

Dunggala Digital Hub: Multidisciplinary Synergy in Branding Local Wisdom through English Educational Content for Global Marketing

Haris Danial^{1*}, Nonny Basalama², Muhammad Rezky Friesta Payu³, Indri Wirahmi Bay⁴

^{1,2,4} Pendidikan Bahasa Inggris, Universitas Negeri Gorontalo, Gorontalo, 96128, Indonesia

³ Statistika, Universitas Negeri Gorontalo, Gorontalo, 96128, Indonesia

E-mail: harisdanial@ung.ac.id

* Corresponding Author



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ABSTRACT

Program pengabdian masyarakat bertema Dunggala Digital Hub: Sinergi Multidisiplin dalam Branding Kearifan Lokal melalui Konten Pendidikan Bahasa Inggris untuk Pemasaran Global telah berhasil dilaksanakan di Desa Dunggala, Kecamatan Tapa, Kabupaten Bone Bolango selama 45 hari. Program ini bertujuan untuk meningkatkan kualitas pendidikan, literasi digital, dan penguatan ekonomi kreatif masyarakat melalui pendekatan berbasis teknologi dan berorientasi pada kearifan lokal. Pelaksanaan program dimulai dengan observasi lapangan dan analisis kebutuhan masyarakat untuk mengidentifikasi berbagai masalah desa, seperti rendahnya literasi digital, kurangnya promosi optimal potensi lokal, dan pemanfaatan limbah sabut kelapa yang kurang optimal. Berbagai kegiatan berhasil dilaksanakan, termasuk program pendidikan untuk anak sekolah, sosialisasi mitigasi bencana, pengumpulan data digital untuk penerima bantuan, pelatihan produksi konten pendidikan dan promosi desa dalam bahasa Inggris, serta program GALAPEAT yang berfokus pada pengolahan limbah sabut kelapa menjadi media tanam organik (cocopeat). Selain itu, kegiatan sosial seperti program Bersih-Bersih Jumat, layanan Posyandu, donasi Al-Qur'an, dan Dunggala CUP juga memperkuat partisipasi masyarakat dan budaya saling membantu. Secara keseluruhan, program ini memberikan dampak positif dalam meningkatkan pengetahuan, keterampilan, literasi digital, dan citra Desa Dunggala sebagai desa inovatif yang berbasis pada kearifan lokal.

The community service program entitled *Dunggala Digital Hub: Multidisciplinary Synergy in Branding Local Wisdom through English Educational Content for Global Marketing* was successfully implemented in Dunggala Village, Tapa District, Bone Bolango Regency for 45 days. The program aimed to improve the quality of education, digital literacy, and the strengthening of the community's creative economy through technology-based and local wisdom-oriented approaches. The implementation of the program began with field observations and community needs analysis to identify various village problems, such as low digital literacy, the lack of optimal promotion of local potential, and the underutilization of coconut coir waste. Various activities were successfully carried out, including educational programs for school children, disaster mitigation socialization, digital data collection for aid recipients, training in educational content production and village promotion in English, as well as the GALAPEAT program, which focused on processing coconut coir waste into organic planting media (cocopeat). In addition, social activities such as Friday Clean-Up programs, Posyandu services, Qur'an donations, and Dunggala CUP also strengthened community participation and the culture of mutual cooperation. Overall, the program had a positive impact on improving knowledge, skills, digital literacy, and the branding of Dunggala Village as an innovative village based on local wisdom..



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INTRODUCTION

The education sector in Dunggala Village faces complex challenges related to educational sustainability and the relevance of the curriculum to contemporary needs. Based on evaluation data from the School Dropout Prevention Program (Anak Tidak Sekolah/ATS) in Bone Bolango Regency, there is a strong correlation between low family economic conditions and the high rate of secondary school dropouts (Maspeke et al, 2026). This condition is worsened by the community's perception that digital literacy and foreign language proficiency are not yet considered essential competencies, resulting in many school graduates being trapped in informal employment sectors without technical skills (Purba et al, 2025; Sabrina et al, 2025).

