the various cultures owned by Giripurwo village. The weaknesses that occur are the unskilled community in using information technology as a medium in cultural development. Therefore, it is necessary to have a model of community empowerment through information technology. The empowerment model can be seen in the following figure:
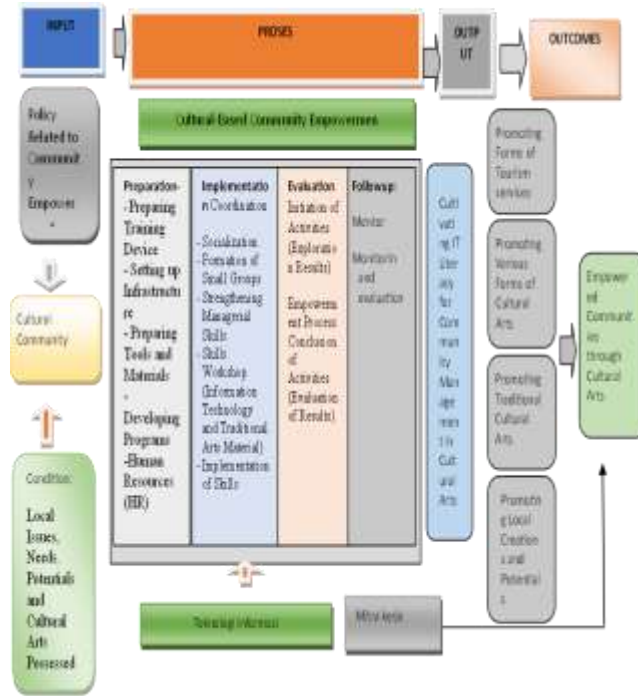

Figure 1. model of community empowerment through Information Technology

a) Preparation Stage

At this stage the researcher prepared

1) training tools which include;

a) training objectives, namely so that the community has knowledge, skills and attitudes in utilising information technology as a medium for cultural development and increasing the participation of the Giripurwo community in managing potential in the form of culture,

b) strategies, training strategies applied include problem solving strategies, learning by experience, learning by doing strategies.

c) materials that include motivation and mental attitude in developing cultural villages through information technology, the ability to manage cultural villages through information technology which is manifested in the form of social media applications in the form of tik tok accounts and video snacks, as well as strengthening target groups in the use of face book and Instagram.

2) Setting up infrastructure

The infrastructure used includes:

a) training place, namely in the Giripurwo cultural village

b) Training media in the form of LCD, laptop, mobile phone

3) Prepare tools and materials

The tools and materials used are guidebooks for learning skills in using applications to develop culture.

4) Preparing the programme

The next step is to prepare the programme. Things that need to be considered are related to the target group who have entered the adult category, so it is necessary to coordinate the time and place of implementation. This is because they also have busy households and other daily chores such as farming.

5) Preparing human resources

Preparing resources is preparing resource persons as presenters in the training and target groups who are already active in the semi-cultural community. Resource persons must have knowledge and expertise in developing cultural arts.

b) Implementation Stage

1) Coordination

Coordination activities were carried out by researchers with the manager of Giripurwo cultural village. From the coordination, a plan for discussion activities with the target group was formulated. Discussion activities in the form of Focus Group Discussion (FGD).

2) Socialisation

After coordination activities, then proceed to socialisation activities. This activity aims to provide initial information to the target group regarding training activities that will be carried out according to the agreement of the target group. This socialisation was conducted by researchers accompanied by the cultural village manager to strengthen the training objectives.

3) Forming small groups

The next activity is to form small groups with the aim of making it easier to deliver the material and the products produced are more optimal.

4) Strengthening the ability of managers

The next stage is to strengthen the material to improve the ability of managers to develop cultural villages.

5) Workshop on skills related to information technology and traditional arts

The implementation of workshop or training activities for the target group by a predetermined resource person. The material presented is related to skills in making videos that are ready to be uploaded in social media applications such as face book, Instagram, tik tok and video snacks.

