

Promoting Digital Literacy in Education Institute : A Systematic Literature Review

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Abstract

Technological advancement has created both opportunities and challenges in education, making digital literacy essential for the effective and safe use of technology. However, evidence on digital literacy programs in educational institutions remains fragmented, as previous reviews focused on a single level of education. This systematic literature review examines the forms, effectiveness, and implications for educators of digital literacy programs implemented in educational institutions across education levels. Articles published between 2023 and 2026 were searched in Google Scholar and Garuda in September 2026. Of 20 articles identified, 13 met the inclusion criteria and were appraised using the JBI quasi-experimental checklist. The programs took the form of interactive training and workshops or the integration of digital media into lessons, targeting students, teachers, and parents. Most studies reported positive outcomes, including higher post-test scores, better results than control groups, and high participant satisfaction, although differences in evaluation methods limit comparability and the strength of conclusions about effectiveness. The findings highlight the need for collaboration among schools, families, and other stakeholders, continued training and periodic evaluation for teachers, and the integration of technology into learning. Future research should compare which program formats are most effective.

Keywords: digital literacy; educational institution; systematic literature review; digital literacy program; teacher training

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1. INTRODUCTION

Advances in information and communication technology in the 21st century have shifted the education sector. According to Hakim and Yulia (2024), using technology in education has positive effects, such as facilitating knowledge searching and increasing creativity. Abundant access to information helps students develop their potential with the help of technology. Similarly, Wulandari (2023) found that technology fosters various learning innovations in education that benefit both students and teachers. On the other hand, technological advancement in the education sector also brings challenges and negative impacts. Marshelina and Safitri (2024) stated that the negative impacts of advancement include over-reliance on technology. This problem arises because students often get distracted while learning. In addition, there is concern about the misuse of information and data (Huraerah, 2024). Accessible information can also be used to commit digital misbehavior or cybercrime.

To address the challenges posed by advances in technology in education, people need a skill set for navigating the digital world. In addition, the skill set is required to optimize the benefits of technological advancement in the education sector as well. According to Hobbs (2017), the constellation of knowledge, skills, and competencies required to thrive in a technology-dominated culture is known as digital literacy. Digital literacy is the skill of utilizing digital media to obtain information and evaluate it critically, innovatively, creatively, and rapidly (Taslihah, 2024).

Digital literacy consists of 9 elements: social networking, transliteracy, maintaining privacy, managing identity, creating content, organizing and sharing content, reusing/repurposing content, filtering and selecting content, serta self-broadcasting (Wheeler, 2012). Individuals with a high level of digital literacy can select information, develop creativity, and be conscious of electronic security and the evolving cultural context (Pratiwi, 2024). Students with digital literacy skills can use technology

effectively and face the challenges of technological advancement by evaluating it critically, innovatively, creatively, and quickly.

Promoting digital literacy among students is inseparable from education itself. Digital literacy significantly raises the quality of education by increasing access to information, developing critical thinking skills, and preparing students for the digital workforce (Pratama, 2025). A number of studies have stated the urgency of promoting students digital literacy in various education institute, yet the effectiveness of such programs is still unclear. The interventions also differ in nature and effectiveness in improving digital literacy. Several studies have reviewed the effectiveness in education institute based digital literacy programs, but limited only in one educational institution level such as elementary school (Inayah, 2025) or high school (Ramadhan, 2025). This study aims to analyze the nature of such interventions, their effectiveness, and implications for education practitioners in all levels of education from elementary to higher education. The results are expected to contribute to efforts to improve digital literacy in education institute and help education practitioners teach digital literacy to students.

2. METHOD

This research employs a literature review design. According to Adlini (2022), a literature review comprises four stages: preparing the necessary tools, compiling a bibliography, scheduling time, and reading or taking notes on the research material. The data collected for this study consists of articles regarding efforts to improve digital literacy in education institute, published between 2023 and 2026. Sources include Google Scholar and Garuda. The articles initially gathered based on keywords such as "digital literacy", "intervention", and "21st century learning for Google Scholar database. In Garuda we searched based on keywords such as "literasi digital", dan "program peningkatan". The study found 14 articles from Google Scholar and 6 from Garuda. Database searches were conducted on 16 September 2026.

In this study, inclusion criteria are: articles published from between 2023 to 2026, conduct digital literacy program in educational institution, and are available in full text. In contrary, articles that are outdated, and use literature review as method are eliminated in the screening process. The screening process are based on the articles title, abstract, methodology, and its full text. From the initial search, we have gathered 20 articles with only 13 meet the selection criteria. The seven articles are eliminated as they are not measuring the variables under study, and is not empirical research.

