You-Tube and Instagram Content Development: Community Service to Empower and Promote Society

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Abstract

The use of You-Tube and Instagram as Social Media is to inform the existence of Society. So, the role of society is to empower its potency and design content to promote the potency in order to be uploaded in those platforms. Community service program facilitates college students, as a part of society, to empower them and other members of society and create content based on its empowerment. The aim of the study is to describe the college students' activities during their teaching on five programs (teaching English, Digital Content, Souvenirs, Local Culinary, and Healthy Lifestyle) in community service program as the content that would be uploaded in You-Tube and Instagram to promote Plesungan village. The subjects of the study are teenagers and mommies living at Plesungan village. The setting of the research is at Plesungan village, Karanganyar, Central Java, Indonesia. The research was carried out from 23 July 2020 up to 31 August 2020. The techniques in collecting the data are questionnaires, documentation (video recording and photograph), and observation. The technique analyzing the data used interactive analysis that contains data display, data reduction, and conclusion. Research findings show that the implementation of five training programs is successful viewed from the villagers' participation and creativity, also the documentation in terms of videos and photos have been uploaded in The Instagram and You-Tube (the links attached).

Keywords: Social Media, You-Tube, Instagram, Community Service, Society

Introduction

The role of social media is as a means of communication tools to give a chance for enterprises to market the products and as interactive and efficient promotion tool to advertise products globally (Dahnil, Marzuki, Langgat, & Fabeil, 2014;Saxena & Khanna, 2013;Vinerean, Cetina, Dumitrescu, & Tichindelean, 2013). Besides, social media has technological, cultural, and governmental function of particular nation (Berthon, Pitt, Plangger, & Shapiro, 2012). YouTube is a social media platform of getting, watching, and sharing information. YouTube reflects features of social networking (Haridakis & Hanson, 2009). YouTube plays an important role to influence both awareness of brand and consumers purchase intention (Dehghani, Niaki, Ramezani, & Sali, 2016). You-Tube allows users to upload, see, give comment, and link to a video on its site (Kujur & Singh, 2018). You-Tube also has a role as usual site for instruction and learning (Lee & Lehto, 2013). Then, YouTube is exciting and useful in giving students an opportunity to understand deeper about the novels and its activities (Khalid & Muhammad, 2012). In addition, YouTube assists students to engage with ideas and concepts (Cox, 2011). Meanwhile, Instagram is a platform allowing users to post whatever in tourism objects to be interesting when it is shared (Fatanti &

Suyadnya, 2015). Instagram has a role to shape business because it promote a brand (Latiff & Safiee, 2015). Besides, Instagram is a medium to explore issues of global health and to plan a campaign for social media (Messner, Medina-Messner, & Guidry, 2016). Instagram has recreational message and commercial advertising why a person buys products (Amornpashara, Rompho, & Phadoongsitthi, 2015). Instagram is viewed as a tool where ones can share snapshots, comments, and give likes or dislikes about the materials being shared (Hanan & Putit, 2013). So, Social media (Youtube and Instagram platforms) are suitable for promotion to foster village (Utami, Taufik, & Bhakti, 2019)

Developing village needs the involvement of students, leaders (lowest until highest village principal), institutions, and tutors. Students who conduct community service in society have two learning outcomes: community and personal learning, and design condition that influences the outcomes (Bartel, Saavedra, & Dyne, 2001). People and institution have a role in society, especially in implementing community service model so that they can plan the goals and foster suitable variables, parameters, and methods to get efficient and accurate analysis and afford findings from the service (Holland, 2001). Tutors play crucial role to train children in terms of drilling and practicing in reading skill, implementing a variety of reading intervention, and measuring and analysing learners' reading progress through the procedure of validity and reliability of reading assessment (Eppolito, Pelcher, & Wright, 1996). A leader needs to apply proactive leadership principle to teach methodological and philosophical service learning, to secure campus support, and to behave as a mentor for other members (Haggard, Moore, Phillips, & Phillips, 2007)

