

ENHANCING STUDENTS' CAPACITY FOR PRODUCING TIKTOK CONTENT BASED ON SUNDANESE LOCAL WISDOM AT KARYA MADANI HIGH SCHOOL, WEST BANDUNG REGENCY

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ABSTRACT

The rapid growth of TikTok among young people has created new opportunities to use social media not only for entertainment but also as a platform for producing and disseminating local cultural content. However, the widespread use of social media among students is not always accompanied by the ability to create creative, well structured, and culturally meaningful digital content. This community service program aimed to enhance the capacity of students at Karya Madani High School, West Bandung Regency, Indonesia, to identify, design, and produce TikTok content based on Sundanese local wisdom. The program was implemented through a participatory approach consisting of instructional sessions, interactive discussions, simulations, and mentoring activities. The training materials covered the identification of local cultural potential, content ideation, message development, basic video production techniques, and the creative and responsible use of digital media. Program evaluation was conducted through direct observation of students' participation and engagement throughout the activities. The findings indicated that the students actively participated in discussions and demonstrated an improved understanding of TikTok as a platform for promoting local culture rather than merely consuming entertainment content. They also showed a greater awareness of the potential of Sundanese language, arts, culinary traditions, social values, and local customs as sources of creative digital content. Although the program primarily provided foundational knowledge and introductory practical experience, it successfully encouraged students to view themselves as prospective content creators who can contribute to preserving local cultural heritage through digital media. This program demonstrates that integrating digital content production with local cultural values can serve as an effective approach to strengthening students' digital creativity while promoting the preservation of Sundanese local wisdom. Continuous mentoring and practical content production activities are recommended to further develop students' technical competencies and creative capacities.

Keywords: Sundanese local wisdom; TikTok; digital content production; high school students; community service.

INTRODUCTION

The rapid advancement of digital media has transformed the way young people access information, communicate, and express their creativity. Initially, social media primarily served as a platform for communication and entertainment; however, it has gradually evolved into a space for learning, content creation, and knowledge dissemination. This transformation

highlights the importance of productive digital media use as a fundamental component of young people's digital competence. Digital competence encompasses not only the ability to operate digital devices but also the capacity to create, process, and communicate information creatively and responsibly across various digital platforms (Grizzle et al., 2021; Le et al., 2022).

Among the various social media platforms, TikTok has become one of the most widely used applications among young people. The platform enables users to create and share short-form videos by integrating images, audio, text, music, and various editing features. These characteristics make TikTok a promising platform for educational purposes and creative development. Escamilla-Fajardo et al. (2021) found that integrating TikTok into learning activities can create a more engaging learning environment while enhancing students' motivation, creativity, and curiosity.

The educational use of TikTok also positions students as active content creators rather than passive information consumers. Instead of merely watching or receiving information, students are encouraged to determine themes, gather relevant information, develop messages, and package them into short form videos. According to Radin and Light (2022), TikTok-based content creation can serve as an effective instructional strategy for developing communication skills because students are required to convey information concisely, accurately, attractively, and in ways that suit the characteristics of social media audiences.

Similarly, Poza-Méndez et al. (2024) reported that learning activities involving TikTok video production help students bridge theoretical understanding with practical application. The process of producing digital content provides opportunities for students to plan, collaborate, apply their knowledge, and reflect on the outcomes of their work. Nevertheless, the integration of TikTok into educational settings should be systematically designed to ensure that the platform supports learning objectives rather than functioning solely as a medium for entertainment.

This situation is particularly relevant to students at Karya Madani High School, West Bandung Regency, Indonesia. As members of the digital generation, these students are highly familiar with smartphones and social media platforms. However, their familiarity with digital technology has not always been accompanied by the ability to utilize digital media productively. They still require guidance in generating content ideas, identifying target audiences, organizing message structures, producing video footage, and presenting digital content in engaging and meaningful ways.

At the same time, the students' surrounding environment is rich in Sundanese local wisdom, which offers abundant opportunities for digital content creation. Sundanese local wisdom is reflected in various cultural elements, including language, etiquette, traditional arts,

culinary heritage, local stories, social practices, and philosophical values such as *silih asih* (mutual compassion), *silih asah* (mutual learning), and *silih asuh* (mutual care). These cultural elements constitute an important part of regional identity that should be introduced and transmitted to younger generations through communication approaches that are relevant to contemporary society.

