

ANALYSIS OF THE DIGITAL LITERACY MODEL OF THE MUARAJAMBI COMPOUND TEMPLE IN INCREASING CULTURAL TOURISM PROMOTION ON SOCIAL MEDIA

Fatya Kariadna¹, Johannes², Logi Mulawarman³

^{1, 2, 3}University of Jambi, Jl. Raya Jambi–Muara Bulian Muaro Jambi, Jambi, Indonesia

Email: fatyakariadna20@gmail.com

Article History

Received: 13-06-2026

Revision: 01-07-2026

Accepted: 04-07-2026

Published: 11-07-2026

Abstract. This study aims to analyze the community's digital literacy model and formulate strategies for utilizing social media to enhance cultural tourism promotion in the Muarajambi Temple area. The study used a descriptive qualitative approach, involving community members who manage cultural tourism activities as informants. Data were collected through in-depth interviews, observation, and documentation, then analyzed using the Miles and Huberman interactive model, which includes data reduction, data presentation, and drawing and verifying conclusions. The results show that the community's digital literacy has developed in the aspects of information retrieval, hypertextual navigation, content evaluation, and knowledge management. However, these competencies are still self-taught, resulting in social media management that has not been carried out in a planned, consistent, and sustainable manner. This condition causes digital promotion to focus more on disseminating basic information, thus failing to encourage tourists to make a decision to visit. Analysis using the AIDDA model shows that the promotional strategy implemented is still dominant at the awareness and interest stages, while the desire, decision, and action stages have not been optimized. Therefore, strengthening human resource capacity, developing a systematic content strategy, and sustainable social media management are needed to make cultural tourism promotion in the Muarajambi Temple area more effective in increasing destination attractiveness and increasing tourist visits.

Keywords: Digital Literacy, Community, Cultural Tourism Promotion, Social Media, AIDDA.

Abstrak. Penelitian ini bertujuan menganalisis model literasi digital masyarakat serta merumuskan strategi pemanfaatan media sosial untuk meningkatkan promosi pariwisata budaya di kawasan Candi Muarajambi. Penelitian menggunakan pendekatan kualitatif deskriptif dengan melibatkan masyarakat yang mengelola aktivitas pariwisata budaya sebagai informan. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa literasi digital masyarakat telah berkembang pada aspek pencarian informasi, navigasi hipertekstual, evaluasi konten, dan pengelolaan pengetahuan. Namun, kompetensi tersebut masih diperoleh secara otodidak sehingga pengelolaan media sosial belum dilakukan secara terencana, konsisten, dan berkelanjutan. Kondisi ini menyebabkan promosi digital lebih berfokus pada penyebaran informasi dasar sehingga belum mampu mendorong wisatawan hingga tahap pengambilan keputusan untuk berkunjung. Analisis menggunakan model AIDDA menunjukkan bahwa strategi promosi yang diterapkan masih dominan pada tahap *awareness* dan *interest*, sedangkan tahap *desire*, *decision*, dan *action* belum dioptimalkan. Oleh karena itu, diperlukan penguatan kapasitas sumber daya manusia, penyusunan strategi konten yang sistematis, serta pengelolaan media sosial secara berkelanjutan agar promosi pariwisata budaya di kawasan Candi Muarajambi menjadi lebih efektif dalam meningkatkan daya tarik destinasi dan kunjungan wisatawan.

Kata Kunci: Literasi Digital, Komunitas, Promosi Pariwisata Budaya, Media Sosial, AIDDA.

How to Cite: Kariadna, F., Johannes., & Mulawarman, L. (2026). Analysis of the Digital Literacy Model of the Muarajambi Compound Temple in Increasing Cultural Tourism Promotion on Social Media. *HORIZON: Indonesian Journal of Multidisciplinary*, 4 (4), 3812-3824. <http://doi.org/10.54373/hijm.v4i4.6656>

INTRODUCTION

The rapid development of information and communication technology (*ICT*) has fundamentally transformed the way tourism destinations are promoted. Digital platforms and social media have become important channels for disseminating information, building destination images, and interacting with potential visitors. In this context, digital literacy is no longer limited to the ability to access information but also includes the ability to evaluate, create, and communicate digital content effectively. According to Pratiwi and Pritanova (2017), advances in *ICT* have expanded opportunities for digital communication, while Aisyah Rihadatul (2025) emphasizes that digital literacy enables individuals and communities to participate more effectively in the digital environment.