Dunggala Village, located in Tapa District, Bone Bolango Regency, is a highland area covering 410 hectares with a population of 2,189 people or approximately 668 households spread across Tibawa, Biluanga, and Biawu hamlets (Usu & Danial, 2021). Qualitative sociocultural findings indicate that many school dropouts work part-time as sand carriers in the Dunggala River to support their families, a risky occupation that further marginalizes them from educational access. In addition, 40% of adolescents aged 11–15 choose early marriage. The prevalence of Arabic illiteracy, reaching 52%, also represents a significant barrier to spiritual literacy. Besides educational issues, the village also faces stunting problems caused by limited public awareness and the rejection of stunting diagnoses by some families (Christiana et al, 2025; Suryaningsih et al, 2024). Demographically, social vulnerability is particularly evident among highland women (housewives and women who dropped out of school) who experience dual workloads while having limited access to economic decision-making (Chandra & Fatmariza, 2020; Rohmana, 2016; and Komnas Perempuan, 2024).

Educational problems in Dunggala Village cannot be separated from the persistent dropout rates in Tapa District. Preliminary studies show that PKBM Nurain has become a crucial solution for communities excluded from formal education through equivalency programs (Package A, B, and C). However, the primary challenge currently faced by PKBM is the relevance of its non-formal education curriculum to the demands of the digital economy. Graduates in the Bone Bolango area require additional intervention in the form of practical soft skills so that they not only obtain certificates but also possess competencies relevant to the labor market (Danial et al, 2022; Danial & Usman, 2021).

Previous studies have shown that the internalization of local wisdom values in formal and non-formal education is often neglected because curricula tend to focus excessively on national standards without considering local potential (Ethno-Pedagogy) (Komara & Adiraharja, 2020; Riyadi et al, 2025). In Dunggala Village, this gap is reflected in the lack of teaching materials that incorporate the history and tourism potential of Tapa into English or Information Technology learning materials. Consequently, students' learning motivation tends to decline because the materials taught feel disconnected from their daily realities.

Through the Dunggala Digital Hub program, this Thematic Community Service Program (KKN Tematik) seeks to address these issues by providing "Local Wisdom-Based Educational Content." This approach aligns with the concept of transformative education, which emphasizes that inclusive digital literacy can serve as a "bridge" for rural children to access global knowledge without losing their cultural identity (UNESCO, 2023). By involving students from various academic disciplines, the program focuses not only on classroom teaching but also on building a sustainable learning ecosystem for village youth.

The implementation of this program represents concrete support for the national Asta Cita agenda, particularly the fourth principle, which emphasizes strengthening human resources, science, technology, and education. By targeting learners at PKBM Nurain and the youth of Dunggala Village, the program aims to create technologically literate human resources while maintaining national cultural values. In addition, this activity aligns with the sixth Asta Cita principle, which focuses on rural development and poverty reduction through equitable economic growth, where the digitalization of local wisdom is projected to become a driver of the village's creative economy (Digital Economy).

Globally, this initiative directly contributes to the achievement of the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) by ensuring inclusive education and improving technical and vocational skills for youth to obtain decent work. The program also supports SDG 9

(Industry, Innovation, and Infrastructure) through strengthening information technology capacity in rural areas, as well as SDG 8 (Decent Work and Economic Growth) by promoting local culture and products through global digital platforms. Therefore, Dunggala Digital Hub is not merely a technical educational program, but an integrative strategy to elevate the dignity of the village onto the international stage without uprooting its local cultural identity.

METHOD

The implementation of the Dunggala Digital Hub program was carried out using a Participatory Technological Development approach, in which university students acted as facilitators while the community served as the main driving force of the program. This approach emphasized active collaboration between students and local stakeholders in designing, implementing, and sustaining community empowerment initiatives based on local wisdom and digital innovation.

In the economic sector, particularly for tourism awareness groups and local micro, small, and medium enterprises (MSMEs) in Dunggala Village, the intervention focused on business management and marketing development. The program began with a Digital Readiness Audit to identify the technological preparedness of local business groups in the Puncak Tilemba area. Furthermore, students assisted community members in developing Standard Operating Procedures (SOPs) related to tourism services and simple financial management for village asset administrators. In terms of marketing, the program supported the creation of digital branding through visual identity development, including logos and color palettes representing the local wisdom of Dunggala Village. In addition, a multilingual website and social media platforms such as Instagram and TikTok were developed and optimized as international promotional media to transform the village economy from dependence on physical labor sectors toward a more sustainable creative service economy.

