

Systematic Literature Review: Improving Digital Literacy by Using Learning Media

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ABSTRACT

Digital literacy is an essential skill in today's information technology era, where the ability to understand, access and use digital information is becoming increasingly important. In the context of education, mastering digital literacy by learners is one of the main objectives, given the importance of this skill in supporting learning activities. The use of digital-based learning media is one of the effective strategies to improve learners' digital literacy skills. This study aims to explore the improvement of learners' digital literacy skills through the use of learning media. The method used is Systematic Literature Review (SLR). Data was collected by reviewing journal articles that discuss digital literacy improvement through the use of learning media, which were then classified by year of study and level of education. A total of 538 journal articles were obtained from the Google Scholar database, Sinta, and Proceedings or National Seminars. Of these, 17 journal articles that met the inclusion and exclusion criteria in the range of 2020-2024 were used in this study. The results showed that the majority of studies were conducted at the primary school level, where the learning media used were all digital-based and proven effective in improving students' digital literacy skills.

Keywords: Digital Literacy, Learning Media, Educational Technology.

1). INTRODUCTION

Technological advances have opened up various opportunities and presented new challenges in the field of digital literacy. Digital literacy refers to a person's ability to search, assess, and convey information clearly through writing and various other media on digital platforms. Digital literacy is also measured based on grammar skills, text preparation, typing skills, and the ability to produce writing, images, audio, and design using technology (Syah et al., 2019). With high digital literacy skills, one can use a variety of online resources to broaden one's horizons, improve skills, and build connections with communities around the world (Snow, 2023). Digital literacy is very important

because it provides students with the skills needed to actively engage in an increasingly digitally connected society, especially in the context of education (Suwanto et al., 2022).

Digital literacy does not only master the use of information technology devices, such as hardware and software, as well as digital applications and platforms, but also involves understanding digital ethics, copyright, privacy, online security, and the ability to communicate and collaborate through digital media (Adyanti et al., 2024; Hetilaniar et al., 2023; Sari & Alfiyan, 2023). As revealed by Lilimia & Aristi (2019), digital literacy refers to the ability of individuals to skillfully use and evaluate the content available in digital media. Digital literacy is proficiency in using digital technology and various online communication tools to search, evaluate, manage, and utilize information wisely, intelligently, accurately, and in compliance with the law, which is important for interacting in daily life productively and safely (Sutrisna, 2020). Thus, it can be concluded that digital literacy is a skill that involves the use and criticism of digital media content as well as the ability to intelligently and legally utilize digital media and communication networks in daily life. Therefore, increasing digital literacy is increasingly important in addition to the rapid development of technology and the increasingly widespread internet penetration.

In increasing digital literacy, one of the approaches that is increasingly being applied is the use of learning media. Learning media can be considered as an external factor that also affects the teaching and learning process in the classroom, both for teachers and students (Siregar et al., 2022). Various studies have suggested that the use of appropriate learning media can improve students' skills (Fatmawati et al., 2021; Rohima, 2023; Supartini et al., 2016). Innovative and interactive learning media can help increase learning engagement and motivation because learning becomes more interesting, so that students can more easily understand and master digital skills (Listyawan et al., 2023). Various forms of learning media, such as educational videos, interactive modules, educational games, and e-learning platforms, have proven to be effective in supporting a more engaging and efficient learning process.

This study systematically reviews various studies that have been carried out regarding the improvement of digital literacy through the use of learning media. By conducting a Systematic Literature Review (SLR), it is hoped that significant patterns, trends, and results can be found from various studies that have been conducted. This approach not only provides an overview of the

effectiveness of learning media in improving digital literacy, but also identifies research gaps and provides recommendations for further research in the future. As such, this article aims to make a meaningful contribution to the field of digital education by providing empirical evidence and insights that can be used as a basis for the development of more effective learning strategies in the future.

2) METHODS

In this study, the method used is Systematic Literature Review (SLR). SLR is a specific research or analysis method that is carried out to collect and analyze relevant research data that focuses on a specific topic (Solimun et al., 2023). In order to be able to answer a research question or called a research question, the researcher reviews and identifies relevant articles systematically where there are several steps in it in accordance with the SLR method (Triandini et al., 2019). The stages of this research are: (1) Formulating research questions. (2) Searching for literature. (3) Establishing inclusion criteria and exclusion criteria. (4) Selecting literature that has been searched in the previous stage. (5) Presenting data. (6) Processing data. (7) Draw conclusions.