In the tourism sector, digital literacy has become an important determinant of successful destination promotion. Communities with adequate digital competencies are better able to produce attractive content, utilize social media strategically, and reach wider audiences. Margaretha et al. (2022) reported that digital literacy contributes positively to tourism promotion by improving the quality of digital content and increasing public engagement. Likewise, Chotim and Latifah (2018) highlighted that community participation through social media strengthens destination branding and encourages tourist interest. These findings indicate that effective digital promotion depends not only on technology availability but also on the community's capacity to utilize digital media strategically.

The Muaro Jambi Cultural Tourism (*MCT*) area is one of Indonesia's important cultural heritage destinations with considerable tourism potential. Although local communities have participated in tourism development and received digital marketing training (Khairunisa, 2024), the utilization of social media remains inconsistent and has not optimally reflected the cultural richness of the destination (Cahyadi, 2019). Dahmiri (2022) further noted that limitations in digital content production and promotional management continue to reduce the effectiveness of tourism marketing. These conditions indicate that improvements in digital literacy are essential for strengthening community-based tourism promotion.

Previous studies have primarily examined the relationship between digital literacy and tourism promotion (Margaretha et al., 2022), community participation in tourism development (Johannes et al., 2020; Johannes et al., 2022), and the implementation of digital marketing strategies for destination branding (Erpurini et al., 2023; Johannes & Syahmardi, 2023). However, these studies generally focus on the effectiveness of digital promotion or community participation separately. Limited research has specifically analyzed how community digital literacy competencies support cultural tourism promotion through social media using the

AIDDA (*Attention, Interest, Desire, Decision, Action*) framework. Consequently, the relationship between digital literacy dimensions and promotional effectiveness across the AIDDA stages remains insufficiently explored, particularly in the context of community-managed cultural tourism destinations.

Based on these gaps, this study aims to analyze the digital literacy model implemented by the Muaro Jambi Cultural Tourism community in promoting cultural tourism through social media and to examine how these literacy competencies support each stage of the AIDDA framework. The findings are expected to enrich the literature on community-based digital literacy in cultural tourism while providing practical recommendations for developing more systematic, effective, and sustainable digital promotion strategies.

METHOD

This study was conducted in the Muaro Jambi Cultural Tourism (*MCT*) area, Muaro Jambi Regency, Indonesia. A qualitative descriptive approach was employed to obtain an in-depth understanding of how local communities utilize digital literacy to promote cultural tourism through social media. The study focused on four dimensions of digital literacy: technical, critical, socio-emotional, and creative competencies in digital tourism promotion (Amaliya, 2024).

The participants were selected using *purposive sampling* based on the following criteria: (1) active involvement in tourism promotion or cultural preservation activities within the *MCT* area, (2) at least two years of organizational experience, and (3) willingness to participate in the study. The participants represented six community organizations: the Paduka UMKM Community, Dance Community, Bungalow Menapo (*Rumah Menapo*) Homestay Community, Sekolah Alam Raya Community, *MCT* Tour Community, and Mahligai Budaya Community. These communities were selected because they represent different levels of experience in utilizing digital media for tourism promotion. A total of six to nine key informants participated in the study, with data collection continuing until data saturation was achieved.

Data were collected through *in-depth* semi-structured interviews, participant observation, documentation, and audio diaries. The interviews explored participants' experiences, digital literacy practices, and strategies for promoting cultural tourism through social media. Observations were conducted during tourism promotion activities to examine the implementation of digital communication practices, while documentation included promotional materials, social media content, organizational documents, and photographs.

Audio diaries were used to capture participants' reflections and experiences over a period of time, providing richer and more authentic qualitative data.