The methodological quality of the studies was assessed using the JBI quasi experimental approach to each study design. The assessment examined key methodological aspects, including participant selection, variable of studies, and potential sources of bias. The appraisal findings were considered when interpreting the results of the review. The selected articles then recorded in a table to cover the research objectives, methodological design, key findings, and theoretical and practical contributions according to the research questions. The data then analysed based on the nature of the program, its effectiveness, and implications for educators.

3. RESULTS AND DISCUSSION

Thirteen relevant article journals from 2023 – 2026 were examined and presented in the following table. The quality appraisal indicated that the included studies generally demonstrated adequate methodological quality. However, several studies presented limitations related to lack of control groups, and outcome measurement. These methodological limitations were taken into consideration when interpreting the findings.

Table 1. *Summary of Selected Articles*

No	Title	Author	Year	RQ1	RQ2	RQ3	Result
1	Edukasi Digital Wellbeing sebagai Intervensi Berbasis Sekolah untuk Meningkatkan Literasi Digital dan Penggunaan Gadget Sehat	Perwitasari, I. D., Hendrawan, J., Yusman, Y., & Pratama, E.	2026	V.	V.	V.	V.
2	Efektivitas Intervensi Literasi Digital Terstruktur Terhadap Kecakapan Mahasiswa Dalam Era Pembelajaran Berbasis Teknologi. <i>JRMK</i> , 6(2), 61-69.	Soraya, S., Natasari, P. S., Mustofa, A., & Oktoriani, E. N.	2025	V.	V.	V.	V.
3	Effectiveness of a digital literacy program in High School Basic education students. <i>Espiral. Cuadernos del Profesorado</i> , 16(34), 2.	De La Hoz, A. B. B., Fuentes, A. R., Cara, M. J. C., & Montes, C. D. P. G.	2023	V.	V.	V.	V.
4	Promoting digital literacy for all: A school-based webinar initiative. <i>Social Sciences & Humanities Open</i> , 13, 102529.	Pinheiro, T., Mouro, A. F., & Cabral, I.	2026	V.	V.	V.	V.
5	Peningkatan literasi digital pada anak dan remaja dalam penggunaan internet sehat dan aman. <i>Jurnal Pengabdian kepada Masyarakat Nusantara</i> , 6(1), 97-105.	Simangunsong, A., Barus, E. B. B. E. B., & Hasugian, P. S.	2025	V.	V.	-	V.
5	Strategi pembelajaran bahasa Indonesia berbasis AI dalam meningkatkan literasi digital siswa. <i>Jurnal Pendidikan Dan Pembelajaran</i> , 5(1), 01-05.	Dewi, A. C.	2025	V.	V.	V.	V.
6	Pemanfaatan Media Interaktif Berbasis Web dalam Meningkatkan Literasi Digital Siswa. <i>Jurnal AbdiMU (Pengabdian kepada Masyarakat)</i> , 6(1), 124-131.	Ridwan, R. N., Arifin, R. A., & Azzahra, W. L.	2026	V.	V.	V.	V.
7	Peningkatan literasi digital di kalangan siswa sekolah menengah pertama melalui pendekatan gamifikasi. <i>BARAKTI: Journal of Community Service</i> , 3(2), 58-65.	Husen, N.	2025	V.	V.	V.	V.
8	Pelatihan literasi digital Canva untuk guru sekolah dasar. <i>Kontribusi: Jurnal Penelitian Dan Pengabdian Kepada Masyarakat</i> , 5(2), 242-251.	Hendratno, H., Amalia, E., Istiq'faroh, N., Siswanto, B. E., & Mufidah, Z. R.	2025	V.	V.	V.	V.
9	Integrasi teknologi Canva dalam pembelajaran: Peningkatan literasi digital melalui komik digital. <i>Jurnal ilmiah pendidikan citra bakti</i> , 12(2), 426-435.	Wulandari, H. T., Murtiyasa, B., & Susanto, H.	2025	V.	V.	V.	V.
10	Digital literacy and digital ethics strengthening program for Generation Z in the information era for high school students. <i>Jurnal Sipakatau: Inovasi Pengabdian Masyarakat</i> , 2(5), 238-245.	Masni, M., Asrianti, A., Gani, A. W., Muhtar, M., Suwahyu, I., & Asriadi, M.	2025	V.	V.	V.	V.
11	Keluarga digital cerdas: Kolaborasi orang tua dan sekolah dalam literasi digital anak. <i>Jurnal Pengabdian Masyarakat Dan Riset Pendidikan</i> , 4(1), 1345-1352.	Untari, D. T., Satria, B., Khasanah, F. N., & Sukreni, T.	2025	V.	V.	V.	V.
12	Transformasi literasi digital guru sekolah dasar melalui program upskilling penggunaan Canva for Education dan Gemini AI. <i>I-Com: Indonesian Community Journal</i> , 5(3), 1104-1113.	Widiyanti, W., Nurjanah, N., Chisbiyah, L. A., Effendi, M. I., Putra, S. E. N., & Ningtyas, P. K.	2025	V.	V.	-	V.