In the first stage, there are several questions or research questions formulated by the researcher, namely: (PP1) At what level do you use media the most to improve digital literacy? (PP2) What media is used to improve digital literacy? (PP3) Is there an increase in digital literacy skills in the use of learning media?

In the second stage, the researcher searches for literature, where the researcher documents all the articles obtained by the researcher in this research report. The keywords that the researcher entered were "Digital literacy, learning media". The article selected by the researcher is an article that has research that is relevant to the research conducted by the researcher, then analyzed, then identifies the article, and finally summarizes it. The year of this article is limited to the last 5 years, starting from 2020-2024.

In the third stage, namely determining the inclusion criteria and exclusion criteria used in the literature search, are relevant (similar) research related to digital literacy that uses learning media to improve digital literacy, and the educational units taken are from elementary to tertiary, where the results of the research have been published in several sources, namely: Google Scholar, Sinta, and Proceedings or National Seminars.

In the fourth stage, namely data selection, where the researcher selects and analyzes data (articles) based on the requirements in the previous stage, namely inclusion and exclusion. The researcher obtained data by searching for literature based on keywords as many as 538 articles and selected based on questions and inclusion and exclusion criteria, there were 17 journals that were included in the criteria that the researcher had determined. Furthermore, the researcher makes a table to record the articles that have been selected or selected and then reviews and identifies each article thoroughly, especially in the abstract part, the results and discussion of the research, as well as the conclusions concluded by the researcher. In the final stage, the researcher compares the articles with each other where the researcher compares the results of the study and then draws conclusions.

3). RESULTS AND DISCUSSION

After selecting the search result articles, there were 17 articles that met the inclusion and exclusion criteria that had been determined by the previous researcher. This article is able to answer questions or research problems related to improving digital literacy with the use of learning media from the basic education level to higher education. The research results of the article are presented in the form of the following table.

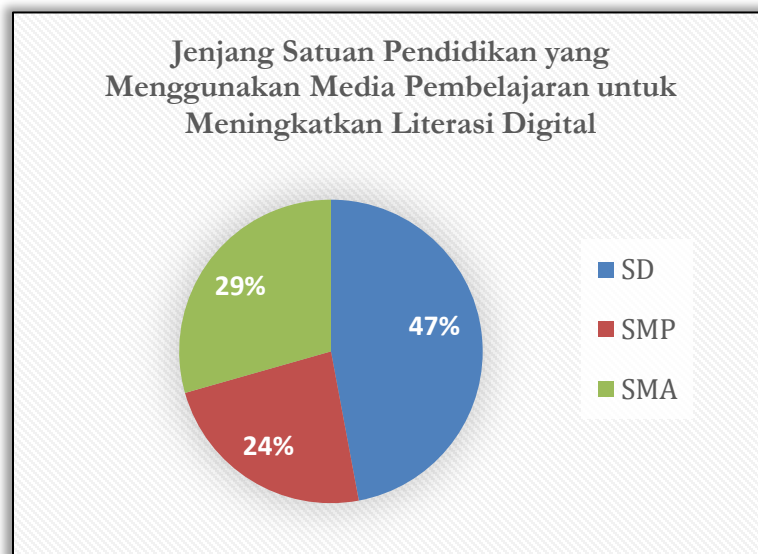


Diagram 1. Percentage of Use of Learning Media to Improve Digital Literacy Skills

Based on diagram 1, there are 3 levels of education units that test students' digital literacy skills, namely at the elementary, junior high and high school levels. Based on the findings of the article as well as the selection of articles, the majority of digital literacy learning media testing was carried out in elementary school, namely 8 articles, then at the high school level as many as 5 articles, and at the junior high school level as many as 4 articles.

Table 1. Learning Media Used to Improve Digital Literacy Skills

Author and Year	Ladder	Media
(Astutik, 2023)	SD	Chromebook
(Alindra et al., 2023)	SD	PowerPoint
(Ananda & Rakhmawati, 2022)	SMA	Wattpad
(Hasanah et al., 2021)	SMP	Space Geometry Flipbook (SGF)
(Handayani et al., 2021)	SD	Media Interaktif berbasis Adobe Flash
(Mastoah et al., 2022)	SD	Game edukasi kreatif
(Rani et al., 2023)	SMA	Quick Response Code (Kode QR)
(Yessu, 2021)	SMA	Smart App Creator dan Instagram
(Shiyamsyah & Yuliani, 2022)	SMA	E-book
(Pratiwi & Indana, 2022)	SMA	E-modul berbasis QR-code
(Nurhikmah et al., 2023)	SD	Alfabet konstruksi
(Putri & Ahmadi, 2023)	SD	Video Pembelajaran
(Zulqadri & Nurgiyantoro, 2023)	SD	Multimedia interaktif berbasis web
(Wahyuni et al., 2022)	SMP	Mobile Learning Module