Integrating local culture into educational activities enables students to perceive culture as an integral part of their everyday lives. UNESCO (2021a) emphasizes that introducing intangible cultural heritage within educational settings enriches students' learning experiences while supporting the sustainable transmission of cultural heritage across generations. Through educational activities, students can actively participate in identifying, documenting, developing, and disseminating knowledge about the cultural heritage that exists within their communities.

Digital technology also provides new opportunities for cultural preservation. Digital transformation has expanded public access to culture while facilitating the documentation, promotion, creativity, and dissemination of cultural heritage to wider audiences (UNESCO, 2022). Through social media platforms, local culture can be presented in concise, visually engaging, and interactive formats that resonate with younger generations. Nevertheless, cultural content shared through digital media must maintain its authenticity and accuracy to ensure that cultural values are preserved rather than reduced to temporary entertainment or viral trends.

TikTok offers considerable potential for integrating digital content production with the promotion of local culture. Content featuring Sundanese vocabulary, traditional cuisine, etiquette, performing arts, community traditions, and social values can be transformed into engaging educational videos. Such activities encourage students to develop their creativity while fostering an awareness that the cultural heritage surrounding them represents valuable knowledge worthy of broader public recognition.

Despite these opportunities, content production skills cannot be developed through one-way instruction alone. Effective training requires students to participate actively in discussions, generate ideas, experiment with content production, receive constructive feedback, and continuously improve their work. Detlor et al. (2022) argue that community based digital literacy programs become more effective when they actively involve participants and are designed according to the specific needs of the target community.

A preliminary needs assessment identified three primary challenges faced by the partner school. First, students possessed limited knowledge regarding the potential of Sundanese local wisdom as a source of creative content ideas. Second, they had insufficient skills in designing and producing short-form digital videos. Third, they had not yet fully recognized the potential of social media as a platform for promoting and preserving local cultural heritage.

To address these challenges, the Community Service Program was implemented through instructional sessions, interactive training, discussions, simulations, and mentoring activities. The training covered the introduction of TikTok as a digital content production platform, identification of local cultural resources, content ideation, message development, basic video production techniques, and the responsible and creative use of social media.\

Based on these considerations this Community Service Program aimed to enhance the capacity of students at Karya Madani High School, West Bandung Regency, Indonesia, to identify the potential of Sundanese local wisdom, develop creative content ideas, and understand the fundamental stages of TikTok content production. Furthermore, the program sought to initiate a shift in students' roles from passive consumers of social media content to prospective digital content creators who actively contribute to preserving and promoting local cultural heritage.

LITERATURE REVIEW

TikTok as a Creative and Educational Digital Platform

TikTok is a short form video based social media platform that enables users to create, edit, share, and interact with digital content. Its audiovisual format, brief video duration, integration of music, text, and diverse creative editing features have made TikTok particularly appealing to younger generations. These characteristics allow information and messages to be communicated in ways that are concise, visually engaging, and highly interactive.

Beyond its role as an entertainment platform, TikTok has considerable potential to support student centered learning. Escamilla-Fajardo et al. (2021) found that integrating TikTok into educational activities can enhance students' motivation while fostering creativity and curiosity. Furthermore, the use of a platform that is already familiar to students helps bridge formal learning with their everyday digital experiences, making educational content more relevant and engaging.

TikTok can also serve as an effective medium for developing students' communication skills through digital content creation. Radin and Light (2022) demonstrated the use of TikTok video production in science communication education, where students were encouraged to present information in ways that were concise, focused, informative, and engaging. This approach illustrates how content production activities can strengthen students' ability to simplify complex information without compromising the core message.

Nevertheless, the educational use of TikTok requires clearly defined objectives and well structured instructional strategies. Carpenter et al. (2024) argued that TikTok offers educators valuable opportunities to discover innovative teaching ideas, learning resources, and engaging instructional approaches. However, its use also presents challenges related to information

quality, algorithm driven content exposure, digital distractions, and social media literacy. Therefore, TikTok based learning activities should be accompanied by guidance on message development, audience awareness, ethical communication, and responsible digital citizenship.

Digital Content Production Skills

Digital content production refers to the process of transforming ideas into meaningful messages that can be communicated effectively through digital media. This process involves a range of competencies, including establishing communication objectives, selecting appropriate themes, understanding target audiences, identifying relevant information, organizing message structures, producing visual materials, and evaluating the effectiveness of the final content.