Data were analyzed using the interactive model of Miles and Huberman, consisting of data reduction, data display, and conclusion drawing and verification. The analysis began with coding the interview transcripts, field notes, documentation, and audio diary recordings, followed by categorizing the data into themes related to digital literacy competencies and tourism promotion strategies. The credibility of the findings was enhanced through source triangulation, method triangulation, theory triangulation, and expert review. The primary research instrument was the researcher, who was responsible for collecting, interpreting, and analyzing the data. Supporting instruments included interview guides, observation checklists, documentation sheets, and audio recording devices. The use of multiple data sources and analytical procedures strengthened the trustworthiness of the findings and enabled a comprehensive understanding of the community's digital literacy model in promoting cultural tourism through social media.

RESULTS

Content evaluation refers to the ability to critically assess online information by verifying the credibility, accuracy, and completeness of digital content and its sources (Chodijah, 2022). The findings indicate that several community groups evaluate their social media content before and after publication. One informant explained:

"There are some obstacles and criticisms, but that's where we learn from."
(Informant 1, interview, January 24, 2026)

This statement shows that feedback and criticism are considered during the content improvement process. A similar finding was reported by another informant:

"Sometimes it's from the narratives we post, but the suggestions are also given by people in our community." (Informant 2, interview, February 7, 2026)

The interview indicates that content evaluation is also influenced by suggestions and comments received from community members. In contrast, the Mahligai Budaya Community reported limited social media activity, resulting in minimal content evaluation practices.

"We rarely upload or actively use social media, and even if we do, it's only when there are visitors." (Informant 3, interview, February 14, 2026)

Field observations supported these interview findings. Communities that regularly managed social media accounts were more likely to review audience responses and revise their content, whereas communities with infrequent posting activities had limited opportunities to

evaluate or improve their digital content. Field observations revealed that the Muaro Jambi Cultural Tourism (MCT) area is supported by adequate basic digital infrastructure. Electricity is available throughout the tourism area, as evidenced by the presence of electrical distribution networks and utility poles that supply power to residential areas, tourism facilities, and community activity centers. In addition, stable internet connectivity is accessible in most parts of the area, enabling local communities to use smartphones and other digital devices for communication, information access, and social media activities without major technical constraints.

The availability of electricity and internet access provides a favorable environment for the implementation of digital tourism promotion. Community members are able to create, upload, and share promotional content through digital platforms, interact with potential visitors, and obtain tourism-related information in real time. These conditions indicate that the fundamental technological infrastructure required to support digital literacy and online tourism promotion is already in place. Internet searching refers to an individual's ability to use the internet to search for information and perform digital activities effectively (Chodijah, 2022). The findings show that most communities use the internet to obtain information related to tourism promotion, content creation, and digital marketing strategies.

One informant stated:

“We already have plans for the future, planning to make a profile video for Paduka, and then we’ll upload the news on YouTube. We’re also looking for information on people who can help with marketing promotions, more specifically, influencers.” (Informant 1, PADUKA Admin, interview, January 24, 2026).

Another informant explained that online platforms are also used for self-learning and content development.

“We usually search for references on Google and YouTube to learn how to create more interesting tourism content. Sometimes we also use AI to help prepare promotional narratives.” (Informant 2, MCT Tour Admin, interview, February 7, 2026).

In contrast, the Mahligai Budaya Community reported limited internet use for promotion.

“We rarely upload or actively use social media, and even if we do, it’s only when there are visitors.” (Informant 3, Mahligai Budaya Admin, interview, February 14, 2026).

These findings indicate that internet searching has been implemented by most communities, although its intensity varies. Content evaluation is the ability to critically assess online information, including verifying the validity and completeness of information sources

(Chodijah, 2022). The findings indicate that several communities evaluate their social media content based on audience feedback after publication. One informant stated:

“There are some obstacles and criticisms, but that’s where we learn from.” (Informant 1, interview, January 24, 2026).

Another informant explained:

“Sometimes it’s from the narratives we post, but the suggestions are also given by people in our community.” (Informant 2, interview, February 7, 2026).

These responses show that feedback from both audiences and community members is used to improve the quality of promotional content. In contrast, the Mahligai Budaya Community rarely conducts content evaluation because social media is used only occasionally.

