

# Development of the Cijenuk Village Website to Enhance Community Participation and Public Information Accessibility

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## ABSTRACT

This study aimed to develop the Cijenuk Village website as a community education medium to enhance community participation and public information transparency. The research employed a research and development approach using the ADDIE model, consisting of analysis, design, development, limited implementation, and evaluation stages. The research subjects included media experts, community education experts, and residents of Cijenuk Village as users. Data were collected through observation, interviews, and questionnaires, and analyzed using descriptive quantitative techniques with percentage feasibility analysis. The results indicated that the developed village website was categorized as highly feasible based on expert validation and received positive responses from community users. The website effectively improved public information accessibility and encouraged greater community participation in village development processes.

## Informasi Artikel

### Kata Kunci:

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## ABSTRAK

Penelitian ini bertujuan untuk mengembangkan website Desa Cijenuk sebagai media pendidikan masyarakat dalam meningkatkan partisipasi masyarakat dan keterbukaan informasi publik. Penelitian menggunakan pendekatan research and development dengan model ADDIE yang meliputi tahap analisis, perancangan, pengembangan, implementasi terbatas, dan evaluasi. Subjek penelitian terdiri atas ahli media, ahli materi pendidikan masyarakat, serta masyarakat Desa Cijenuk sebagai pengguna. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan angket, sedangkan analisis data menggunakan teknik deskriptif kuantitatif dengan perhitungan persentase kelayakan. Hasil penelitian menunjukkan bahwa website desa yang dikembangkan dinyatakan sangat layak digunakan sebagai media pendidikan masyarakat berdasarkan penilaian ahli media dan ahli materi, serta mendapat respons positif dari masyarakat. Website desa terbukti mampu meningkatkan akses informasi publik dan mendorong partisipasi masyarakat dalam pembangunan desa secara lebih terbuka dan partisipatif.

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## 1. Introduction

Community participation is a fundamental component of democratic and sustainable rural development, as it determines the extent to which citizens are involved in the planning, implementation, and evaluation of development programs. Nevertheless, effective participation cannot be achieved without adequate access to public information. Communities are able to participate consciously and meaningfully only when they possess sufficient knowledge regarding policies, programs, and development activities within their environment. From the perspective of community education, access to public information is regarded as an integral aspect of social learning processes that foster critical awareness and encourage civic engagement in public life (Biesta, 2011).

In practice, the implementation of public information services at the village level continues to face various limitations. Village information is often disseminated through conventional approaches and is not systematically documented, resulting in unequal access to information among community members. This condition contributes to limited public awareness of citizens' rights and responsibilities, as well as restricted opportunities for social participation. Studies on local government transparency have demonstrated that limited access to information significantly contributes to low levels of public trust and community participation in development processes (Roberts, 2009).

Community education plays a strategic role in bridging the gap between public policy and citizen participation. It functions not only as a means of improving knowledge, but also as an empowerment process that enables communities to understand social realities and actively engage in social transformation (Anjaini et al., 2024; Ansori et al., 2024). Freire emphasizes that dialogical forms of education are capable of fostering critical consciousness within communities, enabling individuals to become active subjects rather than passive objects of development (Freire, 1996). In the village context, community education requires learning media that are contextual, accessible, and relevant to the needs of local communities.

The advancement of digital technology has created new opportunities for the implementation of community education. Digital media enable the widespread, rapid, and sustainable dissemination of information while also providing interactive spaces between government institutions and the community (Yatimah et al., 2024). Village websites represent one form of digital media with the potential to function not only as a platform for public information dissemination but also as a medium for community learning. Recent studies indicate that

the utilization of digital platforms in local governance can enhance access to information and strengthen civic engagement when designed participatively and oriented toward community needs (Karkin & Cezar, 2024).

Cijenuk Village, as a rural community with considerable social and institutional potential, continues to encounter challenges related to public information dissemination and community participation. The limited availability of digital information media has resulted in village information not being evenly accessible to all members of the community. At the same time, residents have become increasingly familiar with the use of digital devices in their daily activities; however, such utilization has not yet been systematically directed toward educational purposes and social participation. This condition reflects a gap between the community's potential and the effective utilization of digital technology at the village level.

