



**TRANSFORMATION OF THE YOUNG GENERATION OF
KEMTUK GRESE: THE KEY TO SUCCESS IN BUILDING A
CAREER IN THE DIGITAL ERA**

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ABSTRACT

This community service activity aims to empower the youth in Kemtuk Gresi District to be ready to embark on digital careers, where digital skills are highly needed in the job market. This program is designed to equip participants with a strategic understanding of digital career opportunities as well as technical skills and non-technical skills such as effective communication and professional networking. (networking). Through interactive seminars and workshops, participants learn the use of digital technology, content management, and personal branding strategies. Participatory methods and group discussions help participants develop skills that align with the current needs of the job market. The results of the activities show a significant increase in participants' understanding of technology as a career development tool and the enhancement of technical skills that support their readiness in the digital job market. In addition to basic skills, participants were also introduced to sustainable career planning strategies in the digital era. This program successfully guided the youth of Kemtuk Gresi to become more adaptive and ready to face global challenges with skills and knowledge that enable them to pioneer digital careers.

KEYWORDS

*Digital careers, career strategies, youth empowerment,
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PENDAHULUAN

The development of digital technologies has transformed the global job market by creating vast opportunities for those with digital skills. However, inequality in access to digital skills in Indonesia remains high, especially in remote areas such as Kemtuk Gresi District, Jayapura Regency, where inadequate digital infrastructure, low digital literacy and limited access to technology-based education significantly hinder the competitiveness of young people (Habibillah & Hadjri, 2024). The social and economic conditions of the Kemtuk Gresi District,



located in Jayapura Regency, Papua, are marked by limitations in digital infrastructure, low digital literacy, and restricted access to technology-based education. This exacerbates the disparity between urban and rural communities in terms of access to information and digital skills. The majority of the population in this district still relies on the traditional economic sector with limited job options, making the challenge of preparing the younger generation to compete in the digital job market increasingly complex.

This unstable socio-economic condition requires comprehensive intervention to enhance digital skills, which is expected to not only help them individually but also stimulate the local economy. This digital divide exacerbates social inequalities in education and employment, as marginalized groups increasingly face barriers to accessing and effectively utilizing digital technologies (Baraka, 2024). This challenge has become even more pressing since the COVID-19 pandemic, highlighting the importance of a comprehensive strategy to bridge the digital divide through literacy and access improvement programs (Baraka, 2024).

The problem faced by this program is how to reduce the digital divide in the Kemtuk Gresi District, which includes: 1) Limited Digital Infrastructure: The limited information and communication technology infrastructure that makes internet access unstable and expensive for most residents; 2) Low Digital Literacy: The lack of understanding among the community, especially the youth, about the productive use of digital technology in work or entrepreneurship, resulting in their low competitiveness in the digital job market; and 3) Limited Access to Technology Education: The lack of educational facilities that support digital-based technology training, which impacts the scarcity of technical skills and soft skills such as effective communication and self-branding needed in modern careers.

In addition, the development of information and communication technology (ICT) can catalyze economic growth and reduce income inequality, especially in regions outside Java (Pratiwi & Hanri, 2024). Initiatives such as improved digital



infrastructure, training programs for teachers, and collaboration between the government and the private sector have proven effective in addressing education challenges in remote areas (Firdaus & Ritonga, 2024). These interventions require not only technological solutions but also policy reforms and community engagement to ensure equitable access to digital skills, so that Kemtuk Gresi youth can become more competitive in the digital job market.

In an effort to address the challenge of lagging behind in the digital workforce, this community service activity in Kemtuk Gresi District focused on equipping local youth with essential technical and soft skills, especially in facing the demands of the rapidly growing digital economy. Through interactive seminars and workshops, the program introduced participants to digital opportunities while honing important skills such as effective communication and personal branding that are key building blocks in the digital work environment (Hastalona et al., 2021). The initiative also adopts a digital-based entrepreneurship approach, where participants are trained in content creation using applications such as Canva for digital marketing, a skill that is crucial in promoting products in the digital marketplace (Notonegoro et al., 2024). In addition, entrepreneurship training provides the basics of business skills, including digital marketing and the use of technology to improve business operations (Alhusin et al., 2023).