Students' digital competence extends beyond technical proficiency in using digital technologies. It also includes the ability to learn, communicate, collaborate, create digital content, and solve problems in digital environments. Le et al. (2022) emphasized that technical skills should be integrated with the ability to critically access, evaluate, and utilize digital resources appropriately. Consequently, students cannot be considered digitally competent merely because they actively use social media; they must also be capable of producing meaningful and purposeful digital content.

The production of short form videos represents an effective learning approach that connects theoretical knowledge with practical application. Poza-Méndez et al. (2024) found that TikTok based learning activities provide students with authentic opportunities to apply their knowledge through audiovisual content creation. Such activities also promote collaboration, experimentation, decision making, and reflective learning throughout the content production process.

Although short form videos are limited in duration, their production still requires careful planning and organization. Effective content should include a clear introduction, well structured main content, and an appropriate conclusion to ensure that audiences can easily understand the intended message. Radin and Light (2022) emphasized that successful short form videos should demonstrate a clear communication focus, appropriate visual support, accurate information, and delivery strategies that align with the characteristics of the intended audience.

METHOD

Research Design

This Community Service Program adopted a participatory approach tailored to the needs and characteristics of the participants. The participatory approach positioned students as active participants throughout the processes of identifying local cultural potential, generating creative ideas, engaging in discussions, and participating in digital content production simulations. Detlor et al. (2022) argued that community based digital literacy programs are more effective

when instructional materials are designed according to participants' needs, encourage active interaction, and provide opportunities for participants to connect learning materials with their everyday experiences. Accordingly, the training materials were developed by considering students' familiarity with social media and the presence of Sundanese local wisdom within their surrounding communities. The program was implemented through three primary methods: instructional sessions, mentoring, and facilitation.

Participants

The Community Service Program was conducted on 27 January 2026 at Karya Madani High School, located in Ciroyom Village, Cipeundeuy District, West Bandung Regency, Indonesia. The partner school was selected based on coordination with the school administration, students' potential for social media engagement, and the institution's willingness to collaborate in a capacity building program.

The primary participants were students of Karya Madani High School, who represented a generation actively engaged with social media and possessed considerable potential to become creators of digital content promoting local culture. Their selection was also based on the widespread popularity of TikTok among young people and its potential to foster creativity and active learning when integrated into educational activities in a structured manner (Escamilla-Fajardo et al., 2021; Radin & Light, 2022). Although teachers, *asatidz* (Islamic educators), parents, and community members also participated in other activities organized collaboratively with the Communication Science Study Program of Universitas Pasundan, this article specifically focuses on enhancing students' capacity for digital content production.

The implementation team consisted of lecturers from the Communication Science Study Program at Universitas Pasundan, supported by undergraduate students who served as facilitators. The lecturers were responsible for delivering instructional materials and providing academic guidance, while the student facilitators assisted with coordination, documentation, distribution of learning materials, discussion facilitation, and program evaluation.

Procedure

The implementation of the Community Service Program consisted of three main stages: preparation, implementation, and evaluation.

1. Preparation Stage

The preparation stage involved coordination with Karya Madani High School to identify the partner school's conditions, available resources, and learning needs. The preliminary assessment indicated that although students were already familiar with TikTok, they required a

deeper understanding of Sundanese local wisdom as a source of creative content ideas and of the fundamental stages of short form video production. Based on these findings, the implementation team developed training materials covering digital content creation, identification of local cultural resources, content ideation, audience analysis, message development, basic video production techniques, and the creative and responsible use of TikTok. The instructional materials were designed in accordance with the principle that effective training should be connected to participants' needs and lived experiences (Detlor et al., 2022).

2. Implementation Stage

The implementation stage began by introducing students to the evolving role of social media users from passive content consumers to active digital content creators. Students subsequently received training on identifying the potential of Sundanese local wisdom as a source of creative ideas, selecting appropriate content themes, defining communication objectives, identifying target audiences, developing storylines, and understanding the fundamentals of video production and short form content presentation on TikTok.

The instructional materials were delivered through content demonstrations, interactive presentations, group discussions, question and answer sessions, and content ideation simulations. These learning strategies were selected because video production activities enable students to connect conceptual understanding with practical experience while promoting active participation throughout the learning process (Poza-Méndez et al., 2024; Radin & Light, 2022).

3. Evaluation Stage

The program was evaluated descriptively through direct observation conducted throughout the training activities. The evaluation focused on students' participation in discussions, their ability to identify elements of Sundanese local wisdom as potential content themes, their capacity to communicate simple creative ideas, their understanding of communication objectives and target audiences, and their initial comprehension of the stages involved in short form video production.