A number of innovation carried out to enhance the quality of community service in society. Integrating between academic instruction and community based service in the global context is necessary to provide overseas travel, increase global awareness of a participant, build intercultural understanding, and improve mindedness and skills of civics (Crabtree, 2008). Inserting service learning into undergraduate political science course make the students able to implement principles from the course to new situation and foster a greater awareness of problems in society (Markus, Howard, & King, 1993). Developing ethic of care is essential to make society grows more diverse (Rhoads, 1998). Policy implication as a result of a study as a requirement of community service because it continues involvement and developmental commitment to civic and social responsibility (Jones & Hill, 2003). The use of social media, i.e. You-Tube and Instagram has roles to upload, see, give comment, link to a message, photo and video on its site, and advertise products (Kujur & Singh, 2018; Amornpashara, Rompho, & Phadoongsitthi, 2015); therefore community service in society can design content and upload it in Social Media to promote the potency in there, i.e. tourism, culture, arts.

The present article describes the result of observation and interview about four tourism objects in Kepuhsari Village (Lemah Putih Hermitage, Meteor Putih Keris Gallery, Sendang Plesungan Waterpark, and Waste Management Tool) and describe the implementation of teaching English, Digital Content, Souvenirs, Local Culinary, and Healthy Lifestyle in the community based tourism as the content of You-Tube and Instagram to develop the community and promote local potency through the teachings.

Materials and Methods

The aim of the study is to describe the implementation of teaching English, Digital Content, Souvenirs, Local Culinary, and Healthy Lifestyle during community service program as the materials that would be uploaded on You-Tube and Instagram. The techniques in collecting the data are questionnaires and observation. We distributed a questionnaire before and after the teachings and we observed the process of teaching and

learning. The method of analyzing the data used interactive analysis that contains data display, data reduction, and conclusion drawing.

Results and Discussion
Teaching English

The first meeting of English training was held on Friday, 7 August 2020, is an effort to empower *Plesungan* village community by providing materials and guidance on the importance of mastering foreign languages by the community to improve the quality of the hospitality language served by the villagers. The training was located at Sendang Plesungan, Gondangrejo District, Karanganyar Regency, at 8.00 p.m. until 10 p.m. The material of the 1st meeting is greeting comprising how to greet, to welcome foreign tourists, and to introduce themselves in English. The number of participants is limited due to the protocols, less than 10 persons, however they felt enthusiastic and interested because the speakers managed conducive, communicative, exciting and not-monotonous situations. After presentation by the speakers, the participants were invited to actively practice their knowledge and experience in the form of greeting and introducing their identity to other participants. The training in English ran well although we had to follow health protocols during the Covid-19 pandemic.

This follow-up activity was held on Sunday, August 9, 2020. Still at the same location, Sendang Plesungan, the second session of English language training and counseling activities also ran smoothly while still paying attention to health protocols like the previous session. The material that is presented in this second session is Giving and Asking Directions. Still related to the material in the first session, this material teaches how to give and ask directions to a destination using English. During the material, the participants actively asked questions and focused on paying attention to the explanation of the speaker.

After the delivery of the material is complete, the participants are again invited to be active, not only active in asking questions but also active in practicing the material that has been obtained, the participants are required to be able to show directions to go to the place asked by the speaker, for example showing directions if they want to the nearest police station or directions to certain tourist destinations. Even though it looks trivial, this material was chosen because it sees the importance of directions for foreign tourists. With human resources who have the ability to help provide directions to stray foreign tourists, it can create an environment that feels safe and comfortable so that it will automatically improve the quality of the tourism sector in Plesungan Village. As a closing session, the second session was interspersed with small talk between the participants and KKN students while eating the snacks that had been provided. In addition to strengthening relationships, this is also done to seek more in-depth information related to the potentials and obstacles that Plesungan Village has and experiences.