Interactive learning methods have proven effective in other community service activities, helping participants engage directly with the materials to improve understanding of digital literacy and entrepreneurship (Ridwan et al., 2022; Setyawan & Suhendi, 2022). The program emphasizes the importance of socio-economic factors that influence learning effectiveness, such as technology access and internet connectivity, as well as ongoing support to improve the sustainability of the skills participants have acquired.

With an action-based approach, this activity aims to create a generation of Kemtuk Gresi District youth who are adaptive and ready to compete in a dynamic digital job market. This program is expected to not only open access for the youth

to enter the modern workforce, but also inspire them to become agents of change in their local environment. Ultimately, this service is expected to narrow the digital divide in the region and encourage sustainable socio-economic progress.

METODE

The approach in this community service activity is carried out through three main stages, namely preparation, implementation, and evaluation. Each stage is designed to ensure that young people in Kemtuk Gresi District acquire relevant digital and soft skills for the digital workforce. This community service activity was conducted at SD Negeri Inpres Nimbokrang, which serves as an educational center for the local community.



Figure 1: Community Service Location at SD Negeri Inpres Nimbokrang

The school facilities provided good support for the interactive seminars and workshops attended by young participants from the area.

Needs Analysis

At this stage, the community service team conducts an identification of participants' needs related to digital skills and soft skills through initial interviews and questionnaires. Interviews are conducted with local figures and prospective participants to understand the conditions of technology access, basic digital skills, and the main challenges faced by the youth in the Kemtuk Gresi District. The questionnaire distributed to prospective participants is designed to measure their level of digital literacy, communication skills, and knowledge of digital career

opportunities. Information from this needs analysis is then used to design a training curriculum that is appropriate and aligned with the local socio-economic conditions.

Implementation of Activities

The implementation of activities includes seminars and workshops organized into several main sessions, namely: The seminar and workshop activities in this program are conducted interactively to enhance participants' understanding of digital skills. In the picture below, the presentation of the material by the speaker and the classroom atmosphere full of enthusiasm from the participants can be seen.



Figure 2: Seminar Material Delivery



Figure 3. Classroom Atmosphere During Seminar

The Figure above shows the process of material delivery and the classroom atmosphere during the activity. The active interaction between the presenter and the participants shows a high level of interest from the participants in learning relevant digital skills. This active participation helps the participants to better understand the material and improve the skills needed in the digital job market. Each session in this seminar and workshop is designed to develop various aspects of the skills needed by the participants.

- a. Introduction to Digital Technology and Career Opportunities: This session provides an understanding of the changes in the workforce due to digitalization and introduces various career opportunities in the digital field that are relevant to the needs of the modern job market.

- b. **Soft Skills Training:** This training includes effective communication and personal branding strategies to enhance participants' readiness to enter the professional workforce.
- c. **Technical Skills Training:** Participants are provided with training using applications like Canva for creating digital content that is beneficial in digital marketing. (digital marketing). These skills are important so that participants can promote products or services online, as well as serve as a basic foundation for digital-based entrepreneurship.

The methods used in the implementation of this activity include several stages designed to ensure the program's effectiveness. Each stage plays an important role in achieving the goal of empowering the youth in the Kemtuk Gresi District. The diagram below illustrates the flow of program implementation from the preparation stage to the follow-up mentoring stage. These stages include initial preparation, the implementation of seminars and skill workshops, as well as evaluation and mentoring to ensure the sustainability of training outcomes.