For the general community, the program focused on educational and social issues, particularly literacy, school dropout rates, and public health. Through the Ethno-Pedagogy Workshop, literacy classes were conducted at PKBM Nurain using learning materials integrated with the history of the Tomb of King Blongkod and the natural potential of the Tapa area. English and digital literacy training were also provided to school-age youth to improve their communication and technological skills while reducing early marriage rates and school dropout motivation. In the health sector, a Digital Health Campaign was implemented through the production of visual educational content related to stunting prevention. This activity was conducted in collaboration with local health cadres to increase public understanding and reduce community resistance toward medical diagnoses related to stunting.

Target partners, including village officials, PKBM Nurain administrators, and youth organizations (Karang Taruna), actively participated in every stage of the program. During the planning stage, partners provided demographic data related to school dropouts and stunting, as well as information regarding local cultural heritage. During implementation, they facilitated training venues and mobilized local residents and youth to participate in workshops and educational activities. In the monitoring phase, partners also contributed feedback regarding the accessibility and effectiveness of the digital content produced by the students.

Program evaluation was conducted through pre-tests and post-tests in each workshop to measure improvements in English proficiency and digital literacy among participants. The success of the digital platforms was also assessed through website traffic statistics and the number of digital contents independently produced by village residents. To ensure sustainability, the program implemented several long-term strategies, including the transfer of website and social media administrative access to trained youth organizations, the distribution of the “English for Local Wisdom” learning module to PKBM Nurain for continuous use in educational activities, and the establishment of the Dunggala Digital Community as a village-based creative youth community that would continue supporting digital empowerment efforts after the completion of the KKN program.

RESULT AND DISCUSSION

Results of the Program Activities

The implementation of the Thematic Community Service Program (KKN Tematik) of Universitas Negeri Gorontalo in Dunggala Village was carried out based on a community empowerment framework that had been collaboratively designed with the supervising lecturers. The program was

developed as a form of community empowerment based on local potential through a multidisciplinary approach integrating education, digitalization, environmental awareness, social empowerment, and the strengthening of the village's creative economy. All activities were conducted over a period of 45 days and involved students from various academic disciplines, including Information Systems, Sociology, Geological Engineering, and Urban and Regional Planning. This interdisciplinary collaboration became the foundation for developing programs that not only addressed social issues but also focused on strengthening the long-term capacity and sustainability of the local community.

1. Observation and Need Analysis Stage

The implementation of the program began with an observation and need analysis stage as part of the methodological approach outlined in the revised proposal. During this stage, students conducted field observations through surveys, interviews, documentation, and direct interaction with village officials, community leaders, youth organizations (Karang Taruna), PKBM Nurain administrators, and the residents of Dunggala Village. The observation process aimed to obtain a comprehensive understanding of the social conditions of the community, identify the village's local potential, and analyze various challenges faced by the residents. Through this process, students were able to collect relevant information regarding educational issues, digital literacy, environmental awareness, youth participation, and local economic opportunities, which later became the basis for designing community-based empowerment programs that were more relevant, participatory, and sustainable.



Figure 1: Field Observation

The coordination activity with the Government of Dunggala Village was conducted on April 9, 2026, as the initial stage of the implementation of the Thematic Community Service Program (KKN Tematik) of Universitas Negeri Gorontalo Period I 2026. This activity was carried out through meetings with the village head, village officials, and related stakeholders to discuss the implementation plan of the work programs during the KKN period. Through this coordination activity, support, guidance, and mutual understanding were established regarding the implementation of programs that would be adjusted to the actual needs of the Dunggala Village community. Field observation activities were also conducted on April 10–11, 2026, involving local community members. The activities included field surveys, direct observations, and interviews with village officials and residents to identify environmental conditions, village potential, and various issues faced by the community in Dunggala Village. The results of these observations became the foundation for designing KKN work programs that were aligned with community needs.