6) Implementation

The last stage is implementation related to the application products that have been formed which are applied in these small groups. This stage has not been carried out because this year's research only focuses on the design stage of training implementation.

c) Evaluation Stage

The evaluation activities carried out include 3 stages:

1) Initial evaluation of activities

The initial evaluation of the activity was carried out when evaluating the guidebook where the book had been tested by experts. The evaluation results show that the guidebook is suitable for use after being assessed from various sides, namely content, language, presentation, graphics and cover.

2) Evaluation of activity implementation

The evaluation at the implementation stage was the active participation of the target group during the FGD and socialisation activities from the manager and research team. The reinforcement provided by the manager made the community enthusiastic to be involved and motivated to continue developing the cultural village as a regional icon.

3) End-of-activity evaluation

Evaluation at the end of the activity has not been carried out thoroughly because this activity has only been running at the programme design stage. This evaluation will be used to see the feasibility of guidelines that have been used by a wide audience.

d) output

The output of this activity is that the target group or cultural arts community is able to utilise information technology as a medium in cultural development, so that the culture of Giripurwo village can be enjoyed by the entire community at large without having to come directly to the location. In addition, the various social media applications used hopefully make the outside community more interested in coming and enjoying the culture in Giripurwo village. The ability of the target group in this case is the ability to promote the form of cultural village services, namely the community can do educational tours, the community can enjoy culture when it coincides with cultural celebrations. Another ability is that the cultural arts community is able to promote cultural art forms in Giripurwo, promote traditional cultural arts and promote local potential related to culture.

e) outcome

The result of community empowerment activities through information technology is that the community or cultural arts group becomes empowered in arts and culture. Community empowerment can be seen from the level of community independence in managing or packaging cultural villages into objects of interest to the wider community so as to improve economic welfare for the target group and the Giripurwo community at large.

D. Results of the Pilot Test of the Culture-Based Community Empowerment Model Guide through Information Technology

The next stage is the trial stage. Initial product trials were conducted with content experts and teaching material experts. Then proceed with the trial stage to determine the feasibility of the culture-based community empowerment model guide through information technology. The trial was conducted to the target group with a limited field trial (10 people divided into 2 groups, 5 people each).   Through a series of expert validations and trials to target groups, the final product of the culturally-based community empowerment model guide through information technology developed continues to undergo improvements by adjusting suggestions and revisions from instructors, material experts, teaching material experts and target groups.

The trial of this development product was carried out on material experts, teaching material experts and target users who referred to the trial evaluation grid, so the data obtained in the trial and validation steps are presented sequentially as follows:

a) Teaching Material Expert Data

The development product trial of teaching material/guide experts is data related to the accuracy of the guidelines used. The learning materials expert trial data is presented in the table as follows:

Table 1. Summary of Data Validation Results from Learning Materials Experts

No	component	Skor	Keterangan
1	Appropriateness of content	4,33	Very good
2	Language	3,75	Good
3	Dish	4,20	Very good
4	Graphics	4,25	Very good
5	Cover	4,33	Very good
Average score of aspects oof teaching materials guides = 4,17, it is mean that include in very good category			

Based on the table above, the data analysis from the learning teaching material expert obtained an average total score for the teaching material guide aspect of 4.13 including the excellent category. From each aspect, it can be described as follows; a) the average score of the content feasibility aspect of 26/6 = 4.33 including the good category, b) the average score of the linguistic aspect of 15/4 = 3.75 including the good category, c) the average score of the presentation aspect of 21/5 = 4.20 including the very good category, d) the average score of the graphic aspect of 17/4 = 4.25 including the good category, e) the average score of the cover aspect of 13/3 = 4.33 including the very good category, based on these data it can be formulated that the guide is feasible to use, because it is included in the very good category (4.13).

