

Digital Literacy of Tourism Awareness Groups in Digital Promotion Activities of Cibuntu Tourism Village, Kuningan Regency

Lontar: Jurnal Ilmu Komunikasi, 2024
Vol. 12 (1), 2024
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DOI: 10.30656/lontar.v12i1.8505

<https://e-jurnal.lppmunsera.org/index.php/LONTAR>

Article History
Submission: May 18th 2024
Revised: June 6th 2024
Accepted: June 11th 2024

Yoka Pradana*¹, Aiza Nabilla Arifputri², Rizca Haqqu³

¹²³Program Studi Ilmu Komunikasi, Universitas Telkom

Email: yokapradana@telkomuniversity.ac.id

(* = Corresponding Author)

ABSTRACT

Cibuntu tourist village in Kuningan Regency is an outstanding tourist village actively participating in digital promotion. The success of digital tourism promotion is closely related to the digital literacy skills of tourist village managers. This study aims to analyze the digital literacy of the Cibuntu village tourism awareness group (Pokdarwis) in digital promotion activities. The research method used is qualitative with a case study design. Data were obtained from interviews with four members of the Pokdarwis of Cibuntu village in the field of promotional media and observation of the Cibuntu village promotional media. The results showed that the digital literacy of Pokdarwis Cibuntu village has various aspects of digital skills, including information literacy, communication, and collaboration skills, the ability to develop digital content creation, and the ability to secure digital data. Meanwhile, the ability to solve problems using digital technology has not been able to be done, and the ability to create digital content has been done, but not entirely. The contribution of this research shows that the digital literacy skills possessed by the Pokdarwis of Cibuntu village are learned independently through content on social media. The findings are a consideration for tourism village managers in other regions to encourage Pokdarwis members to learn independently about digital promotion activities amid the wealth of information on social media

Keyword: Digital Literacy, Digital Promotion, Pokdarwis, Tourism Village.

INTRODUCTION

Digital promotion is a marketing communication activity that is being carried out today, including tourism promotion activities. Tourism digital promotion is not only carried out by professional tourism sector managers on a large scale; it is also carried out by tourism managers independently by village communities. Most tourism village promotion activities are carried out digitally using various digital media (Kurnianti, 2018; Syah et al., 2021).

One of the tourist villages that has carried out digital tourism promotion activities is Cibuntu village, Kuningan Regency, West Java. The digital promotion activities of the Cibuntu Tourism Village are carried out using Instagram social media

(Fransisca, 2021). The results of this digital promotion activity have made Cibuntu tourist village well known and become a leading tourist attraction in Kuningan district (Kartika et al., 2019).

Digital promotion activities of Cibuntu tourism village are carried out using the Instagram account @pesonacibuntu, which has 1,013 followers and 50 content posts. This Instagram account is two years old. The first post content was seen on April 14, 2022, and the last post on March 8, 2024. The observation results show that posting promotional content on the Instagram account tends to be less active and relies on re-uploading from other Instagram account content. This can be seen from the last three posts of video content uploaded on April 11, 2024, showing that the content was uploaded by @omjee, a content creator; April 8, the content was uploaded by @ghanyabdul91, a content creator, and on March 8, uploaded by @ajie_nugroho, content creator.

Figure 1.
Instagram Account of Cibuntu Tourism Village Promotion Media



Source: Documentation of Research

On the other hand, Cibuntu tourist village is an independent tourist village. One of the indicators of a tourist village as an independent village is the ability to digitally promote the village (Wirdayanti et al., 2021). Referring to the category of Anugerah Desa Wisata Indonesia (ADWI) in 2023, only 23 villages out of 3,419 tourist villages, or 0.48 percent of tourist villages in Indonesia, are categorized as independent villages. Interestingly, Cibuntu tourist village is the only village in West Java that is an independent tourist village.

Cibuntu Village is administratively located in the Cigandamekar sub-district, Kuningan Regency, West Java. The village was established in 1820, and currently, the Cibuntu village area consists of 9 RW and 18 RT, divided into four hamlets: Paksilaur, Dayeuh, Sangareal, and Tarikolot hamlets. Geographically, the village is located at an

altitude of 400-450 meters above sea level under the foot of Mount Cermai, with an area of 1700 Km². The condition of the village, which consists of green mountain slopes, waterfalls, and several historical sites, made the government and the village community establish Cibuntu Village as a tourist village on February 17, 2016. Over time, the village has developed several tourist attractions, including a camping site, swimming pool, waterfall, sheep village, and historical sites.