“We rarely upload or actively use social media, and even if we do, it’s only when there are visitors.” (Informant 3, interview, February 14, 2026).

Overall, the findings show that content evaluation has been implemented by several communities, although it is not yet carried out consistently across all community groups. Knowledge assembly is the ability to integrate information from various sources and organize knowledge by objectively evaluating facts and opinions (Chodijah, 2022). The findings show that community members develop promotional content independently by combining information and skills acquired through self-learning. One informant stated:

“Mr. Khoridin edits the Tour Candi Muarajambi content, and I manage the social media as the admin; we learned everything by ourselves.” (Informant 2, interview, February 7, 2026).

The same informant also described the limitations of the equipment used:

“Using whatever phone we have, simple editing, the important thing is that it can be posted.” (Informant 2, interview, February 7, 2026).

Similarly, an informant from the Mahligai Budaya Community explained:

“I usually create the content myself, but sometimes friends volunteer to help make the content.” (Informant 3, interview, February 14, 2026).

The findings also reveal three dominant patterns of social media content produced by the communities: documentary, through photos and videos of cultural activities; informative, by providing information about tourism activities and facilities; and educational, by introducing cultural values and local heritage to the public. The findings indicate that social media has played an important role in promoting cultural tourism by increasing destination visibility and attracting visitors. Most communities perceived social media as an effective platform for reaching wider audiences and introducing tourism activities. One informant stated:

“The impact is that more people know about Paduka, and thank God, it increases every year.” (Informant 1, interview, January 24, 2026).

Another informant emphasized the effectiveness of a particular platform:

“Social media has the biggest impact, definitely TikTok.” (Informant 2, interview, February 7, 2026).

The Mahligai Budaya Community also acknowledged that social media promotion had generated tangible outcomes despite limited activity.

“A lecturer from Jakarta came to try our package.” (Informant 3, interview, February 14, 2026).

However, informants consistently identified limited human resources as the main challenge in maintaining regular content production and social media management. Overall, the findings suggest that social media has contributed positively to increasing public awareness and visitor interest in the MCT area, although its effectiveness is still constrained by limited human resources and inconsistent content management.

DISCUSSION

The results of this study explain the community's digital literacy model for enhancing cultural tourism promotion in the MCT area. The discussion is analyzed using digital literacy theory according to Chodijah (2022), which consists of internet searching, hypertextual navigation, content evaluation, and knowledge assembly. Informants in this study came from several cultural communities in the MCT area. However, not all communities have the same level of digital literacy involvement. The dance community is still recognized as part of the cultural community, but was not selected as a primary informant because it is not yet active in digital literacy practices. These community activities still focus on individual artistic pursuits and have not yet been directed towards the use of social media as a means of cultural tourism promotion.

Implemented Digital Literacy Model

Applied Digital Literacy Model

Based on the research problem formulation regarding how the MCT community implements the digital literacy model in enhancing cultural tourism promotion through social media, the analysis was conducted using the digital literacy framework according to Chodijah (2022). The digital literacy model consists of four main indicators: internet searching, hypertextual navigation, content evaluation, and knowledge assembly. These four indicators

are used to understand how the community's digital literacy skills are applied in the process of searching for information, using digital platforms, evaluating content, and compiling cultural tourism promotional content.

Internet Searching

The findings indicate that internet searching supports the community in obtaining information, improving digital skills, and preparing promotional content. This supports Chodijah (2022), who identifies internet searching as a fundamental component of digital literacy. The use of Google, YouTube, and AI also reflects the community's adaptation to digital technology, consistent with Aisyah Rihadatul (2025). However, differences among communities suggest that digital literacy is still uneven, indicating that access to technology alone is insufficient without continuous capacity building and mentoring (Margaretha et al., 2022).

Hypertextual Navigation

The findings suggest that content evaluation practices have been adopted by several community groups; however, their implementation remains inconsistent. Communities that actively manage social media tend to use audience feedback as a basis for improving content quality, whereas communities with limited digital engagement rarely conduct systematic evaluation. These findings indicate that the challenge lies not in the community's awareness of the importance of evaluation, but in the consistency of digital content production and social media management.