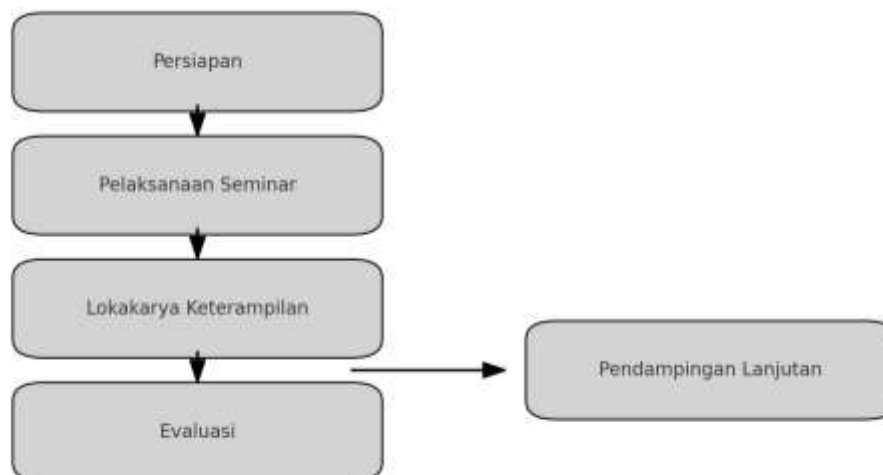


Figure 4: Flowchart of the Implementation of the Community Service Program

The diagram above shows the sequence of stages carried out in this program. The Preparation Stage includes needs analysis and planning activities that are appropriate to local conditions. Selanjutnya, Tahap Pelaksanaan Seminar dan Lokakarya Keterampilan bertujuan untuk memberikan peserta pengetahuan dan



keterampilan dalam keterampilan digital dan keterampilan lunak. Setelah kegiatan utama, tahap Evaluasi dilakukan untuk menilai efektivitas program, diikuti dengan Pembimbingan Berkelanjutan sebagai upaya untuk memastikan peserta dapat secara berkelanjutan menerapkan keterampilan yang telah mereka peroleh. This approach is designed so that participants can develop relevant skills and be ready to compete in the digital job market.

Evaluation

Evaluation is conducted to measure the success of the program through several instruments, including:

- a. **Assessment Questionnaire:** The questionnaire is distributed to participants to measure changes in their understanding and skills after attending the activities. This questionnaire includes a rating scale that covers participants' understanding of the material taught, their level of digital skills, and their readiness to enter the digital job market.
- b. **Observation and Group Discussion:** The service team conducted direct observations during the activities to assess participants' participation and engagement. Additionally, at the end of the session, a group discussion was held to gather feedback from participants regarding the most relevant materials and areas that require further development.
- c. **Success Criteria:** This program is considered successful if at least 80% of participants show an improvement in digital skills and soft skills scores, and express feeling more prepared to enter the digital workforce.

By following these stages, the program is expected to achieve its goal, which is to empower the youth of Kemtuk Gresi District to have the skills and readiness to face global challenges in the digital era, as well as contribute to the local economic advancement.

HASIL dan PEMBAHASAN

This Community Service Activity (PKM) aims primarily to equip the youth in the Kemtuk Gresi District with relevant skills and knowledge to face the

challenges of the job market in the digital era. Based on the literature review, the need for digital skills is becoming increasingly urgent as the technology-based economy develops, which raises the demand for a workforce with high digital literacy (Habibillah & Hadjri, 2024). Themed seminar "Transformation of the Youth of Kemtuk Gresi: The Key to Success in Building a Career in the Digital Era" not only successfully attracted the attention of the youth as the main target but also involved various elements of society, including traditional leaders, women leaders, entrepreneurs, and local officials. The involvement of these elements shows that the challenge of digitalization is not only an individual responsibility but also a collective effort to reduce the digital divide in remote areas (Baraka, 2024). The presence of these various elements emphasizes the high demand for digital understanding and skills that can support the development of human resources (HR) at the local level, especially in creating HR that is more competitive and adaptive to rapid global changes (Pratiwi & Hanri, 2024).

The seminar was held at the Traditional Hall (Sali Yap) in Kampung Hyansip, with participants enthusiastically following the entire series of activities from start to finish. Not only did the participants listen to the material presented by the speaker, but they also actively participated in the question-and-answer session, where they could ask questions, give opinions, and share experiences related to the application of technology in daily life.