Based on these issues, the development of the Cijenuk Village website is considered a relevant alternative solution from the perspective of community education. The village website is intended not merely as an administrative platform, but also as a medium for community education that integrates public information, civic literacy, and spaces for social participation. This study aims to develop the Cijenuk Village website and examine its feasibility as a community education medium for enhancing public participation and access to public information. The findings of this study are expected to provide theoretical contributions to the development of digital-based community education and practical contributions for village governments and local communities in promoting more transparent and participatory village governance.

## 2. Method

This study employed a Research and Development (R&D) approach aimed at producing a village website as a product while simultaneously evaluating its feasibility as a medium for community education. The development model applied in this study was the ADDIE model, which consists of five stages: analysis, design, development, limited implementation, and evaluation. This model was selected due to its systematic structure and its suitability for developing learning media based on community needs.

The study was conducted in Cijenuk Village. The research subjects consisted of two expert validators and twenty village residents as users. The expert validators included a media expert and a community education material expert, while the user trial participants involved residents of Cijenuk Village who accessed and utilized the developed village website.

The analysis stage was conducted to identify the village's initial conditions, community needs, and issues related to public information dissemination and community participation. Data at this stage were collected through field observations and interviews with village officials and community representatives. The results of the analysis served as the basis for designing the website structure and preparing educational content.

The design stage involved developing the website layout, determining the main menu structure, and designing content that included public information, public services, community reading modules, and spaces for community participation. Subsequently, during the development stage, the website was created in accordance with the established design specifications.

The implementation stage was conducted on a limited basis by involving community members as users to test the village website. At this stage, users were asked to provide evaluations through questionnaires in order to assess the feasibility and

### 3. Results and Discussion

#### Results

##### Needs Analysis for the Development of the Village Website

The needs analysis was conducted to obtain a preliminary overview of the conditions of village information dissemination, the utilization of information media, and community needs regarding the development of a village website. This stage served as an important foundation prior to the design and development process to ensure that the website developed would correspond to the actual conditions and needs of the community in Cijenuk Village.

Based on the results of field observations, information dissemination in Cijenuk Village was still predominantly conducted through conventional methods. Village information was generally communicated through announcement boards, verbal notifications delivered by village officials, and information dissemination during village deliberation activities or community meetings. The information conveyed included village activities, administrative announcements, and development agendas.

However, the observation findings indicated that not all information was systematically documented. Information that had been disseminated was often inaccessible to community members who were absent during the dissemination process. This condition resulted in unequal access to information among residents, particularly individuals with limited time due to occupational and work-related responsibilities.

Interviews with village officials further revealed that information dissemination remained dependent on the physical presence of community members. This situation became

usefulness of the village website. The evaluation stage was conducted based on the results of expert validation and user trials to determine the overall feasibility level of the product.

Data collection techniques employed in this study included observation, interviews, and questionnaires. Observation was used to obtain an overview of the village's initial conditions, interviews were conducted to explore community needs and expectations, and questionnaires were utilized to measure the feasibility of the village website based on evaluations from experts and users.

The research instruments consisted of observation sheets, interview guidelines, and feasibility assessment questionnaires. The questionnaires were designed using a five-point Likert scale. Questionnaire data were analyzed using descriptive quantitative techniques by calculating the feasibility percentage, which was subsequently classified into the categories of highly feasible, feasible, moderately feasible, unfeasible, and highly unfeasible.

problematic when information needed to be disseminated rapidly or repeatedly. Therefore, the existing information dissemination system was considered insufficient to reach all segments of society effectively.

The observation results also demonstrated that Cijenuk Village did not yet possess systematically managed digital information media as a means of public information dissemination. Although some information was distributed through communication platforms such as instant messaging groups, its use remained unstructured and was not documented as part of the village information archive. Consequently, the information disseminated was temporary in nature and easily overlooked by community members.

**Table 1. Condition of Information Media in Cijenuk Village**

Observed Aspect	Condition
Village announcement board	Available
Oral information dissemination	Implemented
Official village digital media	Not available
Information documentation	Not systematic
Community access to information	Limited

Based on the interview findings, village officials stated that the limited availability of information media created difficulties in disseminating information evenly across the community. In addition, residents frequently requested repeated explanations regarding the same information due to the absence of reference

media that could be accessed at any time. This finding indicates that the existing information media had not optimally supported the principles of public information transparency.

Interviews with community members demonstrated a substantial need for village-based digital information media. Residents expressed the necessity for an information platform that could be accessed at any time to obtain information regarding village activities, administrative services, and development progress. Most respondents also indicated that mobile phone usage had become an integral part of their daily activities; therefore, digital media were perceived as more practical and accessible.