Content Evaluation

The findings indicate that content evaluation has become part of the communities' efforts to improve the quality of digital tourism promotion. Utilizing feedback and criticism reflects the development of critical digital literacy, where online information is continuously reviewed and refined. This finding is consistent with Chodijah (2022), who emphasizes that content evaluation involves assessing the credibility and effectiveness of digital information. However, the inconsistent implementation among communities suggests that content evaluation remains dependent on the intensity of social media use and has not yet become a systematic practice. Therefore, strengthening evaluation skills through continuous training is necessary to improve the effectiveness of cultural tourism promotion.

Knowledge Assembly

These findings indicate that the communities have demonstrated the ability to assemble knowledge by integrating information from multiple sources into digital promotional content. This is consistent with Chodijah (2022), who explains that knowledge assembly involves organizing and synthesizing information to produce meaningful digital content. However, the reliance on self-learning and limited production equipment suggests that this capability is still developed informally rather than through structured training. Strengthening digital content development skills and providing technical support would help communities produce more consistent and higher-quality cultural tourism promotion.

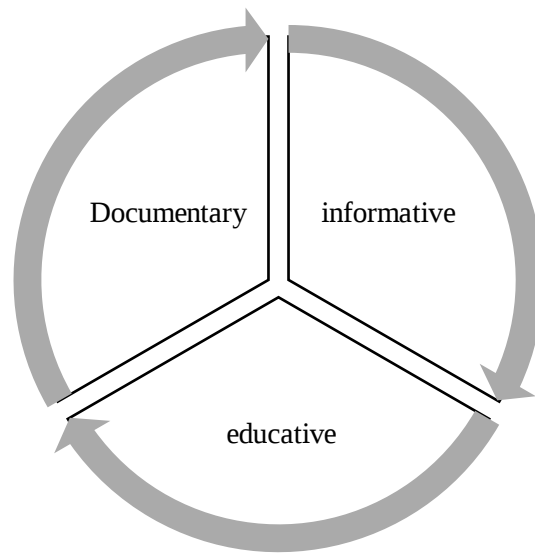


Figure 1. Media utilization patterns

Effective Model of Digital Literacy Utilization

These findings demonstrate that social media has become an effective communication channel for increasing the visibility of cultural tourism destinations and expanding audience reach. This supports previous studies showing that digital platforms strengthen destination branding and encourage tourist engagement through accessible and interactive content. However, the findings also reveal that promotional sustainability depends not only on technology but also on the availability of competent human resources. Limited personnel and inconsistent content management remain significant barriers, indicating the need for continuous capacity building and structured digital promotion strategies.