Figure 5: Participants' Enthusiasm During Discussion

This active participation demonstrates the importance of a participatory learning approach in the development of digital skills, supported by literature reviews stating that interactive methods can enhance participants' understanding and retention of complex material. (Ridwan et al., 2022). Additionally, the active involvement of participants in discussions also demonstrates an increased awareness of the importance of technology as a primary asset in the modern workforce. Another study emphasizes that the success of digital training in remote communities heavily depends on the close interaction between the speaker and the participants, as this allows for more effective knowledge transfer and skill adaptation according to the local context. (Setyawan & Suhendi, 2022). Therefore, this interactive approach not only enhances technical skills but also fosters a proactive and adaptive attitude that is essential in facing challenges in the digital era.



Figure 6: Participants' Enthusiasm During Discussion

The dynamic interactions in this session demonstrate the participants' enthusiasm and awareness of the importance of mastering technology as an integral part of achieving career success in the digital era.

The results of the PKM achievement assessment were obtained through a questionnaire distributed to 50 seminar participants. The data shows that all respondents (100%) agree on the importance of mastering technology to achieve success in today's work environment.

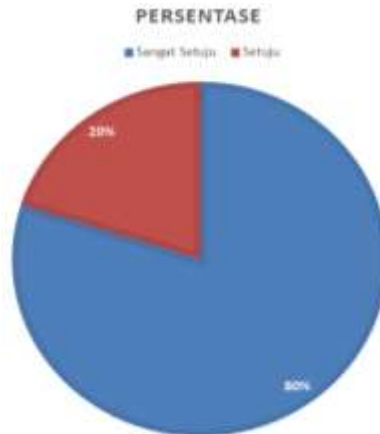


Figure 7: Level of Agreement on the Importance of Technology Mastery for Competitive HR

As many as 80% of the participants strongly agree that mastery of technology plays an important role in creating competitive human resources ready to compete in the digital era, while the remaining 20% agree with the statement. This figure indicates a strong awareness among the youth of Kemtuk Gresi District regarding the importance of technological skills in their career development.

In addition, 100% of the participants also strongly agree that this PKM activity provides important information related to advancements in digital technology and how it can be utilized in careers. Furthermore, the majority of participants (90%) strongly support the collaboration between the government, educational institutions, and the community to strengthen the technological skills of the younger generation, while the remaining 10% agree that this collaboration is important.



Figure 8: Level of Support for Collaboration in Improving Technology Skills



This finding shows that the community views collaboration as a crucial factor in supporting the enhancement of skills and readiness of the younger generation in facing the digital job market. Overall, this PKM activity is considered by participants as a very valuable initiative, particularly in helping the local community understand the times and prepare to compete in the modern job market. Activities like this are expected to be carried out sustainably and their scope expanded, in order to provide opportunities for more individuals in remote areas to enhance their digital skills and take advantage of technology-based economic opportunities. This will not only support human resource development in the Kentuk Gresi District but also have a positive impact on improving the welfare and independence of the community in the region.

SIMPULAN

This Community Service Activity (PKM) successfully equipped the youth in the Kentuk Gresi District with relevant digital skills and soft skills, thereby enhancing their understanding of the importance of technology in achieving career success in the digital era. This program not only helps address the limitations of digital skills but also stimulates awareness of the importance of collaboration between the community, government, and educational institutions in developing local potential. Active participation from various elements of society indicates that this program can serve as a model for digital empowerment in remote areas facing infrastructure and digital literacy limitations. The success of this program indicates that a participatory and interactive approach is effective in enhancing digital skills in communities with limited access to technology, and has the potential to be applied more broadly in other regions.

Based on these findings, there are several recommendations that can be made to enhance the sustainability and impact of the program. First, this program needs to be continued and its reach expanded with the support of local governments and the private sector to reach other communities in need. Second, stronger collaboration is needed between the government, educational institutions, and



technology companies to provide adequate resources and infrastructure, so that digital training can continue. Third, the development of an adaptive curriculum needs to be implemented to ensure that the skills taught remain relevant to the latest technological developments, including advanced skills such as coding and data analysis. By implementing these recommendations, the PKM program in the Kemtuk Gresi District can serve as an example in empowering remote communities in Indonesia to be ready to face the challenges of the digital era sustainably.

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