3.1 The Nature of Digital Literacy Program

Table 2. *Summary of RQ1 Findings*

Source	Program Format
Perwitasari, I. D., Hendrawan, J., Yusman, Y., & Pratama, E. (2026).	Educational seminar, digital well being workshop, digital case simulation, and campaign poster production.
Soraya, S., Natasari, P. S., Mustofa, A., & Oktoriani, E. N. (2025).	Lesson using interactive e-book and learning video as media.

De La Hoz, A. B. B., Fuentes, A. R., Cara, M. J. C., & Montes, C. D. P. G. (2023).	Weekly organized and planned activities, conducted over a semester.
Pinheiro, T., Mouro, A. F., & Cabral, I. (2026).	Five-part webinar series.
Simangunsong, A., Barus, E. B. B. E. B., & Hasugian, P. S. (2025).	Workshop and training.
Dewi, A. C. (2025).	Lesson with Artificial Intellegence (AI) - Based learning method.
Ridwan, R. N., Arifin, R. A., & Azzahra, W. L. (2026).	Lesson using Web-Based Interactive Media (WBIM).
Husen, N. (2025).	Lesson using educative digital game as media.
Hendratno, H., Amalia, E., Istiq'faroh, N., Siswanto, B. E., & Mufidah, Z. R. (2025).	Interactive training and workshop.
Wulandari, H. T., Murtiyasa, B., & Susanto, H. (2025)	Lesson using digital comic as media.
Masni, M., Asrianti, A., Gani, A. W., Muhtar, M., Suwahyu, I., & Asriadi, M. (2025).	Interactive traing, case simulation, group discussion, and digital campaign production.
Untari, D. T., Satria, B., Khasanah, F. N., & Sukreni, T. (2025)	Interactive workshop.
Widiyanti, W., Nurjanah, N., Chisbiyah, L. A., Effendi, M. I., Putra, S. E. N., & Ningtyas, P. K. (2025).	Practice-based training.

The literature analysis showed that most articles addressed the first research question (RQ1), as shown in the table above. Education institute based interventions to promote digital literacy differ across the studies. In general the programs are conducted through interactive training or workshop and integrated technological use during lesson. Several studies also include practical session such as designing campaign and social simulation. These approaches aim to enrich individuals understanding of the digital world and strengthen their skill in using technology. Using practical approach is expected to foster behavioural changes that are more sustainable than education (Perwitasari, 2026). Practice-based training also bridges that competency gap by providing contextual, hands-on experience for teacher (Widiyanti, 2025). Practical approach such as case simulation, and group discussion challenges student to apply digital citizenship values in real-world contexts (Masni, 2025).

In other hand, some digital literacy programs are integrated into daily learning with technological use such as Artificial Intellegence (AI) based learning, ebook, e-learning video, educational quiz, web based interactive media, and Augmented Reality (AR) experimentation. Using digital media as a means to promote digital literacy serves to addressing and narrowing the digital literacy gap among students (Soraya, 2025). Digital media also foster students' skills, creativity, and innovation so that the material taught leads to a better understanding of digital literacy (Wulandari, 2025). In accordance, using interactive web-based media transforming the learning process into one that is more interactive and exploratory, while simultaneously building a foundation of critical thinking among students in the digital era (Ridwan, 2026).

Program length varies across studies. The majority of training are managed in one day activities. However, several programs run continuously for more than a session, such as 5 parts webinars (Pinheiro, 2026) and an academic semester (De La Hoz, 2023). Implementing the digital literacy program for one academic semester aims to help students grow the holistic development of digital competencies and engage in a safe and collaborative use of technology (De La Hoz, 2023). The multiple parts of the program expected to give more focused understanding of specific topics covered in the program (Pinheiro, 2026). In contrary, daily learning integrated with technological use conducted in one lessons according to the taught subject (Wulandari, 2025; Ridwan, 2026; Soraya, 2025).