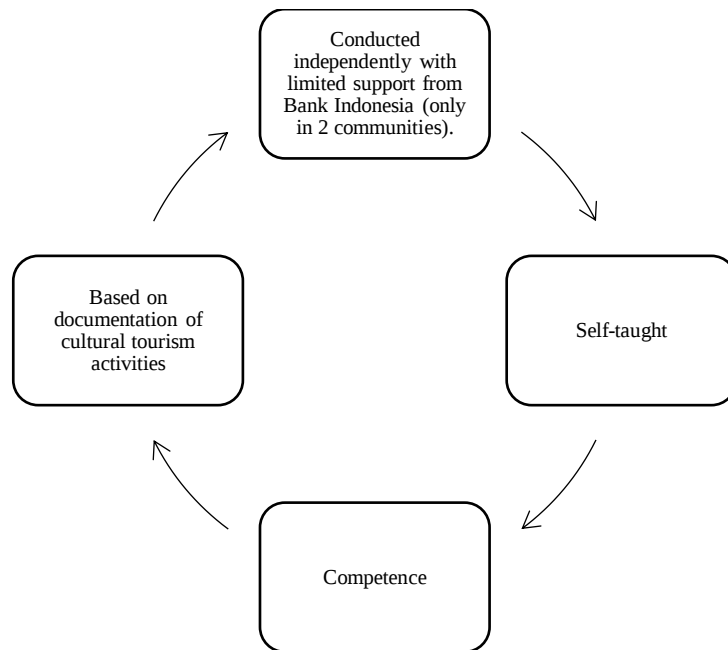


Figure 2. Community-based digital literacy model

This illustrates that the current utilization of digital literacy still faces various obstacles, such as limited human resources, a lack of consistent content production, and suboptimal account management. In general, the established community digital literacy model has several key characteristics: independent social media management without a professional team, a self-taught learning process, and uneven use of platforms like Instagram and TikTok. The content produced also tends to be based on documentation of cultural tourism activities, such as photos and videos of community activities. This model demonstrates that although digital literacy has been utilized, its management remains rudimentary and not yet strategically structured, requiring strengthening, particularly in terms of content consistency and human resource capacity development.

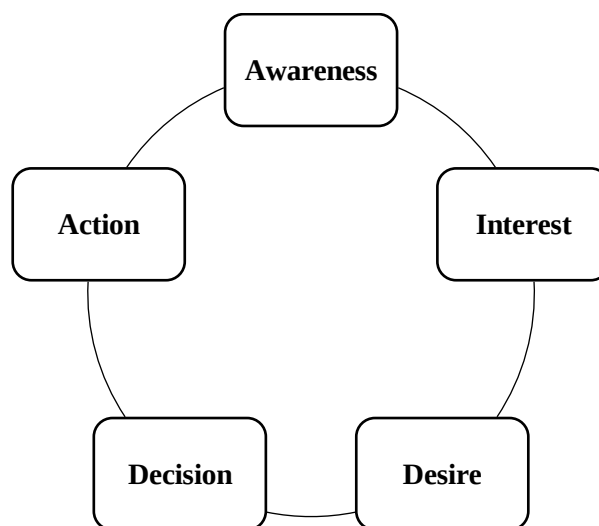


Figure 3. Digital literacy utilization model

To strengthen this model, this study uses the AIDDA (Awareness, Interest, Desire, Decision, Action) approach. In the awareness stage, the community builds awareness through visual content such as photos and videos. The interest stage is achieved by presenting engaging and informative content. Next, the desire stage emphasizes conveying an emotional tourism experience through storytelling and testimonials. The decision stage is supported by clear information about access and services, while the action stage encourages the audience to visit or interact directly Aziz (2022). By implementing the AIDDA model, the use of digital literacy is expected to be more focused and consistent, and able to optimally increase the effectiveness of cultural tourism promotion.

Skills such as internet searching have been utilized to find content and trend references, but have not been done routinely and strategically Wulandari et al. (2024). In terms of hypertextual navigation, the community has utilized various platforms such as Instagram and TikTok, although their use is still operational and not yet integrated into a consistent digital communication strategy. Meanwhile, content evaluation and knowledge assembly have been conducted through discussions and audience responses, but are still informal and have not yet resulted in systematic content planning. These findings align with previous research that emphasized the importance of digital literacy in tourism promotion, but differ because in this context, digital literacy development is still independent and simple.

The use of digital literacy has had a tangible impact, such as increased community awareness and tourist visits, but remains hampered by limited human resources and a lack of consistent content. Integration of the AIDDA model shows that promotion is only optimal at the *awareness* and partial *interest stages*, while *the desire*, *decision*, and *action stages* are not yet optimal because information and invitations have not been delivered persuasively and in a structured manner. Observation and documentation results also reinforce that social media has been utilized for promotion and cultural preservation through visual content and audience interaction. Therefore, a more effective digital literacy utilization model is needed through strengthening human resources, consistent content planning, and structured social media management so that promotion not only increases visibility but also encourages sustainable visiting decisions.

CONCLUSION

This study concludes that the digital literacy model of the Muarajambi Compound Temple (MCT) community has been implemented through internet searching, hypertextual navigation, content evaluation, and knowledge assembly. The use of social media has helped increase cultural tourism awareness and visitor interest. However, digital promotion remains limited due to inconsistent content management and limited human resources. Through the AIDDA model, promotional activities are still focused on the awareness and interest stages. Therefore, strengthening digital skills, improving content consistency, and implementing better social media management are needed to support sustainable cultural tourism promotion.

