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Optimizing Youth Preparedness For Job Selection Through Digital Educational Media

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Abstract

This community service initiative aimed to improve the job selection readiness of young people through the development and implementation of an interactive digital flipbook. The program targeted members of Karang Taruna Satria Garuda in Karangklesem Village, Banyumas Regency, using a Participatory Action Research (PAR) approach to ensure active participant involvement from planning to evaluation. Training materials, covering selfintroduction, CV and cover letter writing, interview strategies, and personal branding, were delivered via a webbased flipbook accessible on personal devices, combined with offline mentoring. A pre-test and post-test design was employed to measure learning gains. Results showed a significant increase in post-test scores, supported by participant feedback indicating that the materials were engaging, easy to understand, and relevant to their needs. The flipbook's visual and interactive features facilitated independent learning while maintaining the benefits of guided instruction. This approach proved particularly effective for participants with limited work experience and digital literacy. The program demonstrates that integrating digital media into community-based training can bridge skill gaps, enhance youth employability, and serve as a replicable model for similar target groups.

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1. INTRODUCTION

The current condition of youth in navigating the labor market is marked by increasingly complex challenges. High youth unemployment rates across many regions reflect a significant gap between formal education and the skills demanded by modern industries. For example, research in India reveals that despite rising levels of formal education, many young people remain unemployed or work in the informal sector due to a mismatch between the skills taught in academic institutions and those required by the labor market [1]. Similar patterns are observed in parts of Africa, where higher education curricula often fail to equip graduates with essential soft skills such as communication, problem-solving, and teamwork that employers consistently value [2].

Another layer of difficulty arises during the job selection process itself. Many young job seekers face significant barriers due to limited training in personal branding, job interview preparation, and the creation of competitive résumés. Evaluation studies show that work-based training and soft skills programs can significantly enhance young people's self-confidence and job readiness; however, the degree of success is often determined by the quality, intensity, and ongoing support of the program [3].

On the other hand, technological advancements present substantial opportunities. Digital training initiatives have proven effective in improving employability by enhancing competencies in areas such as digital marketing, IT proficiency, and technology-driven entrepreneurship. These skills not only increase access to formal employment but also create pathways for self-employment and

innovation in emerging sectors [4]. However, persistent challenges remain such as inadequate digital infrastructure, insufficient government support, and the urban rural digital divide which continue to limit access to these opportunities for disadvantaged youth [5].

Given these dynamics, community engagement programs can play a pivotal role in bridging the gap. Potential initiatives include developing interactive digital training tailored to local needs, delivering hands-on coaching in effective job application strategies, and providing structured post-training mentorship to ensure that young people not only acquire relevant skills but are also able to apply them effectively in the labor market over the long term [6].

2. METHOD

This community service initiative was implemented using a Participatory Action Research (PAR) approach, positioning members of Karang Taruna as active partners throughout the entire process—from identifying key challenges to evaluating the impact of the activities. PAR allows young people to act as researchers of their own realities, fostering a sense of ownership over both the process and the outcomes [7].

The project began with direct observation and interviews with Karang Taruna members to identify barriers they face in entering the workforce. Data collection also involved preliminary questionnaires and focus group discussions (FGDs) to explore training needs in greater depth. Findings revealed that most youth lacked readiness for job selection processes, including CV preparation, personal branding, interview skills, and the effective use of digital platforms in recruitment [8].

Based on this analysis, the service team designed a training program consisting of two main sessions. The first session focused on improving job readiness through modules on self-awareness, CV and cover letter writing, and interview strategies. The second session emphasized the use of digital education tools, specifically training participants to use interactive flipbook platforms for self-directed learning. Evidence shows that such community-driven digital workshops can significantly enhance digital literacy and independent learning, especially in communities with limited prior access to technology-based training [9].

All training materials were accessible online via participants' personal devices, while delivery was facilitated offline with on-site mentoring from the service team. This hybrid approach was designed to overcome access limitations while promoting collaborative learning.

Program evaluation was conducted using pre-tests and post-tests to measure knowledge gains, supported by direct observation during training activities and participant feedback surveys. The evaluation framework followed the reflective ethos of PAR, enabling both participants and facilitators to jointly review impacts and determine next steps [10]. The results were analyzed quantitatively using the Wilcoxon Signed-Rank test to assess the significance of pre- and post-training differences.