Based on the observation results, several major issues were identified, including the underutilization of coconut coir waste, limited community digital literacy, the lack of optimal promotion of village potential, low environmental awareness, and the need to strengthen community education and disaster preparedness. In addition, the observations revealed that Dunggala Village possesses considerable local potential, particularly in coconut resources, the strong culture of mutual cooperation, youth social activities, and the village environment, which still holds educational and tourism value. These findings later became the basis for the preparation and implementation of Thematic KKN programs tailored to the real needs of the village community.

2. Multidisciplinary Program Planning Stage

After completing the observation and need analysis stages, the Thematic KKN team developed a program action plan based on the multidisciplinary division of roles among students according to the academic competencies of each study program. This division of roles was intended to ensure that every

work program could be implemented more effectively, systematically, and in accordance with the needs of the Dunggala Village community. The multidisciplinary approach also represented the direct implementation of the collaborative concept designed in the revised KKN proposal, namely village development through the integration of technology, education, social empowerment, environmental awareness, and sustainable local economic development.



Figure 2: Multidisciplinary Role Distribution of Students

Through the division of roles based on academic competencies, all KKN programs were implemented collaboratively and supported one another across different fields. The multidisciplinary synergy established during the implementation of the program demonstrated that village development can be more effective when carried out through interdisciplinary collaboration integrating technology, education, social empowerment, environmental awareness, and the creative economy in a comprehensive manner. As part of the implementation of the Digital Hub concept designed in the revised proposal, the students carried out various community-based education and digitalization programs. One of the major programs successfully implemented was the digital data collection of aid beneficiaries. This program was conducted to support the effectiveness of village government administration through a more organized, systematic, and accessible data management system. Through this activity, the village government received assistance in compiling digital data of aid recipients, enabling administrative services to become more effective and efficient.

3. Implementation of the Ethno-Pedagogy and Community Education Program

In the educational sector, the program implementation adopted an Ethno-Pedagogy approach as outlined in the revised proposal. This approach was realized through educational activities that connected the learning process with the social and cultural environment of the Dunggala Village community. One of the successfully implemented programs was the *Cerdas Bersama Anak SD Kelas Bawah* activity, which aimed to increase the learning interest of early-grade elementary school children through creative learning methods, educational games, letter and number recognition, and other interactive activities. The program successfully created a more enjoyable learning atmosphere, encouraging children to become more active and enthusiastic in participating in the learning process.



Figure 3: Smart Learning Activities for Lower Elementary School Students

The *Cerdas Anak SD Kelas Bawah* activity was conducted on April 20, 2026, as part of the educational program of the Thematic Community Service Program (KKN Tematik) in Dunggala Village. This activity was specifically designed for lower-grade elementary school students with the aim of improving learning interest, literacy skills, and basic numeracy through interactive and enjoyable learning methods. The implementation of the program involved KKN students as learning facilitators

who provided educational materials such as letter and number recognition, basic reading, simple arithmetic, educational games, as well as drawing and singing activities. The learning approach was creatively designed to encourage students to become more active, enthusiastic, and capable of understanding the materials more easily.

During the activity, the students demonstrated high levels of participation through active involvement in answering questions, participating in games, and interacting with the university students. The activity received positive responses from both the school and the participants because it successfully created a fun and engaging learning atmosphere. This program is expected to contribute to improving the quality of basic education and strengthening children's educational development in Dunggala Village.



Figure 4: Disaster Mitigation Socialization

Furthermore, the Disaster Mitigation Socialization activity was conducted on April 21, 2026, at SDN 4 Tapa involving fourth-grade students as participants. The activity was implemented through the delivery of educational materials, interactive discussions, and simple simulations regarding disaster preparedness procedures. The materials presented included the introduction of various types of disasters, preventive actions, and self-rescue procedures during emergency situations. This activity aimed to increase students' awareness and understanding of the importance of disaster mitigation from an early age. Through educational sessions about disaster types, self-protection measures, and the significance of emergency preparedness, the program successfully improved students' understanding of disaster mitigation and the importance of maintaining personal safety during emergency situations.

4. Implementation of Digitalization and the Dunggala Digital Hub

As part of the implementation of the Digital Hub concept, the university students carried out various educational and community digitalization programs. One of the major programs successfully implemented was the digital data collection of aid beneficiaries. This program was designed to support the effectiveness of village government administration through a more organized, systematic and accessible data management system. Through this activity, the village government received assistance in compiling digital records of community aid recipients, enabling village administrative services to become more efficient and effective.