Community members also expected a platform that would enable them to convey aspirations and suggestions without having to wait for village deliberation forums. This condition indicates that residents required a more flexible and inclusive participatory space. The village website was perceived as a medium capable of addressing these needs because it could simultaneously provide information and facilitate interaction between the village government and the community.

Overall, the results of observations and interviews demonstrated a gap between the community's need for information access and the currently available media. The limitations of conventional information media highlighted the necessity of developing a village website as a relevant alternative solution.

Based on the needs analysis, it can be interpreted that the primary issue faced by Cijenuk Village lies in the limited public information system capable of reaching the community broadly and sustainably. The conventional pattern of information dissemination has resulted in unequal information distribution and restricted opportunities for community participation.

This condition demonstrates that the development of a village website constitutes an urgent necessity, not merely as an information platform but also as a medium for community education. The village website is expected to enhance citizens' information literacy, expand opportunities for social participation, and support the realization of more transparent and participatory village governance. Therefore, the findings of this needs analysis served as the primary foundation for the subsequent design and development of the Cijenuk Village website.

### Development of the Cijenuk Village Website

Based on the findings of the needs analysis, the subsequent stage of this study involved the development of the Cijenuk Village website as a medium for community education. The website was developed with the objective of providing public information services, supporting village public services, and creating digital spaces for community participation. The development process was adapted to the social conditions of the community and the digital literacy levels of village residents.

The Cijenuk Village website was designed with a simple and systematic structure to ensure accessibility and usability for all members of the community, including residents with varying

levels of digital literacy. The arrangement of menus and page layouts was designed clearly and consistently to enable users to locate information easily without requiring advanced technological understanding. The language used throughout the website content was communicative, concise, and non-technical, allowing it to be understood by various age groups, ranging from adolescents to older adults and elderly residents. This design approach aimed to reduce barriers to website usage while enhancing community convenience in independently accessing village information.

Furthermore, the website was developed using a responsive design that automatically adapts to different devices. The website appearance on desktop computers and mobile phones was designed differently while maintaining consistency in terms of functionality and content. On desktop displays, information was presented more comprehensively, whereas on mobile devices, content was arranged more concisely and vertically to facilitate readability on smaller screens. Through this responsive design, residents can access the website anytime and anywhere according to their needs, enabling the village website to function as a flexible, inclusive, and adaptive information medium aligned with the technological practices of rural communities.



Figure 1. Interface of the Cijenuk Village Website



Figure 2. News Content on the Cijenuk Village Website

In general, the developed village website comprises four main menus, namely public information, public services, community reading modules, and community participation. Each menu is designed to support the function of community education while promoting information transparency and citizen engagement.

The public information menu contains the village profile, village governance structure, work programs, village activities, and development-related information. The information is presented in an open and systematic manner to enable the community to understand village policies and activities. This menu functions as an information literacy medium that supports citizens in comprehending village governance.

Figure 3. Online Letter Submission Form

BARU	Name	NIK	Date	Actions
BARU	Ridwan Mutakin	3217120802020077	4/2/2026	Foto XH, WA, Cetak, Arisp
BARU	Iwan Setiawan	3217121401880070	4/2/2026	Foto XH, WA, Cetak, Arisp
BARU	endang	3217121122334455	4/2/2026	Foto XH, WA, Cetak, Arisp

Figure 4. Recapitulation of Online Letter Submission Data

The public services menu was developed as an essential component of the village website to improve the quality of administrative services in a more transparent, accessible, and efficient manner. This menu provides comprehensive information on various village administrative services commonly required by residents, including letter processing procedures, required documents, and structured service workflows.

The information is presented in simple and systematic language to ensure ease of understanding without requiring citizens to visit the village office or rely on verbal explanations from village officials. Through independently accessible service information, residents are expected to gain better understanding of administrative procedures, prepare required documents appropriately, and reduce errors in service applications.

In addition to providing information, the public services menu is equipped with an online letter submission feature aimed at improving service efficiency. Through this feature, residents can submit requests online, particularly for frequently used services such as domicile certificates and certificates of financial incapacity.

Applications are submitted by filling in a simple form and uploading the required supporting documents, thereby making administrative processes faster and more organized. The online submission system not only facilitates community access but also assists the village government in managing services in a more systematic and transparent manner.

Thus, the public services menu functions as a responsive administrative service platform while simultaneously supporting improvements in administrative literacy and community participation in village governance.