This approach not only prioritized knowledge improvement but also fostered active youth participation as a form of community-based empowerment, in line with best practices in youth participatory action research for skill development and civic engagement [11].

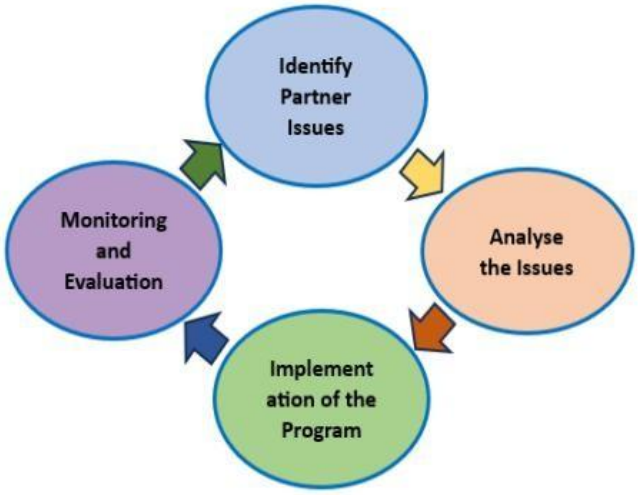


Figure 1 Stages of activity implementation.

Table 1. The problem, solutions, and output

Problem	Solution	Output
Young people do not yet have sufficient understanding of readiness for job selection (CV, interviews, personal branding).	Develop and present training materials systematically in the form of an interactive digital flipbook covering job readiness topics.	Young people can access and study the materials independently and with guidance through digital flipbook-based media.
Low ability to prepare job application documents such CVs and cover letters.	Provide explanations, examples, and hands-on exercises through flipbook content and offline discussions to strengthen understanding.	Improved participants' understanding in preparing accurate and attractive job application documents.
Lack of confidence strategy in facing interviews.	The flipbook provides practical guides and interview Q&A simulations, as well as materials for developing selfconfidence and communication.	Participants are more mentally and technically prepared to face job interviews after studying the available materials.
Limited access to structured digital-based engaging devices, combined with offline mentoring.	Use online flipbook media that can be accessed through participants' personal contextual learning	Young people gain an and interactive, practical, and training. experience tailored to job readiness needs.

3. RESULTS AND DISCUSSION

A total of 24 young people participated in the job selection readiness training, which was conducted offline with direct guidance. The participants' ages ranged from 16 to 30 years, with the majority being 18–25 years old. Based on the data, 58% of the participants were female and 42% were male. In general, the participants came from a high school or equivalent educational background, and most did not yet have a permanent job or were actively seeking employment. Table 2 below presents the composition of participants based on several demographic indicators.

Table 2. Demographic Characteristics of Training Participants

Category	Number (n)	Percentage (%)
Gender		
Male	10	41.7%
Female	14	58.3 %
Usia		
16–20 years	9	37.5%
21–25 years	10	41.7%
26–30 years	5	20.8%

2.1 Activity Implementation

The job selection readiness training was conducted offline with direct assistance from the researcher to participants from Karang Taruna Satria Garuda, Karangklesem Village, South Purwokerto Subdistrict, Banyumas Regency. This training was part of the field trial phase and was held in June 2023 at the Karangklesem Village Hall.

All training materials were delivered through an interactive digital flipbook developed by the researcher and accessed by participants via the website https://paskerja.online. The flipbook contained job readiness materials specifically designed for young people, covering topics such as self-introduction, CV and cover letter writing, job interview strategies, and strengthening personal branding.

The training was conducted in a single session lasting about three hours, consisting of an opening session, instructions on how to use the flipbook, self-directed learning by participants, and an evaluation session. Although the learning process was self-directed using each participant's own device, they still received direct guidance from facilitators on-site to ensure the process ran smoothly and met the learning objectives.



Figure 2. Documentation of the Activity

2.2 Pre-Test and Post-Test Evaluation

The effectiveness of the training was evaluated through the administration of pre-tests and posttests to all participants. The pre-test was given before the training began to measure participants' initial understanding of job readiness materials, including CV preparation, interview strategies, and personal branding. After all materials were delivered via the interactive digital flipbook, participants took a posttest with equivalent questions to measure improvement in understanding. The analysis results showed a significant increase in post-test scores compared to pre-test scores, indicating that the flipbook-based learning method effectively improved mastery of the material. These findings are also consistent with participant feedback stating that the materials were easy to understand, engaging, and relevant to their needs in preparing for the job selection process. The following figure presents the comparison of pretest and post-test scores for each training participant.