Figure 5: Digital Data Collection of Aid Beneficiaries

The Digital Data Collection of Aid Beneficiaries activity was conducted during the fourth week of the KKN program in collaboration with the Government of Dunggala Village. The activity involved collecting and inputting data of aid beneficiaries into an Excel-based digital data management system. This program aimed to assist the village government in creating a more organized, accurate, and accessible data management system to support the effectiveness of public administrative services.

The Digital Data Collection of Aid Beneficiaries program was implemented as a form of support for improving the quality of administrative governance in Dunggala Village. The activity included the processes of collecting, verifying, and inputting beneficiary data into digital formats using computers

and data-processing applications. KKN students played an active role in assisting village officials in conducting the data management process to ensure that the administration became more systematic and efficient. Through this activity, the village government obtained more organized and well-structured data, which contributed to improving the effectiveness of community services and facilitating the management and updating process of aid recipient data in Dunggala Village.



Figure 6: Training on Educational Content Production and Village Promotion in English

The Training on Educational Content Production and Village Promotion in English was conducted on April 25, 2026, at SDN 4 Tapa as part of the Thematic Community Service Program (KKN Tematik) in Dunggala Village. The activity aimed to improve participants' skills in creating educational digital content and promoting the village using simple English. The training was carried out through the delivery of materials on basic copywriting, the use of digital media, caption-writing techniques, and practical sessions on creating promotional content based on the local potential of the village.

During the activity, KKN students also introduced the use of simple digital applications such as Canva and CapCut to support the design and editing process of digital content. Participants demonstrated high enthusiasm throughout the training and successfully produced several educational and village promotional contents using digital media in creative and communicative ways. This activity contributed to improving participants' digital literacy skills and encouraged the use of digital platforms as tools for promoting local culture and village potential to broader audiences.

5. Branding Local Wisdom through the GALAPEAT Program

The GALAPEAT program became the core program representing the concept of branding the local wisdom of Dunggala Village. This program was an innovation in processing coconut coir waste into organic planting media (cocopeat), which possesses both economic value and environmental benefits.



Figure 7: Socialization and Training on GALAPEAT Production

The core program representing the branding of local wisdom in Dunggala Village was the GALAPEAT program, an innovation focused on processing coconut coir waste into organic planting media (cocopeat). This program emerged from observation results indicating that coconut coir waste in Dunggala Village had not been optimally utilized and was mostly discarded or burned by the community. Through the GALAPEAT program, KKN students conducted socialization and training activities on coconut coir processing for local residents, farmers, and village youth organizations (Karang Taruna). The training covered the introduction of cocopeat benefits, the processing of raw materials, and practical sessions on producing ready-to-use organic planting media.

The implementation of the GALAPEAT program generated positive impacts on the community's understanding of the economic potential of coconut coir waste. Residents began to realize that agricultural waste, which was previously considered worthless, could be transformed into environmentally friendly products with economic value. This program also became a practical implementation of village branding based on local potential, as outlined in the revised proposal. Through GALAPEAT, Dunggala Village gradually became recognized as a village with local innovation centered on the utilization of natural resources and sustainable environmental management.

6. Implementation of Social, Environmental, and Youth Empowerment Programs

In addition to digitalization and educational programs, the KKN team also implemented various social and environmental programs as part of strengthening community participation and social engagement within Dunggala Village.



Figure 8: Friday Clean-Up Program

The *Jum'at Bersih* (Friday Clean-Up) program was conducted regularly every Friday in collaboration with the youth organization (Karang Taruna) and the residents of Dunggala Village. The activities were carried out through community service efforts involving the cleaning of Al-Bayynah Mosque, village roads, and the village office area. The implementation of this program aimed to increase public awareness regarding the importance of maintaining environmental cleanliness, strengthen the culture of mutual cooperation, and create a healthier and more comfortable environment for the community.

The Friday Clean-Up program was implemented as part of an effort to improve community awareness and responsibility toward environmental hygiene in Dunggala Village. In addition to creating a cleaner and healthier environment, the activity also aimed to reinforce social solidarity and encourage greater community participation in maintaining public spaces. The implementation of the program received positive responses and active participation from village residents, demonstrating the community's enthusiasm and collective commitment toward environmental cleanliness and social cooperation.