The digital literacy programs addressed to various academic community. In common, the programs targeted to promote digital literacy for students as conducted by Perwitasari (2026), Soraya (2026), De La Hoz (2023), Simangunson (2025), Dewi (2025), Ridwan (2025), Husen (2025), Wulandari (2025), and Masni (2025). Some studies targeted teacher such as Widiyanti (2025) and Hendratno (2025). These programs aim to develop teacher's competency in digital literacy in facing the challenge of education digitalization. In other hand, two studies addressed the programs to parents, as conducted by Untari (2025) and Pinheiro (2026). Well equipped and digitally literate parents are an important part of creating safe digital environment for children.

3.2 The Effectiveness of Digital Literacy Program

Table 3. Summary of RQ2 Findings

Source	Program Effectiveness
Perwitasari, I. D., Hendrawan, J., Yusman, Y., & Pratama, E. (2026).	There is a significant different between pre test and post test score after the program is conducted.
Soraya, S., Natasari, P. S., Mustofa, A., & Oktoriani, E. N. (2025).	The research results show a statistically significant increase in digital literacy scores ($t = 4.77$; $p < 0.001$), with the average score rising from 4.48 to 4.62.
De La Hoz, A. B. B., Fuentes, A. R., Cara, M. J. C., & Montes, C. D. P. G. (2023).	The results showed significant differences in the experimental groups before and after the program. This indicates that the students of the experimental groups achieved a higher degree of digital literacy than the control group.
Pinheiro, T., Mouro, A. F., & Cabral, I. (2026).	This study demonstrates that short-format, evidence-based digital literacy interventions can foster meaningful dialogue and shared responsibility between schools and families in navigating children's digital lives.
Simangunsong, A., Barus, E. B. B. E. B., & Hasugian, P. S. (2025).	The results show 85% positive change and a reduction in negative behaviours such as cyberbullying and the reporting of inappropriate content.
Dewi, A. C. (2025).	As many as 85% of students felt the benefits of the features that helped in understanding and correcting language errors.
Husen, N. (2025).	A significant increase in post-test results occurred, with the average score rising from 75 to 85.
Hendratno, H., Amalia, E., Istiq'faroh, N., Siswanto, B. E., & Mufidah, Z. R. (2025).	Over 90% of the participants found the program as helpful in creating digital media.
Wulandari, H. T., Murtiyasa, B., & Susanto, H. (2025)	There is a significant difference in the improvement of skills between the two groups. The experimental group showed a higher average score compared to the control group.
Masni, M., Asrianti, A., Gani, A. W., Muhtar, M., Suwahyu, I., & Asriadi, M. (2025).	An increase in the average score of 38% was observed between the pre- and post-training assessments.
Untari, D. T., Satria, B., Khasanah, F. N., & Sukreni, T. (2025)	Evaluation results using pre-tests and post-tests show a significant increase in digital literacy among parents (25%) and students (30%).
Widiyanti, W., Nurjanah, N., Chisbiyah, L. A., Effendi, M. I., Putra, S. E. N., & Ningtyas, P. K. (2025).	The results show a high number of satisfaction among participants.

The findings of research question 2 regarding the effectiveness of the digital literacy program vary across studies. There are differences in the method of evaluation that the claim is based on. Several studies used pre test and post test to analyse the program impact. The others use t-test to compare two groups in experimental studies. Some studies only applied survey to observe their participant's feedback. These differences may capture different dimensions of the construct and produce varying

estimates of program effects. Therefore, while the overall findings suggest a positive trend, the consistency and magnitude of these effects cannot be determined conclusively across all programs

Studies with pre test and post test design implied that the program resulted in positive impact on their participant' digital literacy skills. A rise in the post test scores after the programs was conducted are mentioned in studies by Untari (2025), Masni (2025), Husen (2025), Soraya (2025), and Perwitasari (2026). These results showed that the participants understanding of digital literacy increased after they engaged with the program. However, the metrics of post test used by each study vary and are not standardised.

The experimental studies showed differences between control group and experiment groups. In these studies, participants in the experiment group showed higher score compared to the control group, as stated in studies by Wulandari (2025) and De La Hoz (2023). In both studies, students who partake in the program scored higher on the post test than students in the control groups. These results indicates that the programs help the participants in fostering their digital literacy.

In other hand, other studies used survey to document the participants feedback regarding the program. In general, the results showed that the participants have positive regards toward the program. The majority of the participants expressed that the program helped them in navigating and creating digital media (Hendranto, 2025). Study conducted by Widiyanti (2025) showed that the participants showed a high score of satisfaction after completing the program. In accordance, the participants in study conducted by Pinheiro (2025) expressed that the program helped them create open dialogue and collaborative responsibilities in children's digital environment.