Table 1. The Condition of Learners before English Training Meeting 1 and after meeting 2

No	Name of Participants	Number of Indicators: Before English Training					Number of Indicators: After English Training				
		1	2	3	4	5	1	2	3	4	5
1	Learner WU	No	yes	no	no	yes	yes	yes	yes	yes	yes
2	Learner RS	No	no	no	yes	no	yes	yes	yes	yes	yes
3	Learner FWP	No	no	no	no	no	no	yes	yes	yes	yes
4	Learner AFA	No	no	no	no	no	yes	yes	yes	yes	yes
5	Learner DS	No	no	no	no	yes	yes	no	yes	yes	yes
6	Learner D	No	no	no	no	yes	yes	yes	yes	yes	yes

Note for a number of indicators

1. I can speak grammatically correct
2. I can pronounce correctly during speaking
3. I can use vocabulary appropriately when speaking
4. I can introduce myself and greet using English very well
5. I can give direction to certain places in English

The questionnaire above shows that there are some differences before and after English training. Before the training, English speaking skill of the participants is incapable in using English grammar. There is only a participant who is able to pronounce correctly. Meanwhile, all participants cannot use vocabulary during speaking. Besides, there is only one participant who is able to introduce himself and greet using English very well. In addition, there are only three participants who are able to give English direction to certain places. After 2nd training, there are many improvement of their English speaking. There is only a participant who is incapable in speaking grammatically correct. It is same as the ability to pronounce. There is a participant who is incapable in pronouncing correctly during speaking. But, their ability to use vocabulary, introduce themselves, greet using English very well, and give direction in English is good because all participants are able to completely succeed indicators 3,4,and 5.

Training Digital Content and Promotion based on Website and Design

The training of social media creation was held on Monday, August 10, 2020, from 19.30 to 22.00 which was attended by 6 (six participants) from Samirukun, Plesungan, and Mojorejo, Plesungan village. The training contains 2 (two) sessions: the first session using the kine master application and the second session using canva. The purpose of the training is to facilitate the villagers to make attractive promotions to promote tourism potencies at Plesungan village. It is because promotion is not only physic but also abstract promotion. Furthermore, during covid 19 situation, all sectors get impact from that pandemic. First we have a training on creating posters, pamphlets from the Canva application. Not only making training on making posters, we also provide training on making interesting videos using the Kinemaster application. We made this training to better use smartphones for promotional media. The following is the results of the questionnaire in the 1st and 2nd training sessions.

Table 2. The Participant Condition before meeting 1

No	Name	The Number of Indicators and Responses of Participants before Training									
		1	2	3	4	5	6	7	8	9	10
1	Bowo	A	A	A	A	A	A	A	A	A	A
2	Nifua Ayu	A	S	N	VA	A	N	N	A	A	N
3	Dewi Suryaningsih	A	N	N	N	N	A	N	A	N	N
4	Anggraini Saras	A	A	D	N	A	A	N	A	A	A
5	Oktaviandini	VD	A	A	A	A	A	A	A	A	A
6	Reizka P. Kuncoro	A	A	A	A	VA	A	A	A	A	A

Table 3. The Participant Condition after meeting 2

N	Name	The Number of Indicators and Responses of Participants after Training									
		1	2	3	4	5	6	7	8	9	10
1	Bowo	A	A	A	A	A	A	A	A	A	A
2	Nifua Ayu	A	A	N	VA	A	N	N	A	A	A
3	Dewi Suryaningsih	A	N	N	N	N	A	N	A	N	N
4	Anggraini Saras	A	D	N	A	-	A	N	A	A	A
5	Oktaviandini	VD	A	A	A	A	A	A	A	A	A
6	Reizka P. Kuncoro	A	A	A	A	A	A	A	A	A	A

Note: A stands for agree, N stands for neutral, VD stands for very disagree, D stands for disagree. Description for the number of indicators.