Initially, this village was one of the underdeveloped villages in Kuningan Regency. Its access is in a remote area. In addition, the village initially had a limited internet signal. Amid these limitations, the Cibuntu village community remains active in managing and developing the tourism village independently, making Cibuntu village an independent tourist village with various achievements. Based on the records of Cibuntu village's achievements, this village has won second place in national community-based tourism, fifth place in Asean homestay, ISTA green award (tourism governance), predicate as a tourist village initiator from the Regent of Kuningan Regency.

The gap between Cibuntu Village's success as an independent village and the village's inactivity in digital promotion activities is of interest for further research, especially on digital literacy (Ritonga, 2023; Supriatna et al., 2022). Interestingly, the management of digital promotion of Cibuntu village is carried out independently by the Tourism Awareness Group (Pokdarwis). Pokdarwis members are not professionals in digital tourism marketing but have successfully carried out digital marketing activities in Cibuntu Village. The management of digital tourism promotion in Cibuntu Village is carried out independently by 4 Pokdarwis members in the field of promotional media. Pokdarwis members carry out promotional activities independently, learning by themselves, without ever being provided with training. It is interesting to investigate digital literacy skills, given that Pokdarwis members who conduct digital promotions are individuals who carry out promotional activities independently.

Digital tourism promotion activities need to be supported by digital communication skills. One of the mandatory skills for tourism managers is digital communication skills (Cuic Tankovic et al., 2023). The digital communication skills of tourism managers can be viewed from the knowledge and skills in utilizing digital platforms, referred to as digital literacy. Digital literacy skills are required to navigate and utilize the various digital platforms and tools available for marketing purposes (Nur et al., 2018).

Digital literacy can be defined as the knowledge and skills of an individual in accessing and operating digital media. The initial definition of digital literacy was the ability to understand and use information from various digital sources (Gilster, 1997). This definition is limited to the practice of understanding information that comes from various digital sources. Over time, digital literacy is not only defined as the ability to understand information sourced from digital media. More than that, information can be used for various purposes, including digital promotional activities. Digital literacy is a digital skill that can navigate, evaluate, and utilize digital technology and information effectively (Meyers et al., 2013).

Digital literacy can also be defined as the ability of individuals to use and utilize technology and digital media positively and creatively (Nugroho, 2020). Positively, this

means that technology and media are used for good and useful purposes, one of which is as a digital promotion tool. Creatively, this means using digital media to develop digital activities carried out. For example, technology is used to develop creative promotional content in digital promotion.

In detail, UNESCO defines digital literacy as the ability to access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately through digital technologies for gainful employment and entrepreneurship (Law et al., 2018). This explanation is relevant to explain the study in this research, given that this research examines the digital promotion activities of tourism villages, where there are activities to create information using digital technology carried out by tourism managers independently. Furthermore, UNESCO determines that these abilities are divided into four areas, including (1) information and data literacy, (2) communication and collaboration, (3) digital content creation, (4) security, and (5) problem-solving (Law et al., 2018).

Information and data literacy concerns the ability to search, filter, and manage data and information from digital content. Communication and collaboration are how individuals or groups can interact with technology, share information with digital technology, engage in technological communication, and understand social norms in using communication technology. Digital content creation concerns the ability to develop and integrate digital content, copyright, and program digital content. Digital security is an aspect of digital data security; it concerns the issue of protecting both personal data and privacy. Finally, problem-solving is the ability to solve problems using digital technology; this includes general problem-solving, identifying needs, creativity using technology, and identifying digital gaps (Law et al., 2018).

Many studies have been conducted on digital literacy in the context of tourism, including a research study on digital media literacy in the tourism community in the Lake Toba area (Pratama et al., 2021). The results of this study show that digital literacy in the tourism community around Lake Toba is at a moderate level; the tourism community in rural areas has not been able to fully utilize communication technology in managing tourism. This study quantitatively investigated the tourism community, consisting of traders and tour managers. While the author investigates digital literacy in tourist village managers with a qualitative approach, the research results will be more detailed and in-depth.