Figure 9: Donation of Qur'an Copies

The Qur'an donation activity was conducted on May 5, 2026, targeting mosques and Qur'anic learning centers (*Taman Pendidikan Al-Qur'an/TPQ*) in Dunggala Village. The activity was carried out through the direct distribution of Qur'an copies as a form of support for improving religious learning activities and spiritual development within the community. This program was expected to encourage greater enthusiasm for reading and studying the Qur'an among community members.

The Qur'an donation program was implemented as part of efforts to support religious activities and strengthen the spiritual development of the Dunggala Village community. The activity involved the handover of Qur'an copies to mosque administrators for use in worship activities, religious studies, and

Qur'an reading lessons for children and the wider community. The program aimed to increase public interest in reading the Qur'an while also supporting the availability of better religious learning facilities within the mosque environment. The implementation of this activity received positive responses from both community members and mosque administrators, as it was considered beneficial in supporting religious activities and enhancing the spiritual education of the village.



Figure 10: Posyandu Activities

The *Posyandu* (Integrated Health Service Post) activity was conducted according to the village health service schedule, which takes place on the 13th of every month, involving health cadres, medical personnel, and community members. KKN students actively participated in supporting the implementation of the activity, including administrative processes, participant data collection, child weighing services, and assisting in the overall health service operations. In addition, the students provided simple educational sessions regarding the importance of maintaining good health, balanced nutrition, and stunting prevention for the local community.

This activity aimed to support the improvement of health services for pregnant women, toddlers, and elderly residents as part of efforts to enhance the overall quality of public health in Dunggala Village. The program also sought to increase public awareness regarding the importance of routine health services and to support the successful implementation of community health programs in the village.

In addition to the health-related activities, KKN students also organized the *Dunggala Cup*, a social and community-based activity involving local residents. This activity was conducted as an effort to strengthen togetherness and cooperation between KKN students and the community. Through the *Dunggala Cup*, positive interactions and social synergy were fostered, contributing to stronger community relationships and a greater sense of solidarity among participants.



Figure 11: Dunggala Cup

The *Dunggala Cup* activity was conducted on May 17, 2026, as a platform for developing the interests, talents, and solidarity of the youth in Dunggala Village. The activity involved the active participation of village residents, children, and young people through various competitions organized in a fair and sportsmanlike manner while promoting the values of togetherness and cooperation. The competitions included sack races, musical chairs, biscuit-eating contests, tug-of-war, and Mobile Legends tournaments. The implementation of the activity aimed to strengthen social relationships among community members while also creating positive recreational and social spaces for the younger generation within the village environment.

The *Dunggala Cup* not only served as a source of entertainment for the community but also contributed to strengthening social bonds, building teamwork, and fostering a spirit of togetherness among residents. Community enthusiasm toward the activity was very high because it successfully

created a lively, competitive, and harmonious atmosphere throughout the implementation of the program.

7. Monitoring, Evaluation, and Program Sustainability

Monitoring and evaluation activities were carried out throughout the implementation of the Thematic Community Service Program (KKN Tematik) in Dunggala Village as an effort to assess the level of program achievement, community participation, and the effectiveness of the activities that had been implemented. In addition to continuous monitoring during the program, a formal evaluation was conducted at the end of the KKN implementation period on May 22, 2026.



Figure 12: Program Monitoring and Evaluation

Monitoring activities were conducted regularly through direct observation, discussions with village officials, community members, and program participants to identify challenges and evaluate the progress of the programs in the field. Meanwhile, the evaluation process was carried out at the end of the program implementation as a form of reflection on the success of the activities and as a basis for improving future programs. Based on the evaluation results, most of the programs were successfully implemented and received positive responses from the community. Programs such as GALAPEAT, educational activities, village administration digitalization, and social community activities were considered to provide tangible benefits in improving public knowledge, participation, and social awareness.

The sustainability of the program was directed through the involvement of the village government, youth organizations (Karang Taruna), and local communities in managing follow-up programs, particularly in the development of local potential, educational activities, and the sustainable use of village digital media platforms.