Figure 5. Community Education Menu

The reading module or community education menu was developed as an integral component of the village website within the framework of community education, emphasizing lifelong learning and community empowerment. This menu functions as a non-formal learning medium providing simple and contextually relevant reading materials aligned with the needs of rural community life.

The materials include topics such as citizens' rights and responsibilities, village governance, basic digital literacy, and the importance of community participation in rural development. The modules are written in simple, communicative language closely related to daily experiences, making them accessible to residents with diverse educational backgrounds.

Thus, the reading module does not merely deliver information but also fosters awareness of citizens' roles and responsibilities within community and village life.

In addition to reading materials, the education module also provides practical guidelines that can be directly applied by the community, such as public service procedures, participation in village activities, and guidance for addressing local contextual issues.

To enhance accessibility and learning engagement, the materials are presented in various digital formats, including short e-books and brief videos accessible via mobile devices. This digital format enables independent, flexible, and repeated learning according to user needs.

Through this menu, the village website serves as a shared learning space that strengthens community literacy, enhances

social participation, and supports sustainable and participatory rural development.

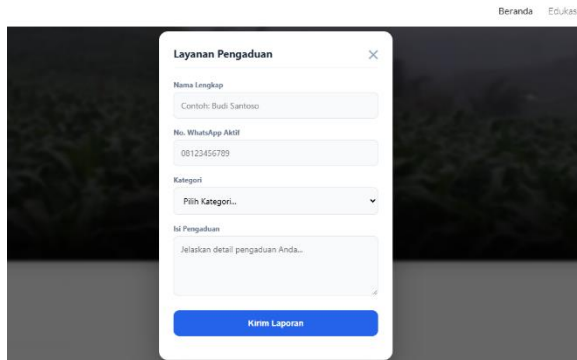


Figure 6. Complaint and Community Aspiration Form

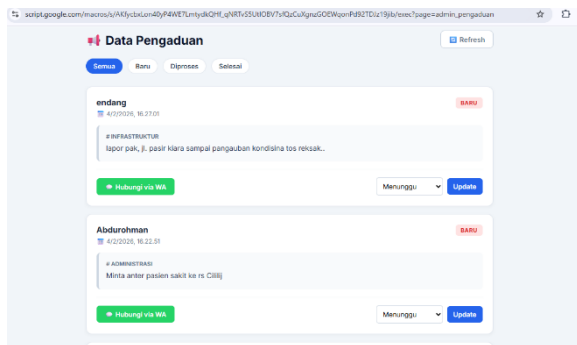


Figure 7. Complaint Data Recapitulation



Figure 8. Integrated Response to Community Complaints via the Website

The community participation menu provides a digital platform for residents to submit aspirations, suggestions, and complaints. This feature is designed as a two-way communication medium between the village government and the community, allowing citizens to participate without waiting for face-to-face meetings.

In addition to the main menus, the website also includes pages for recent updates and documentation of village activities. The information is regularly updated by the village website administrators. Consequently, the website functions not only as an information archive but also as a dynamic communication medium.

Overall, the development of the Cijenuk Village website demonstrates that it has met the basic community needs for public information access, village service delivery, and social participation spaces. The website represents a preliminary product ready for expert validation and user testing.

### Media Expert Validation

Media expert validation was conducted to assess the feasibility of the Cijenuk Village website in terms of interface design, navigation and accessibility, system functionality, and media usefulness. The evaluation aimed to ensure that the website is suitable for use as an information and educational medium before being implemented for users.

The assessment was carried out by one media expert using a five-point Likert-scale questionnaire. The results were analyzed using feasibility percentages and classified into eligibility categories.

Table 2. Results of Media Expert Validation

No	Assessment Aspect	Maximum Score	Obtained Score	Percentage	Category
1	Website appearance	15	12	80.00%	Feasible
2	Navigation and accessibility	15	12	80.00%	Feasible
3	Website functionality	15	13	86.67%	Feasible
4	Media usefulness	15	14	93.33%	Highly feasible
<b>Total</b>		<b>60</b>	<b>51</b>	<b>85.00%</b>	<b>Feasible</b>

The results show that the Cijenuk Village website obtained a total score of 51 out of 60, with a feasibility percentage of 85.00%, categorized as feasible.

The website interface aspect obtained 80.00%, indicating that the interface is visually adequate and usable, although improvements are still needed in layout design and visual consistency.