ACKNOWLEDGMENTS

The author would like to thank the Management of the Muarajambi Compound Temple area and Bank Indonesia for the permission, support, and opportunities provided, so that this research could be conducted properly.

REFERENCES

- Aisyah Rihadatul. (2025). *Laju pertumbuhan populasi Venezuela*. <https://doi.org/10.5281/zenodo.15738956>
- Amaliya, D. (2024). The influence of digitalization on the creative economy sector in Indonesia. *Maliki Interdisciplinary Journal*, 2(6), 1444–1452.
- Aziz, M. H. (2022). Model pariwisata digital dalam pengembangan pariwisata Indonesia. *Jurnal Ilmiah Universitas Batanghari Jambi*, 22(3), 2279–2286. <https://doi.org/10.33087/jiubj.v22i3.2246>
- Bovin, F. P. (2025). *Analysis of digital literacy skills of students of the Faculty of Science and Technology, University of Jambi*.
- Cahyadi. (2019). Influence of product quality and price on purchasing decisions. *Economics and Business Management*, 1, 60–73.
- Chodijah, M. (2022). Literasi digital dengan kemampuan kognitif menggunakan model *blended learning* berbasis gender (*The relationship between digital literacy and cognitive ability using a gender-based blended learning*). *BIODIK: Jurnal Ilmiah Pendidikan Biologi*, 8, 173–182.
- Chotim, E. R., & Latifah, S. U. (2018). Komunitas anak punk dan anomali sosial (Studi kasus di Kecamatan Ujung Berung Kota Bandung). *JISPO: Jurnal Ilmu Sosial dan Ilmu Politik*, 8(1), 69–93.
- Dahmiri. (2022). Strategi pengembangan pariwisata di Kabupaten Muaro Jambi dengan pendekatan analisis SWOT. *Jurnal Paradigma Ekonomika*, 17(4).
- Erpurini, W., Ramadhan, I. K., & Indahsari, S. (2023). Digital promotion strategy in attracting consumer purchase interest. *Sosmaniora*, 2(1), 95–107. <https://doi.org/10.55123/sosmaniora.v2i1.1761>
- Fitriani, Y. (2021). Utilization of social media as a medium for educational content. *JISAMAR*, 5(4), 1006–1013. <https://doi.org/10.52362/jisamar.v5i4.609>

- Hasan, M. H., Chowdhury, M. A., & Deputy, M. A. (2022). Community engagement and public education in heritage conservation. *Heliyon*, 8(3). <https://doi.org/10.1016/j.heliyon.2022.e09005>
- Johannes, Hasbullah, H., & Ishadi, R. (2020). Analisis potensi dan tantangan dalam memajukan wisata di rawa. *Jurnal Dinamika Manajemen*, 8(1), 33–42.
- Johannes, Musnaini, M., & Arjun, M. (2022). Persepsi komunitas terhadap atribut desa wisata dan pariwisata berkelanjutan (Luber Kecamatan Bathin III Ulu). *Jurnal Manajemen Terapan dan Keuangan*, 11(2), 348–358. <https://doi.org/10.22437/jmk.v11i2.17968>
- Johannes, Yacob, S., & Pasaribu, J. P. K. (2022). Examining the behavioral intentions of tourism destination communities: A critical approach to smart rural tourism information system. *International Journal of Research in Business and Social Science*, 11(2), 329–335.
- Johannes, Yacob, S., Sibarani, R., & Purwoko, A. (2025). Partnership pattern between communities in tourist destinations managed by village-owned enterprises, 1–13.
- Khairunisa. (2024). Utilization of digital marketing to increase MSME sales. *Sahmiyya Journal*, 3(1), 184–190.
- Pratiwi, N., & Pritanova, N. (2017). Influence of digital literacy on the psychology of children and adolescents. *Semantik*, 6(1), 11–24. <https://doi.org/10.22460/semantik.v6i1.p11-24>
- Wulandari, R. A., Safitri, N. R., Pramudita, N. A. M., & Kurniyanto, A. (2024). Improving resource interviewing skills through journalistic training. *Journal of Communication, Social and Humanities Sciences*, 2(3), 205–218. <https://doi.org/10.47861/tuturan.v2i3.1094>