3.3 The Implications for Educators

Table 4. *Summary of RQ3 Findings*

Source	Program Effectiveness
Perwitasari, I. D., Hendrawan, J., Yusman, Y., & Pratama, E. (2026).	The program needs to be carried out periodically, involving schools, parents, and higher education institutions through an integrated digital literacy program.
Soraya, S., Natasari, P. S., Mustofa, A., & Oktoriani, E. N. (2025).	Intervention materials should be specifically tailored to the needs of students in each major.
De La Hoz, A. B. B., Fuentes, A. R., Cara, M. J. C., & Montes, C. D. P. G. (2023).	The participation of all actors involved in the training of the younger population is also required, such as teachers and families, who also need to become digitally literate.
Pinheiro, T., Mouro, A. F., & Cabral, I. (2026).	A collaborative and strong school-family relationship is essential in creating a digital environment that safe and critical.
Dewi, A. C. (2025).	Additional support is required in the form of teacher training, improvements to technology infrastructure, and the development of a more flexible curriculum.
Ridwan, R. N., Arifin, R. A., & Azzahra, W. L. (2026).	The integration of interactive web-based learning media into educational activities is required.
Husen, N. (2025).	Collaboration among schools, parents, and local stakeholders is key to supporting the development of a digitally competent young generation.
Hendratno, H., Amalia, E., Istiq'faroh, N., Siswanto, B. E., & Mufidah, Z. R. (2025).	Periodic evaluation of training outcomes and the classroom application of Canva is crucial for enhancing the effectiveness of future training.
Wulandari, H. T., Murtiyasa, B., & Susanto, H. (2025)	The integration of the Canva application into learning can serve as a strategic alternative for enhancing students' digital literacy and creativity.
Masni, M., Asrianti, A., Gani, A. W., Muhtar, M., Suwahyu, I., & Asriadi, M. (2025).	It is recommended that schools regularly integrate digital literacy and digital ethics material into both curricular and extracurricular activities.
Untari, D. T., Satria, B., Khasanah, F. N., & Sukreni, T. (2025)	Sustainable program, tiered training, use of technology for collaboration, community engagement, and personalized mentoring.

The studies of education institute-based programs in promoting digital literacy left a number of implications as per research question (RQ3). Several studies mentioned that collaborative involvement from local stakeholders such as teacher and teacher is required to build a safe digital environment for students (Husen, 2025), Untari (2025), Pinheiro (2026), De La Hoz (2023) and Perwitasari (2026). This action is important because a holistic approach in building safe digital environment will help in fostering students' digital literacy. Synergy between families and educational institutions is required to devise educational strategies that instill ethical, critical, and prudent values regarding the use of digital tools (Fadhlie, 2025).

The findings also urged the importance of further additional training and periodic evaluation for teacher as stated in studies by Untari (2025), Hendranto (2025), and Dewi (2025). Teachers serve as the primary guidance in helping students develop their literacy skill in education institute. Therefore, it is essential that they are capable and competence in navigating the digital world. In order to bridge the digital divide among teacher, periodic and tiered training aims to ensure teacher capabilities is required. In addition, evaluation also needed to maintain teacher's capabilities in guiding students.

Another implication from the findings urged the integrated use of technology and digital literacy material during lessons as mentioned by Masni (2025), Wulandari (2025), and Ridwan (2026). Integrated use of technology during lesson will help students to become familiar with technology tools, therefore can serve as a means to foster digital literacy. Using technology during lesson also encourage teacher and students to utilize digital media in enhancing the quality of education. The use of interactive multimedia contributes positively to enhancing learning outcomes while also supporting teacher professionalism (Setiawan, 2025). In addition, the materials of the program should be tailored according to students' needs and level (Soraya, 2025).

4. CONCLUSION

This literature review concludes that digital literacy promotion programs can take several forms in education institute settings, such as educational training and workshops. These programs can target students, teachers, and parents. Overall, the findings suggest positive outcomes across most school-based programs, although variations in the quality and comparability of evidence limit the strength of conclusions regarding their overall effectiveness. The findings also implicate the importance of community involvement, further training support and evaluation for teacher, and integration of technology during lessons. This study analysed digital literacy programs across all levels of education, therefore the result may be difficult to implement in one level of education institution. Future research may focus on investigating which form of program is most effective to promote digital literacy in education institute.

AI USAGE STATEMENT

AI tools are used to help the author in translating the manuscript from Bahasa Indonesia to English.

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