B. Discussion

The implementation of the Thematic Community Service Program (KKN Tematik) entitled “*Dunggala Digital Hub: Multidisciplinary Synergy in Branding Local Wisdom through English Educational Content for Global Marketing*” demonstrated that a multidisciplinary and community needs-based approach can provide positive impacts on village development. The programs implemented were not only oriented toward solving social problems within the community but were also directed at strengthening community capacity through education, digitalization, and the sustainable utilization of local potential.

The approach used in this program aligns with the concept of ethnopedagogy, which positions local wisdom as an essential component in educational and community empowerment processes. This approach is considered effective in improving learning motivation, building cultural identity, and strengthening community involvement in educational activities (Uswatun et al, 2026). In practice, educational programs such as *Cerdas Anak SD Kelas Bawah*, disaster mitigation socialization, and the development of local culture-based learning materials demonstrated that contextual learning is more easily accepted by the community because it is directly related to their social environment.

Furthermore, the development of local potential-based programs through the GALAPEAT initiative became a concrete implementation of community empowerment based on local resources. The utilization of coconut coir waste as organic planting media (cocopeat) showed that village potential can be transformed into economically valuable products through simple yet innovative educational approaches. This approach is consistent with the perspective that local wisdom can become a source of innovation and community skills in supporting social welfare and local economic development (Heriawan et al, 2018). The GALAPEAT program also demonstrated the integration of environmental

education, creative economy development, and the strengthening of village identity as part of local wisdom branding.

In terms of digitalization, activities such as the digital data collection of aid beneficiaries, training on educational content production and village promotion in English, and the use of digital media for program documentation indicated that digital literacy plays an important role in rural community development. Strengthening digital literacy based on local wisdom is considered capable of helping communities adapt to technological developments without losing their cultural identity (Munisa et al, 2024). Through this approach, the community not only became technology users but also gained the ability to utilize digital media as a tool for promoting village potential and developing the creative economy of the community.

The implementation of the program also highlighted the importance of multidisciplinary synergy in rural community development. The involvement of students from various academic disciplines enabled the programs to be implemented more comprehensively according to community needs. This multidisciplinary approach supports the concept of community empowerment, which emphasizes collaboration between technology, education, social development, and community participation in improving the quality of life of local communities (Lukoff & Zhang, 2025).

In addition to strengthening digitalization and education, social and environmental programs such as the Friday Clean-Up Program, Posyandu activities, the Dunggala Cup, and Qur'an donation activities also generated positive impacts on increasing community participation. These activities successfully strengthened social solidarity, the culture of mutual cooperation, and public awareness regarding the importance of health services, environmental cleanliness, and spiritual development within the village community.

Overall, the implementation results indicate that the Dunggala Digital Hub concept was successfully implemented through participatory, educational, and digital-based approaches. The integration of local wisdom, technology, and community empowerment succeeded in creating programs that were relevant to community needs while simultaneously supporting the strengthening of the identity and sustainable branding of Dunggala Village.

CONCLUSION

The implementation of the Thematic Community Service Program (KKN Tematik) entitled "*Dunggala Digital Hub: Multidisciplinary Synergy in Branding Local Wisdom through English Educational Content for Global Marketing*" was successfully carried out for 45 days in Dunggala Village through participatory, multidisciplinary, educational, and digital-based approaches. The implemented programs were designed based on observation and need analysis results, enabling all activities to align with the actual needs of the village community.

Various programs that were successfully implemented, such as GALAPEAT, the digital data collection of aid beneficiaries, training on educational content production and village promotion, as well as educational, social, health, and environmental activities, provided positive impacts on improving community knowledge, participation, and skills. These programs also successfully supported the strengthening of digital literacy, the development of local village potential, and increased public awareness regarding the importance of education, environmental cleanliness, health, and social cooperation.

Furthermore, the implementation of the Dunggala Digital Hub concept successfully strengthened the branding of Dunggala Village as an active, innovative village rooted in local wisdom. The multidisciplinary synergy among students from various academic disciplines demonstrated that interdisciplinary collaboration can create more effective and sustainable community empowerment programs. Therefore, the implementation of this Thematic Community Service Program has made a positive contribution to the social, educational, digital, and creative economic development of the Dunggala Village community.

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