In addition, verbal feedback and discussion outcomes were used to assess the program's initial achievements and to inform the design of subsequent mentoring activities. An observational evaluation approach was considered appropriate because the program represented an introductory training initiative and did not involve quantitative measurements or pre-test and post test comparisons.

The instructional materials were delivered through the following learning activities.

1) Interactive Instruction

Interactive instructional sessions were conducted to introduce students to TikTok as a digital platform, the role of digital content creators, the potential of Sundanese local wisdom, and the fundamental stages of digital content production. The sessions employed accessible language and examples closely related to students' daily experiences to facilitate understanding.

2) Idea Development Discussions

Group discussions encouraged students to identify aspects of the Sundanese language, traditional cuisine, performing arts, community traditions, cultural values, and etiquette that could be developed into digital content themes. These discussions enabled students to connect theoretical concepts with their own cultural experiences and local environment.

3) Content Demonstrations

Students were introduced to examples of effective short form videos that demonstrated clear themes, communication objectives, target audiences, visual composition, and narrative structure. The use of authentic examples helped participants understand how information can be communicated concisely and attractively through TikTok (Radin & Light, 2022).

4) Content Production Simulation

Simulation activities guided students through the processes of selecting content themes, identifying target audiences, organizing introductions, main content, and conclusions, developing simple scripts, and planning video production. Simulation based learning and video production activities provide opportunities for students to actively apply newly acquired knowledge while connecting theory with practice (Poza-Méndez et al., 2024).

5) Mentoring

Mentoring sessions were conducted by providing constructive feedback on students' content ideas and production plans. Through this process, participants refined their ideas, improved the organization of their communication messages, and aligned their content designs with the objectives of the Community Service Program.

RESULTS AND DISCUSSION

Overview of the Program Implementation

The Community Service Program was conducted on 27 January 2026 at Karya Madani High School, located in Ciroyom Village, Cipeundeuy District, West Bandung Regency, Indonesia. The program was carried out as part of a broader community service initiative and public lecture series organized by the Communication Science Study Program, Universitas Pasundan, which addressed various topics in communication studies. Within this broader initiative, the activity discussed in this article specifically focused on enhancing students'

creativity through digital media literacy and the production of digital content based on Sundanese local wisdom.

The program involved lecturers and undergraduate students from the Communication Science Study Program, Universitas Pasundan. Students served as the primary participants in the capacity building activities for digital content production. The school administration and the Communication Science Study Program provided institutional support throughout the implementation, while the signing of a cooperation agreement at the conclusion of the event represented a commitment to sustaining future collaborative programs.

Figure 1. *Implementation of the digital content production capacity-building program for students of Karya Madani High School: (a) implementation team and participants; (b) digital media presentation session; (c) content ideation discussion; and (d) students' participation in the learning activities.*



Source: *Documentation of the Community Service Program Team, Communication Science Study Program, Universitas Pasundan, 2026.*

The program began with opening remarks delivered by representatives of Karya Madani High School and the Communication Science Study Program, Universitas Pasundan. The activities subsequently continued with instructional sessions, interactive discussions, question and answer sessions, and active participant engagement. For the student participants, the instructional materials focused on digital media utilization, the fundamentals of communication and journalism, and the development of creative skills. These topics were then linked to the primary objective of the program, namely encouraging students to use TikTok as a platform for producing digital content that promotes Sundanese local wisdom.

Introducing the Potential of Sundanese Local Wisdom as Digital Content

At the beginning of the training, students were introduced to TikTok as a platform for producing and disseminating digital content. The discussion emphasized TikTok as a space where students could share their surroundings, personal experiences, and cultural identity

through creative communication. This introductory session helped students recognize that elements of their everyday lives could serve as valuable sources of digital content ideas.

Sundanese local wisdom was introduced through cultural elements that students encounter in their daily lives, including the Sundanese language, etiquette, traditional cuisine, performing arts, community traditions, and the philosophical values of *silih asih* (mutual compassion), *silih asah* (mutual learning), and *silih asuh* (mutual care). During the discussion sessions, students were encouraged to identify cultural elements that were most closely connected to their own experiences. This process represented an important initial step in helping students perceive local culture not as something distant or outdated, but rather as a valuable source of stories that could be creatively communicated through short form videos.