In addition to providing an assessment, material experts also provide comments on the content. Broadly speaking, comments from teaching material experts to revise the product development of a culture-based community empowerment model guide through information technology are presented in the following table:

Table 2. Comments/Suggestions from Learning Materials Experts

No	Aspect	Comment
1	Picture	The cover image needs to include visuals depicting the integration of information technology in cultural arts
2	Writing system	The spelling errors have been corrected
3	Content	The learning instructions need to be operationalized.

b) Material Expert Data

Data on the trial development of a culture-based community empowerment model guide through information technology from content / material experts, from the data collected are presented in the following table:

Table 3. Summary of Trial Data for Each Aspect of Guidance from Material Experts

No	Indicator of aspect	Skor	Category
1	Guidance aspect	4,00	Very good
2	Purpose aspect	4,10	Very good
3	Material aspect	3,90	Good
4	Appearance aspect	4,00	Very good
Average scores for the appearance aspect = 4,00			

The total average of all trials by material experts was 4.00. In the five-scale table, this value is included in the "Very Good" category, this means that the accuracy of the material for developing a culture-based community empowerment model guide through information technology is very good. In addition to providing an assessment, the material expert also provided comments on the content.

Broadly speaking, the comments from content/material experts to revise the product development guide for culture-based community empowerment models through information technology are presented in the following table:

Table 4. Comments/Suggestions from Content/Material Experts

No	Aspect	Comment
1	Material	The material is good, but it's too long. Simplify the concept and focus directly on the guide.
2	Image presentation	The image is provided with a source.

c) Field Trial Data

Field trials based on input from content/material expert reviews, and teaching material experts, the next step is to carry out field trials conducted on 10 (ten) people. The results of this limited group trial are presented in the form of a response table containing the score of each item and the average score data.

Table 5. summary of average scores of field trial data

No	Indicator of aspect	Skor	Category
1	Physical guide aspect	4,1	Very good
2	Purpose aspect	4,3	Very good
3	Material aspect	3,9	Good
4	Appearance aspect	4,2	Very good
Average scores for the appearance aspect = 4,1			

Based on the table above, it can be concluded that the average scores for the guidance aspect are 4.1, categorized as very good. The average score for the physical aspect of guidance is also 4.1, categorized as very good. The goal aspect has an average score of 4.3, categorized as very good, while the descriptive material aspect has an average score of 3.9, categorized as good. Additionally, the average score for the display aspect is 4.2, categorized as very good.

Furthermore, the data collected through this field test aimed to obtain information regarding the utility of the guidance in enhancing knowledge and skills in utilizing information technology through applications on mobile phones. Based on the observation and practical test results, it was found that the majority of the target groups were able to read and understand the guidance content effectively. This was demonstrated when rewriting the learning material steps and practicing the use of Snack Video and TikTok applications, which were performed successfully. On average, the community was able to create reports proficiently and present them smoothly.

In addition to providing feedback, the target group also offered comments on the developmental product regarding the guide for utilizing technology literacy in empowering culturally-based communities:

1. The provided book/guide is easy to understand and practice, but there are still some parts that require clarification.

2. This guide can be used in creating applications uploaded on social media platforms such as Snack Video and TikTok.

3. The guide can motivate the community to manage the culture in Giripurwo cultural village.

The suggestions and revisions from the community for the developmental product guide on utilizing technology literacy in empowering culturally-based communities have been well-received. Therefore, their quantity can be increased for a broader field test.

The purpose of the limited field trial is to determine that the use of the developed product has a positive impact on the expected learning outcomes and to gather information for improving the quality of the produced product. This ensures that the product is ready for use and dissemination.

d) revision of developmental product

Based on the trial data and validation above, it can be concluded that the guide for utilizing technology literacy in empowering culturally-based communities is categorized as very good and is deemed suitable for use.

However, revisions are still needed in several areas, including:

1. Establishing comprehensive procedures from introductory activities (motivation) to closure (evaluation).

2. Adding motivational material on developing traditional culture.

3. Designing images to align with the guide's focus, providing captions for images, and improving image illustrations.

4. Improving writing style in accordance with perfected spelling.

Considering the revision notes above, improvements have been made to the guide, enhancing its content, image illustrations, material, and writing style. The guide resulting from this development will be further produced as a reference for implementing community empowerment based on culture through information technology.

Empowering the culturally-based community in Giripurwo village is carried out through information technology. The initial conditions depict Giripurwo as a community that has already developed its regional culture. Giripurwo is also one of the 15 cultural villages in Gunungkidul Regency, where various cultural arts are showcased in cultural village potential events organized by the Department of Culture of Gunungkidul. Additionally, various activities supporting the development of Girikarto cultural village have been undertaken by various partners.