1. Before joining Kine master and canva trainings, I can't use both the application
2. I can adapt in using Kine master and canva application
3. I have tried to make content through Kine master and canva application
4. I think Kine master and canva application can make me easier in making content
5. I plan to use Kine master and canva application in making content for both publication and marketing.
6. I feel enthusiastic during Kine master and canva training.
7. The training of both Kine master and canva application is interesting.
8. The training of both Kine master and canva application is useful
9. I understand during Kine master and canva training
10. I get new knowledge after following Kine master and canva trainings.

Training Making Souvenirs (Key Chain)

The training was held on Tuesday, August 11, 2020. The participants are PKK community members. The purpose of the training is to practice how to make the key chain. The key is made with resin and catalyst. The students in this group conveyed how to make key chains using power points to increase the knowledge of the mothers, and then were given hands-on training which starts with preparing tools and materials, mixing the resin and catalyst, printing the key chain.

The counseling activity for making key chains was given to increase the creativity of PKK mothers, so that they could be creative in making works from simple materials in the surrounding environment. Counseling on making key chains from resin has made PKK mothers have insight into souvenirs and souvenirs using resin techniques, knowing the basic materials and tools used for resin engineering, and knowing the basic process of making souvenirs, especially key chain making.

Table 4. The Condition of Participants before the Training of Making Souvenir (Resin)

No	Name	Number of Indicators									
		1	2	3	4	5	6	7	8	9	10
1	Nyarwiyah	yes	yes	yes	no	no	no	Yes	yes	no	no
2	Sugiyarti	yes	no	no	no	no	no	No	no	yes	yes
3	Karsi	no	no	no	no	no	no	No	no	no	no
4	Wartini	yes	no	no	no	no	no	Yes	yes	yes	yes
5	Elin	yes	yes	no	no	no	no	Yes	yes	no	no

No	Name	Number of Indicators									
		1	2	3	4	5	6	7	8	9	10
6	Mulyani	yes	no	no	no	no	no	No	no	no	no
7	Lisitifani	yes	no	no	no	no	no	No	no	no	no
8	Lestari	yes	yes	no	no	no	no	Yes	yes	no	no
9	Christina	yes	no	no	no	no	no	No	no	no	no

Table 5. The Condition of Participants after the Training of Making Souvenir (Resin)

No	Name	Number of Indicators									
		1	2	3	4	5	6	7	8	9	10
1	Nyarwiyah	yes	yes	yes	no	no	no	yes	yes	no	no
2	Sugiyarti	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
3	Karsi	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
4	Wartini	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
5	Elin	yes	yes	no	no	no	no	yes	yes	no	no
6	Mulyani	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
7	Lisitifani	yes	yes	yes	yes	yes	yes	yes	yes	no	yes
8	Lestari	yes	yes	no	yes	no	yes	yes	yes	yes	yes
9	Christina	yes	yes	yes	yes	no	yes	yes	yes	yes	yes

Note for Number of Indicator
1. Knowing about a souvenir
2. Knowing that resin can be ingredients of making a souvenir
3. Knowing the ingredients of making a souvenir through resin
4. Knowing the way of making a souvenir from resin
5. Knowing the number of the use of each ingredient
6. Able to make resin from my own creativity
7. Having no knowledge about kinds of a souvenir
8. Knowing the benefits of a souvenir
9. Being interested to create a souvenir, than buying it
10. Sharing to friends about how to use resin to create a souvenir

The questionnaire above shows that there are some differences before and after English training. Before the training, there is only one participant who do not know about souvenir. There are three participants who know that resin can be ingredients of making a souvenir. There is a participant who are familiar that the ingredients of making a souvenir is through resin. Then, there are no participants who know the way of making a souvenir from resin. Besides, there are no participant who are able to make resin from their own creativity. There are four participant who have no knowledge about kinds of a souvenir. The number is also same as how many people who know the benefits of a souvenirs. Then, there are two people interested to create a souvenir, than buying it. Finally, there are two people who would like to share about how to use resin to create a souvenir.