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Author and Year	Ladder	Media
(Nurkhasanah, 2022)	SMP	Game Online melalui ProProfs
(Nurchahyo, 2020)	SMA	Multimedia Interaktif
(Rahmah et al., 2021)	SD	Media Interaktif Tema “Sehat itu Penting”

Based on the results of the analysis of the 17 articles above, the majority of the media used are digital-based media. In this era of modern technology, digital learning media is the main choice. This learning approach allows students to access material widely, flexibly and with more variety. By using the facilities available from this medium, students can learn flexibly anywhere and anytime. The subject matter presented is not only in the form of words, but also includes text, images, sounds, and videos, providing a rich variety (Hendraningrat & Fauziah, 2021). Teachers can develop technology-based learning media innovations to improve students' digital literacy, thereby strengthening their ability to use technology effectively (Heryani et al., 2022). Thus, the use of digital learning media technology can significantly improve students' digital literacy competencies.

Table 2. Research Results Related to the Use of Learning Media on Increasing Digital Literacy

Researcher and Year	Ladder	Research Results
(Astutik, 2023)	SD	The use of Chromebooks with the Canva app in theme 7 learning for grade IV students at SDN Pandanrejo has succeeded in significantly improving their digital literacy skills. The ability to operate laptops increased by 25%, internet access by 26%, digital information search by 22%, and the use of the Canva application by 26% from cycle I to cycle II. In addition, the use of this media also increases student learning outcomes by 13%.

(Shiyamsyah & Yuliani, 2022)	SMA	The media used in this study is e-books. The results of the research from this study are e-book media in terms of the validity of the score obtained 3.81, in terms of effectiveness based on the completeness of digital literacy indicators, which is 93.75%, the response of students and teachers is 98.3% respectively; 100%. So it can be concluded that e-book media can train students' digital literacy skills.
(Alindra et al., 2024)	SD	Power Point assignments using canva can improve students' digital literacy. The overall questionnaire results showed a percentage of 56.2% which indicated that students were happy with assignments like this and provided new knowledge to students in terms of digital literacy. Students can achieve indicators in digital literacy with the ability to transliterate, critique information, increase creativity, and disseminate information effectively.
(Ananda & Rakhmawati, 2022)	SMA	The learning media applied in this study uses the Wattpad application as a technology platform. The use of this media not only significantly improves student understanding but also increases the overall effectiveness of learning. The use of learning media is able to increase high interest in reading and writing for students. In addition, students' digital literacy increases by utilizing this wattpad application media.
(Hasanah et al., 2021)	SMP	The use of Space Geometry Flipbook (SGF) as a learning medium has succeeded in raising students' digital literacy creativity significantly. Evaluation of certain indicators showed that learning attitudes and

		technical abilities reached excellent levels, while social-emotional and cognitive abilities also showed positive development.
(Handayani et al., 2021)	SD	The interactive learning media based on Adobe Flash that has been developed has been significantly successful in improving students' digital literacy. The level of understanding of the use of digital content media reached 92.71%, the usability reached 100%, and the benefits obtained reached 100%, all of which were assessed as very good. Overall, the increase in digital literacy reached an average of 97.57%, showing a remarkable achievement in the context of modern learning.
(Pratiwi & Indana, 2022)	SMA	The media used is QR Code-based E-Module media. The results of this research are. In terms of validity, the results were obtained 93.56%. In terms of effectiveness, seen from the pretest and posttest scores, 100% completeness was obtained. In addition, the response of students responded positively with the overall percentage result being 91.22%. Thus, it can be concluded that the e-module learning media is valid and effective in training students' digital literacy skills.
(Mastoah et al., 2022)	SD	The use of educational games in learning Indonesian for grade IV elementary school students has been shown to improve their digital literacy. The survey results showed that most students responded positively to the use of this medium, with 78% stating a good and very good response to positive