Other research on digital literacy in the context of tourism during the pandemic (Margaretha et al., 2022). This research study investigates the involvement of millennials with a higher level of digital literacy. It investigates various factors that encourage millennial involvement in promoting digital tourism, namely the ability to process digital media production and create social collaboration and consistency. This study focuses on millennials' digital literacy in promoting tourism, while the author's research focuses on discussing digital literacy in tourism managers. This study contributes to explaining research findings on the discussion of digital literacy in the context of digital tourism promotion.

Other digital literacy studies on village apparatus and community groups (Windyaningrum et al., 2023). This study investigates the digital literacy skills of

village officials in organizing village government in Bandung Regency, and the results show that the village has digital communication skills, content creation skills, and digital strategy skills. This study is different from the study the author conducted, where the focus of the previous research study discussed digital literacy in village officials. In contrast, the author discussed digital literacy in village tourism managers.

Digital literacy research studies on tourism managers that have been developed previously have not focused on discussing digital literacy in certain tourism managers. The discussion of digital literacy is carried out on age groups and groups of business actors. There is only one digital literacy research on village tourism managers, namely a research study on the social media literacy of Wanurejo tourism village activists (Puspitasari et al., 2022). This study quantitatively investigated the digital literacy level of tourism managers. The results show that village tourism activists are at a moderate level, young people have better social media literacy than older people, and higher education levels have better digital literacy levels. This research differs from the research conducted, where the author qualitatively examines the digital literacy of village tourism managers so that the research data obtained is in-depth and can describe the direct conditions of digital literacy of Cibuntu tourism village managers.

Previous research studies on the digital literacy of tourism village managers are still limited. Previous studies measured, in general, the level of digital literacy of tourist village managers, digital literacy of tourism actors, digital literacy in the millennial generation related to promotional involvement and studies on digital literacy of village governments. This research makes a new contribution by examining digital literacy related to digital promotion activities carried out independently by communities in the village.

Digital promotion activities carried out independently by the Pokdarwis of Cibuntu village are interesting to study from digital literacy, considering that digital literacy skills must support digital promotion activities. Although Cibuntu tourism village is the only village with an independent category in West Java, digital promotion activities tend to be less active. In addition, the management of digital promotion activities carried out independently is interesting to study further to obtain a comprehensive picture of the digital literacy skills of Pokdarwis members. The research findings are expected to be a foothold for the Pokdarwis of Cibuntu village and tourism village managers to develop digital literacy skills in the digital promotion activities of tourism villages. This study aims to analyze Pokdarwis's digital literacy in Cibuntu village when conducting digital promotion activities.

RESEARCH METHODS

This research uses qualitative research methods with a case study design. A case study research design is an approach to exploring real-life and contemporary systems experienced by individuals, groups, and limited organizations in space and time (Cresswell & Poth, 2018). This study aims to explore the digital literacy of the Cibuntu village tourism awareness group in Cibuntu village tourism digital promotion activities. The phenomenon studied in this research is a contemporary system that involves groups and is limited to a particular group, namely the community of tourism awareness

groups in the village. This means that a relevant case study was used as the design in this research.

The data in this study came from interviews and observations between December 1, 2023, and March 31, 2024. Interviews with research informants were selected purposively, namely the determination of informants based on specific criteria. The criteria set for informants are the management of the Cibuntu village tourism awareness group and the active conduct of digital promotion activities. Based on these criteria, the informants consisted of 4 Pokdarwis of Cibuntu village, considering the role of each member in the digital promotion activities of Cibuntu tourism village, this was done to obtain more comprehensive data on Pokdarwis digital literacy.

Table 1.1 List of Research Informants

Informan	Informan Name	Role in Pokdarwis
1	Suryana	The head of Pokdarwis oversees managing the Cibuntu tourism village, including its digital promotion. Informants provide research data related to an overview of its members' digital literacy.
2	Ahmad Soleh	Head of the promotional media field of Pokdarwis Cibuntu Village. This informant is the main actor in the digital promotion activities of the Cibuntu tourism village. His job is to design content ideas, starting from finding ideas, producing ideas into content, and distributing them. This informant provides key information related to the digital literacy of Pokdarwis members in digital promotion activities.
3	Mafi	Member of the Cibuntu Village Pokdarwis promotional media division. This member assists the division head in producing content. In this study, they provided data that reinforced the information from the division head and Pokdarwis head.
4	Wilda	Member of the Cibuntu Village Pokdarwis promotional media division. This member assists the division head in producing content. In this study, the role is to provide data that reinforces the information from the division chairman and Pokdarwis chairman.