After the training, the results are that all participants are familiar about a souvenir. All participants know that resin can be ingredients of making a souvenir. There are only two participants who do not know the ingredients of making a souvenir through resin. There are seven participants who know the way of making a souvenir from resin. There are four participants who do not know the number of the use of each ingredient. There are seven participants who are able to make resin from their own creativity. There are nine participants

who know the knowledge about kinds of a souvenir. The number of people knowing the benefits of a souvenir is nine. There are three participants who are interested to create a souvenir, than buying it. In addition, there are seven participants who would like to share to their friends about how to use resin to create a souvenir.

Teaching Local Culinary

The training was conducted on Wednesday 19 August 2020 at the head of the village house. The purposes of the training are to share and create receipt made from cassava so that the villagers can use their harvest (cassava) as the main ingredient to make cassava cake and to empower the villagers to live productively although we are still in a pandemic situation. This program get appreciation from the participants and the head of the village. Said the Head of the Village of Plesungan Village, explaining that this kind of activity is really needed by mothers today, processing raw goods into ready-to-consumer goods. Moreover, it can be a source of income in the midst of this Covid-19 pandemic. The PPK ladies who were gathered together during the socialization welcomed the steps taken by the community service of Unisri to go directly to the leisure village. At first glance, the material presented looks simple, but is actually very beneficial for the community.

Table 6. Condition of Participants before Training Cassava Cake

No	Indicators	Participants					
		Ariani	Giyarti	Karsi	Aning	Yesi	Lestari
1	eating food from cassava	yes	Yes	yes	yes	yes	yes
2	making food from cassava	yes	Yes	yes	yes	yes	yes
3	understanding how to make food from cassava	yes	Yes	yes	no	no	no
4	unable to make packaging of food	yes	Yes	yes	yes	yes	yes
5	having no understanding on how to distribute and manage food products	yes	Yes	yes	yes	yes	yes
6	having experience attending entrepreneurship training	no	No	no	no	no	no
7	having experiencing about socializing on intellectual property rights, especially on food product	no	No	no	no	no	no

Table 7. Condition of Participants after Training Cassava Cake

No	Indicators	Participants					
		Ariani	Giyarti	Karsi	Aning	Lestai	Yesi
1	Remembering the ingredients of making food from Cassava	yes	Yes	yes	yes	yes	yes
2	Understanding in making food from cassava	yes	Yes	yes	yes	yes	yes
3	The kitchen utensils are good to cook the product	yes	Yes	yes	yes	yes	yes

No	Indicators	Participants					
		Ariani	**Giyarti**	**Karsi**	**Aning**	**Lestai**	**Yesi**
4	The ingredients are complete to cook this product	yes	Yes	yes	yes	yes	yes
5	The delivery material about the product is clear	yes	Yes	yes	yes	yes	yes
6	Knowing the benefits from the product	yes	Yes	yes	yes	yes	yes
7	Sharing the receipt of the product to others after the training	yes	Yes	yes	yes	yes	yes

Table 8. Condition of Participants before Training Egg Corn

No	Indicators	Participants					
		Ariani	**Giyarti**	**Karsi**	**Aning**	**Yesi**	**Lestari**
1	Eating food from Egg Corn	Yes	yes	yes	yes	yes	yes
2	Making food from Egg Corn	Yes	yes	yes	no	no	yes
3	Understanding how to make food from Egg Corn	Yes	yes	yes	no	no	no
4	Unable to make packaging of food	yes	yes	yes	yes	yes	yes
5	Having no understanding on how to distribute and manage food products	yes	yes	yes	yes	yes	yes
6	Having experience attending entrepreneurship training	no	no	no	no	no	no
7	Having experiencing about socializing on intellectual property rights, especially on food product	no	no	no	no	no	no