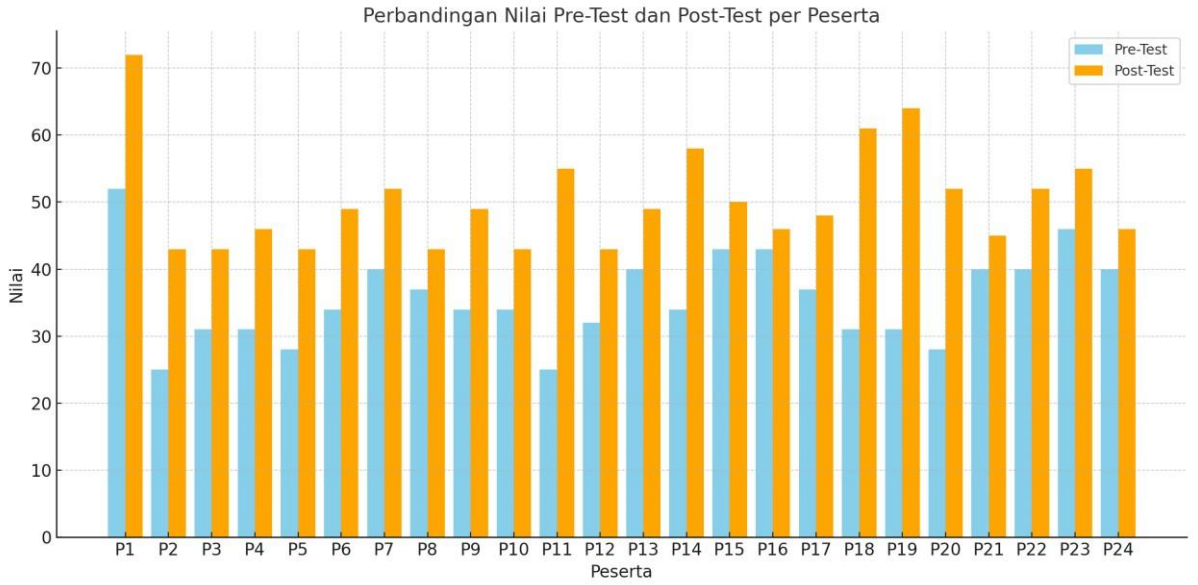


Figure 3. Pre-Test and Post-Test Scores

2.3 Impact of Using the Flipbook Media

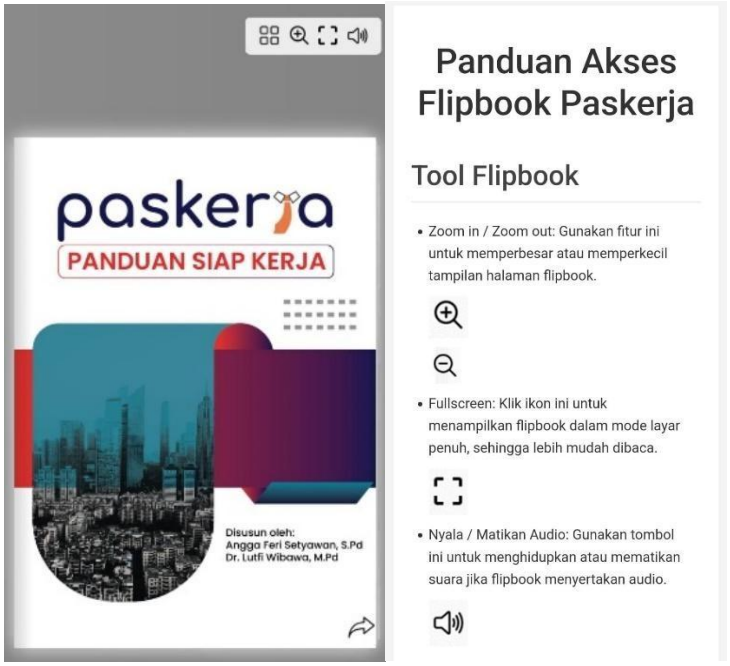


Figure 4. Flipbook Media

The flipbook used in this training offers advantages in terms of accessibility and learning flexibility. The flipbook is presented in a web-based digital format and can be accessed via https://paskerja.online, enabling participants to easily access the materials using their phones, laptops, or tablets. This advantage allows the learning process to be unrestricted by time and place, as the materials can be revisited whenever participants need them. During the training, although participants attended the session offline, they were encouraged to explore the flipbook content independently, reinforcing the principle of learner-centered education. This approach is particularly helpful for young people with limited time or those participating in job readiness training for the first time.