Observational findings indicated that presenting examples closely related to students' daily experiences encouraged active participation throughout the discussions. Students gradually recognized that cultural content does not necessarily require formal documentation or large scale cultural events. Instead, simple topics such as Sundanese vocabulary, traditional foods, respectful behavior toward older people, and everyday school traditions could be transformed into educational and engaging digital content.

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respectful behavior toward older people, and everyday school practices could be developed into educational and engaging digital content.

Developing TikTok Content Ideas and Communication Messages

The next stage focused on developing students' ability to transform ideas into structured digital content plans. Students were introduced to the fundamental components of content creation, including theme selection, communication objectives, target audience identification, narrative development, and content presentation. These concepts were considered essential because even creative ideas may fail to communicate effectively if they are not supported by clear and well organized messages.

Through discussions and simulation activities, students were encouraged to begin the content production process by selecting a single aspect of Sundanese culture to highlight. They then developed a simple outline consisting of an introduction, the main message, and a concluding section. This activity helped students understand that, despite their short duration, TikTok videos still require careful planning to ensure message coherence and effective communication of cultural values.

The training also emphasized the importance of adapting language and presentation styles to the characteristics of TikTok audiences. Content related to Sundanese local wisdom should be delivered in a creative, accessible, and engaging manner while maintaining factual accuracy and respect for the cultural values being represented. Creativity was therefore presented not merely as the ability to follow viral trends, but as the capacity to communicate cultural messages effectively without compromising their essential meaning.

Enhancing Students' Fundamental Understanding of Digital Content Production

In addition to idea development, students received introductory training on the basic stages of short form video production. The instructional materials covered production planning, camera positioning and composition, the effective use of available lighting, audio clarity, and basic video sequencing to ensure that content could be easily understood by audiences. Smartphones were introduced as practical production tools, demonstrating that students could begin creating digital content without relying on professional equipment.

The program was not intended to transform students into professional content creators through a single training session. Instead, it served as an introductory learning experience designed to establish a fundamental understanding of the digital content production process. Observations throughout the activities indicated that students showed considerable interest in learning how to develop creative content ideas and use social media platforms more productively. Nevertheless, the development of advanced technical skills requires continuous practice and sustained mentoring beyond the scope of the present program.

These findings suggest that digital content production training should integrate theoretical instruction with practical learning experiences. While instructional sessions provide students with conceptual understanding, simulation activities enable them to apply this knowledge in authentic production contexts. Continued mentoring is therefore necessary to support students in refining their ideas and transforming initial concepts into publishable digital content.

From Passive Consumers to Emerging Digital Content Creators

One of the primary objectives of the Community Service Program was to encourage students to shift their perspective from passive consumers of social media content to active digital content creators. This transformation was reflected not only in students' ability to operate digital platforms but also in the emergence of an awareness that every student has the potential to communicate meaningful messages and produce creative digital works.

Throughout the program, students' active participation in discussions and question and answer sessions indicated the early development of this awareness. They gradually began to view social media as a platform for expressing creativity, sharing knowledge, and promoting local cultural heritage. Although the program was not designed to measure long-term behavioral changes, students' active engagement provided an initial indication that digital content production based on Sundanese local wisdom was highly relevant to their interests and learning needs.

The transition from content consumers to digital content creators is a continuous developmental process. After acquiring foundational knowledge, students require ongoing opportunities to experiment with content creation, receive constructive feedback, refine their work, and publish their digital products. Therefore, this introductory training should be followed by continuous mentoring and systematic evaluation to further develop students' technical competencies, creative capacities, and confidence as digital content creators.

Participant Engagement as an Indicator of Program Success

The program's initial success was reflected in the level of student engagement throughout the instructional sessions, discussions, and simulation activities. Based on observational findings, students actively responded to the examples presented, asked questions, and participated in discussions regarding the use of TikTok as a creative digital platform. This level of participation indicated that an interactive learning approach was more effective than conventional one way instruction in encouraging student engagement.

Nevertheless, participant engagement alone cannot be regarded as a sufficient indicator of improvement in digital content production skills. A comprehensive assessment of students' competencies should also include evaluations of the digital content they produce, assessments of their content designs, or comparisons of their performance before and after the training. In the present program, participant engagement served as an initial indicator of learning

achievement, whereas product based assessment is recommended for future mentoring activities.