Source: Processed by Researcher

Data analysis in this study uses interactive data analysis, including data reduction, data display and conclusion drawing (Miles et al., 2014). Data analysis begins with data reduction, namely by creating a research conceptual framework, which then becomes an interview guide in data collection. The next step is data display, where researchers organize data from research findings based on prepositions in certain categories. Finally, conclusion drawing is done by summarizing data based on previous research concepts and findings to answer research objectives.

The validity of this research data uses source and method triangulation. Triangulation is checking data validity by using various sources in a research study, including interviewing people from different backgrounds in the object of study and triangulating methods by using data collected from multiple sources. (Patton, 2015). Triangulation in this study was carried out by comparing the results of interviews between one informant and another. If there are similar patterns, then the data is considered valid. Triangulation of methods is done by comparing the results of interviews with observations on promotional media accounts. If there are similar patterns, then the data is considered valid.

RESULT AND DISCUSSION

This study aims to analyze the digital literacy of Cibuntu tourism village managers in carrying out digital promotion activities. The results showed that the digital

literacy of Pokdarwis Cibuntu village in promoting Cibuntu village digitally has been able to do information literacy, communication and collaboration, digital content creation and digital security. The digital literacy skills of the Pokdarwis of Cibuntu village are learned independently through information on social media. Therefore, not all aspects of digital literacy skills are understood and can be applied by Pokdarwis members in digital promotion activities. In terms of problem-solving, Pokdarwis Cibuntu Village has yet to be able to do it. As a result, the digital promotion program of Pokdarwis Cibuntu Village has yet to be carried out programmatically.

1. Information Literacy

Information and data literacy can be defined as the ability to search, filter, and manage data and information from digital content (Law et al., 2018). The research findings show that members of the Pokdarwis of Cibuntu Village have information literacy skills, namely the ability to search and filter information for the needs of digital promotional content. The results of interviews with informants show that before producing digital promotional content, the promotional media team searches for information related to tourism promotional content from other tourist objects on social media. This is reflected in the informant's statement as follows:

Currently, I am still self-taught, sir, and I also learn through other tours as well, how they introduce their tours and what and how to do it (Informan 1, 18/12/2023).

The above statement is reinforced by other informants' statements as follows:

Yes, usually before making content we look at promotional content on other accounts, usually a lot of it appears on tik - tok or IG about tourism content (informan 3, 18/12/2023).

The results of the interview above show that the Cibuntu Tourism Village digital promotion media team has been able to find information related to promotional content that will be produced. Information searches related to promotional content are carried out on social media. This finding is consistent with previous findings that digital literacy in the aspect of information literacy has been able to be carried out by various communities. (Pratama et al., 2021; Puspitasari et al., 2022; Windyaningrum et al., 2023).

In addition, the research findings show that the Pokdarwis of Cibuntu Village can filter information. The ability to filter information can be seen by distinguishing the nature of content, either positive educational content or harmful content. In addition, the Pokdarwis of Cibuntu village has been able to distinguish the quality of information content in terms of audiovisual and stories packaged in content. This is shown based on the informant's statement as follows:

How do you find inspiration or filter news or information like this? There is content that is educational in nature, or there is something positive and negative in nature. Now, friends who manage social media, how do you find the news or sort it out? Oh, this content is good, oh, this content is not good, oh, this content is not good. This is content that exaggerates visually and is original (Informan 2, 12/01/2024).

The above statement is reinforced by other informants' statements as follows:

Well, we usually judge which content is exaggerated. So, I will not use color grading when taking videos and photos. Photography must understand color grading, so the colors are not exaggerated or reduced. We're not here either. It's okay. So, we post as it is (Informan 4, 12/01/2024).

The informant's statement above shows the Cibuntu Village Pokdarwis' ability to distinguish the quality of promotional content from the visual aspect, namely color grading. This is the concept of coloring in photography or video graphics. The team considers reasonable content natural and does not exaggerate coloring. The ability to search for and filter information about digital promotion confirms that the Pokdarwis of Cibuntu village have digital literacy skills in information literacy.