The navigation and accessibility aspect also obtained 80.00%, indicating that the menu structure is understandable, although simplification is recommended to accommodate users with varying levels of digital literacy.

The functionality aspect obtained 86.67%, categorized as approaching very feasible, indicating that the main features function properly in accordance with development objectives, particularly in providing public information and participation features.

Meanwhile, the media usefulness aspect obtained 93.33%, categorized as very feasible. The expert assessed that the website has high utility as an information and educational medium due to its ability to facilitate access to information and communication between the village government and citizens.

Overall, the media expert validation indicates that the Cijenuk Village website is feasible to be used as a community education medium with minor technical improvements prior to broader implementation.

**Material Expert Validation**

Material expert validation was conducted to evaluate the feasibility of website content from the perspective of community education, focusing on content relevance, clarity of presentation, educational value, and overall suitability as an educational medium.

The evaluation was conducted by one material expert using a five-point Likert-scale instrument. The data were analyzed using percentage-based feasibility scoring.

Table 3. Results of Material Expert Validation

No	Assessment Aspect	Maximum Score	Obtained Score	Percentage	Category
1	Content relevance	15	11	73.33%	Feasible
2	Clarity of language and presentation	15	12	80.00%	Feasible
3	Educational aspect	15	13	86.67%	Feasible
4	Content feasibility	15	14	93.33%	Highly feasible
<b>Total</b>		<b>60</b>	<b>50</b>	<b>83.33%</b>	<b>Feasible</b>

The results indicate that the website obtained a total score of 50 out of 60, with a feasibility percentage of 83.33%, categorized as feasible.

The content relevance aspect obtained 73.33%, indicating that the materials are generally aligned with community needs, although contextual adaptation is still required to better reflect local experiences.

The clarity of language and presentation obtained 80.00%, indicating that the language is understandable, although some terms require simplification.

The educational aspect obtained 86.67%, indicating that the website contains meaningful learning content, particularly in enhancing public understanding of civic information and social participation.

The content feasibility aspect obtained the highest score of 93.33%, categorized as very feasible, indicating that the materials generally comply with community education principles.

Overall, the material expert validation confirms that the website is feasible as a community education medium with minor revisions in contextual relevance and language simplification.

**User Testing**

User testing was conducted to evaluate community responses to the developed Cijenuk Village website. The evaluation focused on accessibility, usability, usefulness, and its contribution to public information access and community participation. The participants consisted of 20 village residents representing diverse age groups and occupational backgrounds.

Data were collected using a five-point Likert-scale questionnaire and analyzed descriptively using percentage calculations.

Table 4. User Testing Results of the Cijenuk Village Website

No	Assessment Aspect	Mean Score	Percentage	Category
1	Website accessibility	4.10	82.00%	Feasible
2	Ease of use	4.13	82.60%	Feasible
3	Public information	4.23	84.60%	Feasible
4	Community participation	4.20	84.00%	Feasible
5	Website usefulness	4.40	88.00%	Feasible
<b>Overall mean</b>		<b>4.21</b>	<b>84.24%</b>	<b>Feasible</b>

The results show an overall feasibility score of 84.24%, categorized as feasible, indicating that the website can be used as an information and social participation medium.

The accessibility aspect obtained 82.00%, indicating that users can generally access the website easily via mobile and other

devices, although network speed improvements are still needed in certain conditions.

The usability aspect obtained 82.60%, indicating that the interface and menu structure are generally understandable, although simplification is recommended for elderly users.

The public information aspect obtained 84.60%, indicating that the website facilitates clearer and more structured access to village information.

The community participation aspect obtained 84.00%, indicating that the website provides space for civic engagement, although digital participation is still developing.

The usefulness aspect obtained the highest score of 88.00%, indicating that the website provides tangible benefits in supporting transparency and communication between the government and citizens.

Overall, the user testing results confirm that the Cijenuk Village website is feasible as a community education medium that supports public information access and encourages community participation in rural development.

## Discussion

The findings of this study indicate that the development of the Cijenuk Village website makes a tangible contribution to improving public access to information and encouraging community participation. These results reinforce the view that village-based digital media does not merely function as an administrative tool, but also as a medium for community education that facilitates continuous social learning processes. From a community education perspective, learning does not occur solely through formal educational activities, but also through individuals' interactions with their social environment and the information they receive (Kindervatter, 1979).