Table 9. Condition of Participants after Training Egg Corn

No	Indicators	Participants					
		Ariani	**Giyarti**	**Karsi**	**Aning**	**Lestari**	**Yesi**
1	Remembering the ingredients of making food from Egg Corn	yes	yes	yes	yes	yes	yes
2	Understanding in making food from Egg Corn	yes	yes	yes	yes	yes	yes
3	The kitchen utensils are good to cook the product	yes	yes	yes	yes	yes	yes
4	The ingredients are complete to cook this product	yes	yes	yes	yes	yes	yes
5	The delivery material about the product is clear	yes	yes	yes	yes	yes	yes

No	Indicators	Participants					
		Ariani	**Giyarti**	**Karsi**	**Aning**	**Lestari**	**Yesi**
6	Knowing the benefits from the product	yes	yes	no	no	yes	yes
7	Supporting the product become souvenirs of the village	yes	yes	yes	yes	yes	yes
8	Sharing the receipt of the product to others after the training	yes	yes	no	yes	yes	yes

Teaching Healthy Lifestyle

Until now, there are no signs of a decrease in COVID-19 cases in Indonesia. One of the prevention of the spread of the corona virus is to clean our hands regularly. Using hand sanitizer containing alcohol or washing our hands with soap and water is one way to protect and avoid from the spreading. This activity was carried out in Plesungan Village, Gondangrejo District, Karanganyar Regency by the students of community service program. This activity was carried out on Sunday, August 16, 2020 which attended by *Dasa Wisma* community in Plesungan Village. Seeing the current situation encourages the students to provide socialization or counseling on how to make Hand Sanitizers according to the Food and Drug Supervisory Agency of Indonesia (BPOM).

There were several responses from mothers regarding this training. "When handsanitizers become increasingly rare, people can make their own because the ingredients are available in chemical shops. So people don't have to panic and worry," said Mrs Nova in Plesungan, Karanganyar on Sunday (16/8). She reminded that "the manufacture of hand sanitizers remains under adult supervision and is kept out of the reach of children". The materials used for making simple hand sanitizers are Ethanol (96%) which functions as an antiseptic, Glycerol (98%) which functions as a moisturizer, Hydrogen Peroxide (3%) functions as a pH binder, sterile water or Aquades functions as a solvent, fragrances and food coloring.

Table 10. The Condition of Participants before Training Making Hand-Sanitizer

No	Participants	Number of Indicators and the Participants' Responses									
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
1	Rida	yes	no	no	no	no	yes	yes	yes	no	yes
2	Sarwantini	yes	no	no	no	no	yes	no	yes	no	yes
3	Sri Larsini	yes	no	no	no	no	yes	no	yes	no	yes
4	Sumini	yes	no	no	no	no	yes	no	yes	no	yes
5	Tatik	yes	no	no	no	yes	yes	no	yes	no	yes
6	Darsi	yes	no	no	no	yes	yes	no	yes	no	yes
7	Samiyem	yes	yes	yes	no	no	yes	no	no	yes	yes
8	Sutini	no	no	no	no	no	yes	no	yes	yes	No
9	Nova Yudis S	yes	no	no	no	no	yes	no	yes	no	No
10	Suratmi	yes	no	no	no	no	yes	no	yes	no	No
11	Lina L	no	no	no	no	no	yes	no	no	no	yes
12	Nanik R	yes	no	no	no	no	yes	no	yes	no	No