2. Communication and Collaboration

Another aspect of digital literacy is communication and collaboration skills. This ability is indicated by the extent to which individuals or groups can interact, share information, communicate with technology, and understand social norms (Law et al., 2018). The findings show that Pokdarwis in Cibuntu Village can communicate and collaborate. This is shown by the involvement of interactions on social media and understanding social norms in communication technology. Interaction with technology is evidenced by the active involvement of members in the Whatsapp group in discussing the concept of digital promotion content. This is reflected in the informant's statement as follows:

If we have good content, we usually share it in the WA group and then discuss it. Let's make content like this. Then others will say, let's do it. Or someone will suggest an idea, and the point is that we get involved in the discussion (Informan 3, 08/02/2024).

The statement above shows that interaction and communication are built through technology, namely the Whatsapp group. Communication activities in the WhatsApp group began with information-sharing activities and conversations related to digital promotion activities of the Cibuntu tourist village. The results of the interview are reinforced by other informants' statements as follows :

Yes, we usually chat first in the WA group about when to make content, the theme, and who the talent will be. If we make a video about Cibuntu, that's it. For example, we have already sent it to WhatsApp status. Ask for it, ask for it, ask for it; it's already spread. We also gave WhatsApp video information, showing that this is a village where we uploaded one piece of content. Please repost in your respective snapgrams (Informan 3, 08/02/2024).

The interview results above reinforce the previous statement that there has been interaction between Pokdarwis members regarding the production of digital promotional content. In addition, the interview data has shown that there is a process of sharing information among the Cibuntu community regarding promotional content that the Pokdarwis digital promotion media team has produced. This means that the ability to communicate and collaborate in the management of digital promotion of tourism in Cibuntu village has gone well. The ability of social collaboration and consistency is an

important factor in the involvement of digital tourism promotion (Margaretha et al., 2022).

Another important aspect of communication and collaboration is understanding social norms in the use of technology. The results show that Pokdarwis of Cibuntu Village have been able to understand and apply social norms that apply in the community when communicating using technology. Before producing content, older Pokdarwis members usually remind the promotional media management team to use polite words and follow prevailing social norms. This is reflected in the following informant's statement:

We usually use polite words. Even if there is a complaint or something, we respond wisely. That's the most. As for the rest, they understand the right words that don't offend the community (Informan 1, 08/02/2024).

The above statement is reinforced by other informants' statements as follows:

At that time, someone complained about our swimming pool's dirty water, and he commented on our post. Then I tried to DM him nicely. Basically, we asked for clarification, and then we explained in polite words in accordance with the norms of the community here (informan 2, 08/02/2024).

The research findings confirm that Pokdarwis' digital literacy in the aspects of communication and collaboration includes an understanding and application of communication in accordance with applicable norms. This application is not only limited to delivering promotions but also responding to social media complaints. This finding is consistent with the findings of the previous study that Instagram account managers in the village have been able to respond to social media (Windyaningrum et al., 2023). The ability to respond to communication activities on social media indicates that the Pokdarwis of Cibuntu village have digital literacy skills in communication and collaboration.

3. Digital Content Creations

Another indicator of digital literacy is digital content creation. This refers to the ability to develop, integrate, copyright, and program digital content. (Law et al., 2018). The research findings show that the Pokdarwis of Cibuntu village have been able to create digital content by developing digital content. The promotional content developed by Pokdarwis Cibuntu Village is done independently. The Pokdarwis' first step in developing digital promotional content is observing digital promotional content on social media. Promotional content considered interesting by the promotional media team is then developed in the context of Cibuntu village promotion. This is reflected in the following informant's statement:

Just had an idea, and it flowed. Yes, make it right away. Still following, oh, the FYP is like this, let's try it. Still following examples of people's content. Then, we try to develop it ourselves (Informan 4, 12/03/2024).

The above statement is reinforced by other informants' statements as follows:

He made the content like storytelling. Now, I am also here implementing a system like that so that it can compete with or better exaggerate the tourism next door, sir (Informan 3, 12/02/2023).

The development of promotional content is evidenced by the ability to observe other tourism promotional content on social media and develop storytelling in the promotional content produced. This finding is consistent with previous research studies that state that digital literacy skills from content creation are the ability to develop digital content from information that develops on social media (Windyaningrum et al., 2023). Furthermore, this finding reinforces the previous statement that information literacy is important in developing content creation. Observing the content that develops on social media becomes a separate digital literacy education for Cibuntu Village social media managers.