		statements. In addition, more than 22% of students expressed disagreement with negative statements, confirming the effectiveness of this approach in building a positive and supportive understanding in the context of learning.
(Nurhikmah et al., 2023)	SD	The android-based construction alphabet learning media developed is able to improve students' digital literacy skills. The number of students who achieved completeness in their digital literacy was 75% where this score reached the classical average.
(Wahyuni et al., 2022)	SMP	The media used in this study is an android-based Mobile Learning Module. The results of this study in terms of validity, practicality, and effectiveness were obtained successively, namely 91%; 96,8%; 0.45 using the N-Gain test and the response from students was 97%. So it can be concluded that the android-based mobile learning model is valid, practical, and effective in improving digital literacy skills.
(Putri & Ahmadi, 2023)	SD	The use of learning videos has proven to be effective in improving students' digital skills, which achieved a high level of digital literacy of 51.70%.
(Nurkhasanah, 2022)	SMP	The media used in this study is online game media through profs. The results of this study are that there is an increase in cycles I and II where the use of WA used for learning is 80% to 100%, in the use of FB used for learning is 70% to 90%, in the use of computers and searching for addresses through

		google 80% to 85%. Thus, the use of these media can increase students' digital literacy.
(Zulqadri & Nurgiyantoro, 2023)	SD	The web-based interactive multimedia developed in this study has been proven to be effective in improving students' digital literacy, as proven through hypothesis analysis using independent t-tests and paired t-tests.
(Rahmah et al., 2021)	SD	Interactive media with the theme "Healthy is Important" developed in this study can improve students' digital literacy. The results of this development show an increase in digital literacy by 38% from the first meeting to the last meeting.
(Rani et al., 2023)	SMA	The media used in this study is Quick Response Code. The results of this study are that there is an increase in students' digital literacy skills, namely the average score obtained consecutively is 66.66%; 72,77%; and 77.83%.
(Nurcahyo, 2020)	SMP	The media used in the study is interactive multimedia. The results of the research from this study are that there is an increase in the first meeting and the second meeting where the average results of the digital literacy percentage are 70.33% and 74.33% respectively.
(Yessu, 2021)	SMA	The media used in this study are android-based media smart apps creator (SAC) and Instagram. The results of this study are that students are in the very good category where in the dimension of communication with a percentage of 80%,

information with a percentage of 82%, content-creation with a percentage of 78%, safety with a percentage of 80%, and problem solving with a percentage of 76%. From these results, the researcher concluded that the media used can grow and train students' digital literacy.

Overall, table 2 shows a significant increase in the digital literacy of students who use learning media. This can be seen from the difference in the results of the students' pretest and posttest, the effectiveness, validity, and practicality of the learning media developed to improve digital literacy, as well as the increase in test results between classes that use learning media compared to those who do not, as well as from the first cycle to the next. In general, the media used in these studies is technology-based, which shows the crucial role of technology in supporting the learning process. With the rapid development of technology, the term technology-based learning media has become more and more common these days. This term refers to the use of technology as a supporting tool in the learning and teaching process (Heryani et al., 2022). The role of technology in learning not only facilitates access to a wider and more diverse range of information, but also allows students to develop digital literacy skills that are important in this digital era. The use of technology in learning media has proven to be effective in increasing students' active participation, creativity, and critical thinking skills, as well as preparing them to adapt to future technological developments. As the research of Ruswan et al. (2024) which emphasizes that the use of digital technology in the teaching and learning process has a significant positive impact on students' digital literacy skills. Another research by Jayantika & Namur (2022) also revealed that there has been an increase in learning with technology-based learning media.

Thus, it can be said that the use of technology-integrated learning media is a very effective strategy to improve students' digital literacy. As technology continues to develop, it is important for the world of education to continue to adapt and take advantage of these advances to maximize the potential of learning. This not only supports the achievement of higher educational goals but also prepares learners to face the challenges of tomorrow with relevant and up-to-date skills.

4) CONCLUSION

Based on the results of the research and discussion, it can be concluded that of the 538 articles that consider digital literacy in the context of learning media, only 17 articles meet the inclusion criteria set after the selection process. The results of the analysis show that most of the educational institutions that test digital literacy are elementary schools (SD). The media used in the education unit all use digital-based learning media. In addition, all media used can consistently improve students' digital literacy skills.

The implications of this conclusion suggest that although digital literacy has been the focus of various studies, the number of studies that specifically meet strict criteria for testing in the context of learning media is still limited. This highlights the need for further research to explore different technology-based learning methods and media that can be applied to other levels of education, such as middle and high school, to broaden understanding of how digital literacy can be improved across all levels of education. In addition, these results also indicate that elementary schools have become pioneers in the application of digital learning media, which can be a model or reference for other educational units. Educational institutions and policymakers need to consider the importance of integrating digital technology more broadly in the curriculum to ensure that all learners have the same opportunity to develop essential digital literacy skills in this digital era.

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