From a visual and content perspective, the flipbook was designed with a communicative and engaging visual approach to encourage participants' involvement in understanding the materials. Each

topic is accompanied by contextual illustrations, such as examples of well-written CVs, diagrams of cover letter structure, and simulations of job interview dialogues. In addition to text and images, the flipbook also integrates simple infographics that visually explain concepts of personal branding and strategies for facing job selection. This design has proven beneficial for participants with visual learning styles, as the information is presented in a memorable and non-monotonous format. The layout, which resembles a printed book but with dynamic elements, makes participants feel like they are reading a "living" training book.

Moreover, the language used in the flipbook is tailored to the characteristics of young people communicative, casual, and directly related to real-life contexts they may encounter. Technical terms are explained in simple ways, and many parts of the material are delivered in a narrative style that feels as though it is speaking directly to the reader. For example, in the interview strategies section, participants are not only provided with theory but also guided to imagine real interview situations with practical question-and-answer examples. This friendly tone ensures participants do not feel lectured, but instead are encouraged to feel more confident in preparing for job selection. With the combination of technical, visual, and linguistic aspects, the flipbook becomes an effective, user-friendly, and highly relevant medium to support the enhancement of young people's job readiness.

2.4 Contextual Discussion

The results of the flipbook-based job readiness training showed a significant improvement in participants' understanding of job selection materials, as reflected in the increase in post-test scores compared to pre-test scores. This finding aligns with studies showing that systematically designed, visual, and interactive digital learning media can enhance participant engagement and learning effectiveness, especially among young people who are accustomed to digital environments [9]. The digital flipbook, with its intuitive navigation features and visually appealing design, proved to make it easier for participants to grasp concepts such as CV preparation, interview techniques, and personal branding strategies. Beyond serving as an informational medium, the flipbook also functions as an interactive tool that encourages participants to learn independently without losing the essence of guidance within the training process.

The use of digital technology as the main tool in community-based learning is also reinforced by similar outreach programs targeting youth groups. For example, online training that combines soft skills development and digital literacy has been shown to significantly improve participants' selfconfidence, communication skills, and job readiness [12]. The key similarity in this approach lies in leveraging technology to deliver learning materials that are easily accessible and relevant to participants' needs, while reducing reliance on conventional lecture methods that are often less engaging for younger generations. In the context of this training, although it was conducted offline, the learning approach remained centered on digital media, complemented by direct guidance to create an active, reflective, and practical learning space.

Furthermore, the digital flipbook approach is highly suitable for participants who mostly come from secondary education backgrounds and have no prior work experience. The flipbook enables the presentation of complex materials such as strategies for facing interviews or building a professional image in a simplified, communicative, and context-based format. This aligns with studies highlighting the importance of skill development through concrete experiences and visual media to improve job readiness among young people [13]. Additionally, this approach also strengthens digital literacy, which is a key prerequisite in modern recruitment processes [14].

Thus, this activity not only reinforces evidence that digital media is effective in supporting youth job readiness but also offers a contextual training model that can be replicated for similar target groups. The digital flipbook as a learning medium demonstrates potential as a simple yet impactful alternative solution for bridging the skills and job readiness gap among young people, particularly in communitybased settings such as Karang Taruna

4. CONCLUSION

The implementation of the flipbook-based job readiness training resulted in a measurable improvement in participants' understanding of the job selection process, as evidenced by the significant

increase in post-test scores. The digital flipbook, designed with engaging visuals, intuitive navigation, and accessible language, effectively supported self-directed learning while complementing offline mentoring. This combination provided both flexibility and structured guidance, enabling participants to grasp essential skills in CV writing, interview techniques, and personal branding. The approach also addressed digital literacy development, an increasingly critical competency in modern recruitment. Although the training was conducted offline, the integration of digital media fostered active, reflective, and contextual learning experiences that resonated with the target group's needs. While the program's main limitation lies in its short duration, its design offers scalability and adaptability for broader implementation. Overall, the initiative confirms that interactive digital learning tools, when paired with community engagement strategies, can serve as an effective and replicable model for enhancing youth employability, particularly in local community-based settings.

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