The needs analysis revealed that prior to the website's development, village information dissemination was predominantly conventional and poorly documented. This condition aligns with previous studies indicating that limited access to public information at the local level contributes to low levels of public awareness and participation (Roberts, 2009). Unequal information distribution places the community in a passive position, where citizens function merely as recipients of decisions rather than active participants in development processes.

Within the context of community education, such information limitations can be interpreted as barriers to civic learning. Freire (1970) argues that individuals are unable to participate critically if they lack an understanding of their social reality. Therefore, providing public information through a village website becomes an essential means of fostering critical awareness among citizens regarding rural development (Nurhasanah et al., 2024).

The development of the Cijenuk Village website as a community education medium is consistent with the concept of lifelong learning, which emphasizes that learning occurs throughout life and through various modalities (Tawil &

Locatelli, 2015). The village website provides a flexible learning space, enabling citizens to access information at any time according to their needs. This strengthens its function as a non-formal, context-based learning medium grounded in real-life rural experiences.

Media expert validation indicated that the website is categorized as feasible, with its usefulness rated as very feasible. This finding demonstrates that, from a technical perspective, the website meets fundamental principles of accessibility and information functionality. This is consistent with Heeks (2005), who asserts that the success of local government technology systems is not solely determined by technological sophistication, but also by the extent to which system design aligns with users' capacities. Simple yet functional systems are more likely to be accepted by the community than overly complex digital platforms.

Material expert validation showed that the website content is considered appropriate and relevant to community needs, although improvements in language clarity and local contextualization are still required. This finding supports Knowles' (1984) andragogical theory, which emphasizes that adult learning should be relevant, problem-centered, and grounded in learners' lived experiences. Village websites that present socially relevant content are therefore more effective in enhancing public understanding and awareness.

User testing results indicated a positive community response toward the village website, particularly regarding its usefulness, public information provision, and community participation features. These findings suggest that the website functions as an effective intermediary between the village government and the community. This aligns with the concept of e-participation, which positions technology as a means of expanding citizens' engagement in local governance (Macintosh, 2004).

Community participation facilitated through the website is not limited to physical participation but also includes social and digital participation. From a community education perspective, such participation reflects increased information literacy and civic awareness among citizens. Biesta (2011) argues that democratic learning does not occur only through formal institutions but also through social practices that enable individuals to engage in the public sphere. The village website thus represents an emerging public space for rural communities.

This study also demonstrates that the village website has the potential to strengthen government transparency. Open access to public information fosters greater trust between citizens and the village government. This finding is consistent with Bovens (2007), who states that transparency is a fundamental pillar of public accountability and a prerequisite for citizen participation in democratic governance.

Within community education, transparency is not merely an administrative issue but also a form of social education. When citizens understand policy processes, budget allocation, and development programs, they simultaneously learn about governance structures and their roles as citizens. In this sense, the village website functions as a medium for civic literacy.

The findings of this study reinforce previous research suggesting that village digital media is effective in improving access to information; however, its participatory impact is maximized when combined with an educational approach (Milana, 2012). The Cijenuk Village website not only provides information but also includes community reading modules that serve as educational resources for citizens.

Thus, the development of the Cijenuk Village website does not merely produce a technological product but also establishes a model of digital-based community education practice. This model integrates public information, citizen learning, and social participation into a unified system. This represents a significant contribution to the development of community education in the digital era (Rahma et al., 2025).

Theoretically, this study strengthens the concept that community education can be facilitated through contextual and participatory digital media. Practically, it provides an alternative solution for villages to enhance community participation without relying entirely on face-to-face meetings. The village website serves as a sustainable social learning platform that can be continuously developed according to community needs.

In conclusion, the findings of this study demonstrate that, from a community education perspective, village websites function not only as information tools but also as instruments of social transformation that foster awareness, engagement, and autonomy within rural communities.

#### 4. Conclusion

This study demonstrates that the development of the Cijenuk Village website holds strategic significance in strengthening community education through improved access to public information and the expansion of citizens' social participation space. The village website functions not only as an administrative information medium but also as a community learning platform that fosters awareness, engagement, and more open communication between the village government and the community.

The findings indicate that the integration of digital technology with a community education approach is capable of fostering more inclusive and sustainable forms of participation. In the future, the development of the village website may be expanded through the enrichment of educational content, enhancement of community digital literacy, and integration with other village governance services to optimize its benefits.

Further research is recommended to examine the long-term effectiveness of the village website as well as its impact on changes in community participatory behavior.

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