Table 11. The Condition of Participants after Training Making Hand-Sanitizer

No	Participants	Number of Indicators and the Participants' Responses									
		1	2	3	4	5	6	7	8	9	10
1	Rida	yes	yes	yes	yes	yes	yes	yes	yes	yes	Yes
2	Sarwantini	yes	yes	yes	yes	yes	yes	yes	yes	yes	Yes
3	Sri Larsini	yes	yes	yes	yes	yes	yes	yes	yes	yes	Yes
4	Sumini	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
5	Tatik	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
6	Darsi	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
7	Samiyem	yes	yes	yes	yes	yes	yes	yes	yes	yes	no
8	Sutini	yes	yes	yes	yes	yes	yes	yes	yes	yes	no
9	Nova Yudis S	yes	yes	yes	yes	yes	yes	yes	yes	yes	no
10	Suratmi	yes	yes	yes	yes	yes	yes	yes	yes	yes	no
11	Lina L	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
12	Nanik R	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes

Note for the number of indicators:
1. I know about hand-sanitizer
2. I know how to make hand-sanitizer
3. I know the ingredients in making hand sanitizer
4. I know the dosage of each ingredients
5. I know the requirements of good hand-sanitizer
6. I know how to use hand-sanitizer
7. I know the type of hand-sanitizer
8. I know the benefits of hand-sanitizer to avoid covid 19
9. I know the impact of hand-sanitizer for skin
10. I more often use hand-sanitizer than hand-wash

Based on the result of the questionnaire before the training, it can be viewed that there are only two participants who do not know about hand-sanitizer. Besides, there is one participant who knows how to make hand-sanitizer. Relating to their knowledge about the ingredients in making hand sanitizer, there is only one student who know the ingredients. Then, nobody knows the dosage of each ingredients in hand-sanitizer. There are two participants knowing the requirements of good hand-sanitizer. Relating to knowledge how to use hand-sanitizer, all know how to use. Next, there is a participant who knows the type of hand-sanitizer. Their knowledge about the benefits of hand-sanitizer to avoid covid 19 shows that there are two participants who do not know. Then, there are two participants knowing the impact of hand-sanitizer for skin. Finally, there are four participants who more often use hand-sanitizer than hand-wash.

Then the result of the questionnaire after the training shows that all participants know about hand-sanitizer, how to make hand-sanitizer, know the ingredients in making hand sanitizer, know the dosage of each ingredients in hand-sanitizer, know the requirements of good hand-sanitizer, know how to use hand-sanitizer, know the type of hand-sanitizer, know the benefits of hand-sanitizer to avoid covid 19, know the impact of hand-sanitizer for skin, however there are four participants who more often use hand-wash than hand-sanitizer.

Discussion

The implementation of five community service programs in this study uses social media, LCD projector, You tube videos, canva, and kine master application to support the

implementation and to achieve the optimum outcome of the programs. It is in line with Kadama (2002) stating that the role of technological tool is to enhance the competency in a community through new multimedia service. Before implementing five programs in this community service, the researchers gave a guidelines about the concept and procedure in implementing the programs, and strengths and weaknesses and evaluating the programs. It is in line with Williams & Driscoll (1997) who use guidelines that provide learners about a conceptual connection between content and community service.

Before conducting the programs in this study, the supervisors and the students of community service discussed with the village's apparatus about problems' identification of the villagers about tourism development; designing time, media, participants, and place before doing the community service programs; and evaluating output based community service programs. These activities are in line with a study conducted by Yuan & Fei (2010) who used a method to identify new service for community e-service is a necessity through some methods: identifying a client class based on the similar needs, sustaining the interesting service for the customers, and identifying new enhanced service component.

The students of community service in this study designed a website and two Instagrams (as virtual community) for sharing further agenda, promoting the village (Plesungan village) and getting a responses from readers about the previous and further agenda. It is in line with Song & Kim (2006) who employ a virtual community because it is used to know how social factors influence behavioural intention to employ specific service from virtual communities and to give understanding for managers and academics about customer behaviour toward virtual community service.