Challenges faced by rural residents, such as those in Giripurwo, generally include low educational levels, limited access to information, and a weak economic status. These conditions are interconnected; low education levels can lead to limited access to information, low economic status can result in low educational levels, and limited access to information can also contribute to a low economic status (Syarifuddin, 2014: 153).

Giripurwo's community is characterized as having low information technology capabilities. Nevertheless, the community demonstrates high enthusiasm for developing Girikarto's village culture. Although the community possesses knowledge and skills in cultural development, they struggle to market cultural products widely. The cultural products of Giripurwo can attract widespread attention if effectively managed through information technology as a communication medium. Therefore, empowering the community through information technology becomes crucial for them.

The developed model begins with collecting initial data regarding the conditions and potential of the target community. The next steps involve designing the program, followed by coordination and socialization processes. Subsequent stages include program implementation and evaluation. This year's research focuses on strengthening the target group's ability to utilize information technology in presenting culture on social media for easy visibility and access by the wider community. During program implementation, a program guide for training in information technology to present culture more attractively is developed. The guide serves as a direction and guideline for the information channel used in the information storage process studied in learning. It also serves as a direction and guideline for materials used to assist instructors in implementing learning activities. The use of a guide containing teaching materials provides several benefits, such as clarifying conveyed messages, overcoming sensory limitations, overcoming space and time constraints, addressing passive attitudes from the community, and offering interesting and diverse experiences.

Reasons for developing a model of community empowerment based on culture through information technology include: a) based on the utilization of local potential, namely having cultural potential, b) providing motivation for the target group to enhance creativity in presenting culture through information technology, c) enabling the target group to learn independently, d) allowing the target group to develop culture through information technology. This aligns with Baran et al.'s theory (2010), emphasizing that utilizing information technology for communities makes it more effective and efficient to comprehend and use mass media content.

Furthermore, Hobbs (1995) states that the goals of media literacy include: (1) strengthening access to information; (2) supporting and developing the educational environment; (3) inspiring the development of access to various sources of information. The empowerment activities carried out in Giripurwo village benefit the target group in terms of utilizing media or information technology. The community becomes aware and more confident in the potential they possess, packaged in the form of social media. In this regard, the media can bring about a change in the community's attitude toward continuous learning. This aligns with Baran et al. (2010), who mention several elements of media literacy, including: (1) an awareness of the impact of media on individuals; (2) an understanding of the process of mass communication; (3) strategies for analyzing and discussing media messages; (4) an understanding of media content as a text that provides insight into our culture and lives; (5) the ability to enjoy, understand, and appreciate media content; (6) an understanding of the ethical and moral obligations of media practitioners; (7) the development of appropriate and effective production skills.

After going through several stages of testing, including expert testing for content/material and instructional material, as well as limited testing with the target group, this guide is deemed suitable for use and can be disseminated to users. This is reinforced by the average ratings obtained at almost all testing stages, with an overall average of 4.00 on a five-point scale, falling into the "Very Good" category. In conclusion, the guide for empowering the community based on culture through information technology fulfills the criteria for being deemed suitable for use.

CONCLUSION

Empowering the culturally-based community through information technology is conducted through several stages: 1) Analysis of Giripurwo Community's Initial Conditions: Conduct an analysis of the initial conditions of the Giripurwo community, noting that they are already capable of managing regional culture and traditional arts; 2) Strengthening the Giripurwo Community: Provide support to the Giripurwo community in addressing weaknesses related to the development of culture and traditional arts. Specifically, focus on addressing the community's low technological capabilities; 3) Designing Community Empowerment through Information Technology: Determine the design of community empowerment through information technology. This design takes the form of training in the utilization of technology to enhance the community's technological skills; 4) Testing the Feasibility of the Cultural-Based Community Empowerment Model through Information Technology: Test the feasibility of the cultural-based community empowerment model through information technology. The testing process should demonstrate that the model is effective and suitable for widespread use within the community. The results of the trial indicate a "Very Good" category, suggesting that the model is both effective and feasible for broader community application.

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