The results of the interview above show that Pokdarwis Cibuntu Village has been able to develop digital content. Content development includes the ability to develop content from observing content on social media and the ability to develop storytelling in the promotional content produced. This finding is consistent with previous research studies that digital literacy skills from the aspect of content creation are the ability to develop digital content from information that develops on social media (Windyaningrum et al., 2023). Furthermore, this finding also strengthens the argument in the previous finding, that the aspect of information literacy is an important point in developing content creation. The process of actively observing the content that develops on social media becomes a separate digital literacy education for Cibuntu Village social media managers.

Other important findings show that the Pokdarwis of Cibuntu village have not been able to integrate content, copyright, and program content. The village's promotional accounts consist of Facebook and Instagram, which are not integrated and are managed by a separate team. This shows that integration is needed in the digital promotion process. In addition, promotional content has yet to be produced programmatically. This can be seen in the absence of a promotional content calendar. Promotional content is produced only at certain moments, such as when the earth's alms celebration is celebrated. It can be seen that the promotional content produced by the Pokdarwis team was uploaded on October 17, 2023. As a result, posting promotional content on Cibuntu's Instagram social media is limited, and the company only tends to rely on posts from visitors.



Picture 2.

Sedekah bumi content produced by the Pokdarwis Team

Source: Researcher Observation.

4. Digital Security

Digital security is one of the dimensions used to assess digital literacy skills. This dimension is an aspect of digital data security. It concerns the issue of protecting data,

both personal data and privacy (Nancy., Law et al., 2018). The results showed that Pokdarwis Cibuntu Village has understood and applied the principles of digital security to the Instagram social media account @pesonawisatacibuntu. Data protection is carried out by two-factor authentication. This is reflected in the informant's statement as follows:

Yes. Previously, you already know, sir. We also secure our accounts through two-factor authentication (Informan 2, 12/03/2024).

The following statements from other informants reinforce the above statement:

We have secured our account with two-factor authentication. Yes, again, we look at the content—the content on TikTok, this, this, this. Oh, there is this. How do we prevent the data from being stolen like that? So, we finally put authenticate (Informan 4, 12/03/ 2024).

The results of the interview above show the digital literacy ability of Pokdarwis Cibuntu Village in securing their promotional social media accounts by applying two-factor authentication. In contrast to previous studies, digital literacy related to security and privacy is the lowest aspect of digital literacy of tourism village managers (Puspitasari et al., 2022). Instead, this research study found that members of Cibuntu village Pokdarwis could secure their data and privacy on social media accounts. Furthermore, this finding contributes to the importance of self-learning the information on digital security on social media.

CONCLUSION

Based on the results of the research and analysis above, it can be concluded that Pokdarwis members, in carrying out digital promotion activities, have been able to carry out various aspects of digital literacy, including information literacy, communication, and collaboration skills, digital content creation and digital security. Information literacy is demonstrated by the ability to search and filter information about digital promotional content. Communication and collaboration skills are shown by Pokdarwis members actively interacting about producing promotional content and understanding social norms in delivering messages on social media. Digital content creation skills are seen in the ability to develop digital content, which is developed from information literacy and self-learning of promotional content on social media. Finally, digital security capabilities have secured the digital promotion of Instagram accounts.

Meanwhile, digital literacy in problem solving has not yet been achieved by the Pokdarwis of Cibuntu Village. In addition, findings show that digital content creation skills in the aspects of content programming and copyright have not been able to be carried out by the Pokdarwis of Cibuntu Village. This is due to limited access to knowledge on the application of technology to design digital promotion programs.

The digital literacy skills possessed by the Pokdarwis of Cibuntu village are mainly obtained from independent learning from information circulating on social media. This finding must be considered for tourism village managers to improve digital literacy skills through independent learning through social media. In addition, recommendations for the Cibuntu village Pokdarwis team need to strengthen digital literacy skills through digital literacy training, especially in the aspects of content creation and problem-solving, to develop digital promotion activities for the Cibuntu tourist village.

ACKNOWLEDGMENTS

Thanks to the Directorate of Research and Community Service of Telkom University for providing funding support for this research.

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