Table 1. Summary of Initial Program Outcomes

Indicator	Initial Condition	Outcome After the Program
Understanding of TikTok's functions	TikTok was primarily perceived as a platform for entertainment and content consumption.	Students began to recognize TikTok as a platform for creativity, education, and the promotion of local culture.
Knowledge of Sundanese cultural content potential	Students had not fully recognized elements of their local culture as potential sources of digital content.	Students were able to identify the Sundanese language, traditional cuisine, performing arts, etiquette, and local traditions as potential content themes.
Understanding of content ideation	Content ideas had not been developed based on themes, communication objectives, and target audiences.	Students developed an initial understanding of theme selection, communication objectives, audience identification, and message organization.
Understanding of the content production process	Knowledge of the stages involved in video production was limited.	Students gained a basic understanding of production planning, video recording, script development, and introductory video editing techniques.
Awareness as digital content creators	Students primarily viewed themselves as consumers of social media content.	Students began to recognize their potential role as creators of digital content promoting local culture.
Program sustainability	No structured mentoring program for digital content production had previously been established.	The collaboration between the Communication Science Study Program, Universitas Pasundan, and Karya Madani High School provides a foundation for future mentoring activities.

Source: *Observational data collected by the Community Service Program implementation team (2026).*

In addition to providing immediate educational benefits for students, the program also strengthened the institutional partnership between the Communication Science Study Program, Universitas Pasundan, and Karya Madani High School. The cooperation agreement signed at the conclusion of the program demonstrated both institutions' commitment to sustaining collaborative initiatives in education and community engagement. This partnership provides a foundation for future activities, including digital content production mentoring, evaluation of students' creative work, and the development of digital media for promoting Sundanese local wisdom within the school and the wider West Bandung Regency community.

Implications for Digital Content Production and Local Cultural Heritage Preservation

The findings of this program demonstrate that digital content production skills can be effectively integrated with initiatives aimed at preserving local cultural heritage. The training emphasized not only students' technical ability to use digital media but also their capacity to

select, develop, and communicate cultural messages in ways that are relevant to younger audiences. This approach created opportunities for students to strengthen their digital competencies while engaging with cultural themes that are closely connected to their daily lives.

The training model implemented in this program has the potential to be expanded through more intensive follow up activities, including content ideation workshops, practical video production sessions, video editing training, and the development of dedicated social media accounts or hashtag campaigns featuring Sundanese local wisdom. Students' digital content could subsequently serve as educational resources while simultaneously promoting the cultural identity of both the school and the wider West Bandung Regency community.

However, the long-term sustainability of the program depends on continued support from the school, ongoing mentoring provided by the university, and systematic evaluation of students' creative outputs. Without sustained follow up activities, the knowledge acquired during the training may remain at the level of conceptual understanding rather than being translated into practical competence. Continued collaboration between Universitas Pasundan and Karya Madani High School is therefore expected to encourage students to consistently create and publish digital content that promotes and preserves Sundanese local wisdom.

CONCLUSION

This Community Service Program at Karya Madani High School, West Bandung Regency, Indonesia, provided an initial step toward strengthening students' capacity to utilize TikTok as a platform for producing digital content based on Sundanese local wisdom. Through interactive instruction, discussions, simulation activities, and mentoring, students developed a foundational understanding of how local cultural heritage can be transformed into creative digital content, while also gaining basic knowledge of message development and short form video production.

The observational findings demonstrated that students actively engaged throughout the program and showed an increased awareness of the educational and cultural potential of social media. They began to recognize that elements of Sundanese local wisdom including language, traditional cuisine, performing arts, etiquette, and local values could be communicated creatively through digital platforms. These outcomes indicate an important initial shift in students' perspectives from passive consumers of digital content toward emerging content creators who are capable of promoting and preserving their local cultural heritage.

Despite these positive outcomes, the program should be regarded as an introductory capacity building initiative rather than a comprehensive skills development program. Developing technical competencies in digital content production requires sustained practice, continuous mentoring, and opportunities for students to create, evaluate, and refine their own

work. Future programs should therefore incorporate storyboard development, hands on video production, video editing workshops, systematic evaluation of students' creative outputs, and the publication of digital content through dedicated social media platforms or thematic hashtag campaigns.

Sustained collaboration between the Communication Science Study Program, Universitas Pasundan, and Karya Madani High School will provide a strong foundation for future mentoring initiatives and for the continuous production and dissemination of digital content that promotes Sundanese local wisdom. Such collaboration is expected to strengthen students' digital creativity while contributing to the long-term preservation and promotion of local cultural heritage through contemporary digital media.

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