Table 12. The Place (Activities) and the Social Media Link

No	Place (Activities)	Link of YouTube/Instagram
1	English Teaching	https://youtu.be/nB4yUe1oTi4
2	Training Making Digital Content and Promotion based on Website and Design	https://youtu.be/zXUi7jJ-UF8 https://youtu.be/UgvDgI9vJiU Creating Video about Lemah Putih Hermitage (https://www.instagram.com/tv/CDNzU2FAlFt/?igshid=13tbnrpyz5oj), Creating video about Meteor Putih Keris Gallery (https://www.instagram.com/tv/CDQEfb0gMSj/?igshid=fmjb7etaqj0p), Creating video about Sendang Plesungan Waterpark (https://www.instagram.com/tv/CDAujsiAb4D/?igshid=18zmhp0y5w3ir) & (https://www.instagram.com/tv/CDYeLBNJF-N/?igshid=q2bqqirxu0v2), creating video about Waste Management Tool (https://www.instagram.com/tv/CDGMpPbJdUr/?igshid=k4lprawtkb0g)
3	Training Making Souvenirs	https://www.instagram.com/tv/CEX7S9Bpged/?igshid=1el3cy8les9hs https://www.instagram.com/tv/CEWEiubBDg4/?igshid=1kwgfuvguebkm
4	Teaching Local Culinary	https://www.instagram.com/tv/CEX7S9Bpged/?igshid=1el3cy8les9hs https://www.instagram.com/tv/CEWEiubBDg4/?igshid=1kwgfuvguebkm
5	Teaching Healthy Lifestyle	https://www.instagram.com/tv/CEX7S9Bpged/?igshid=1el3cy8les9hs https://www.instagram.com/tv/CEWEiubBDg4/?igshid=1kwgfuvguebkm

In this study, we employ social media (YouTube and Instagram) to promote the tourism objects in the village and to show the five programs of community service which are beneficial to know the condition of the village. It is in line with Dahnil, Marzuki, Langgat, & Fabeil (2014) ;Saxena & Khanna (2013);Vinerean, Cetina, Dumitrescu, & Tichindelean (2013) stating that the role of social media is as a means of communication tools to give a chance for enterprises to market the products and as interactive and efficient promotion tool to advertise products globally.

This study carried out some dialogues between students of community service, the village apparatus, and the supervisors of community service about the programs, implementation, and evaluation of the community service. It is in line with Bodorko & Pataki (2009) who did a dialogue with stakeholders to facilitate a sustainable planning of micro region level and the developmental phases in rural areas. The study conducted five training programs (English, promotion of media based on web and design, creating a souvenir, developing local culinary, and training healthy life) to develop community-based tourism. These programs are in line with Antonio, Astin, & Cress, (2000) who conducted service learning, resources' allocation, forming training programs for fostering substance and pedagogical course in community are potential activities to develop community service.

This study gives an opportunity to the students to improve their communication skills because they communicate with various ages of villagers in the formal and informal situation; therefore, they practice what they have got in the college and implement it in the society. It is in line with a study of Abu-Shakra (2012) that a service learning gives many chances of lessons to students to add and implement their data analysis skills and to improve their practical knowledge and communication skills; therefore it can make close relationship between university and all stakeholders. In addition, this study used cooperative method in implementing the five programs in order to improve the quality of English and non-English skills for the villagers through the method. It is in line with a study by Yavuz & Arslan (2018) who use cooperative learning technique in teaching English to get its effectiveness. The result reveals that the use of cooperative teaching technique is effective on the students' academic achievement.

Conclusion

The study conducted five training programs: English, promotion of media based on web and design, creating a souvenir, developing local culinary, and training healthy life to afford outcome and output based community service so that the programs encourage the villagers to create innovation either products or programs that empower them to develop community based tourism, inform the villager's apparatus about the ways to improve the participation of the villagers in community based tourism, and share knowledge and experience about how to manage tourism village in terms of tourism objects and programs and human resource (villagers and a community that supports the tourism). It is expected from authors to try separating their judgement, research conclusions or consequences under a separate title such as results, conclusions, last words whatever they choose.

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