

Digital Literacy in Literary Criticism Learning in Indonesian Language and Literature Education: A Literature Study

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Abstract

Digital technology has transformed educational practices, including the teaching and learning of literature. In Indonesian Language and Literature education, particularly in literary criticism learning, students are required to develop strong analytical and critical thinking skills to interpret literary texts effectively. However, traditional learning approaches often limit students' access to diverse literary resources and critical perspectives. This study aims to analyze the role of digital literacy in supporting literary criticism learning within Indonesian Language and Literature education.

This research employed a literature study approach by reviewing relevant scholarly books and peer-reviewed journal articles related to digital literacy, critical literacy, and language learning in digital environments. The selected literature was systematically analyzed to identify key concepts, theoretical perspectives, and research findings regarding the integration of digital literacy in literary learning.

The findings indicate that digital literacy contributes significantly to literary criticism learning in three main ways. First, digital literacy expands access to diverse literary resources and academic references through digital platforms and online databases. Second, digital literacy strengthens students' critical literacy by encouraging them to evaluate information sources, compare interpretations, and develop analytical arguments. Third, the integration of digital technology supports innovative learning practices such as multimedia analysis, digital annotation, and online collaborative discussions.

Overall, digital literacy plays an important role in enhancing students' critical engagement with literary texts and supports more interactive and student-centered learning environments. The study highlights the importance of integrating digital literacy into Indonesian Language and Literature education to improve the quality of literary criticism learning in the digital era.

Keywords: Digital Literacy, Literary Criticism Learning, Indonesian Language and Literature Education, Critical Literacy, Digital Learning Environment

INTRODUCTION

The rapid development of digital technology has significantly transformed many aspects of human life, including the field of education. The integration of digital technology in learning processes has encouraged the emergence of new forms of literacy that correspond to the needs of modern society. One of the most important forms of literacy in contemporary education is digital literacy. Digital literacy is not merely the ability to operate technological devices, but it also includes the ability to access, understand, evaluate, and produce information through various digital media in a critical and responsible manner. In the context of twenty-first century education, digital literacy has become an essential competence that students must possess in order to actively participate in technology-based learning environments (Buckingham, 2021; Selwyn, 2022).

The development of digital literacy is closely related to the transformation of the concept of literacy in educational studies. Literacy is no longer limited to the ability to read and write printed texts, but has evolved into a broader social practice involving digital media, multimodal texts, and technological interaction. Lankshear and Knobel (2021) explain that the concept of *new literacies* reflects the changing nature of literacy practices in digital societies, where individuals must be able to engage with multimodal texts and diverse online information sources. In this context, students are expected not only to comprehend information but also to evaluate the credibility of sources and interpret information critically. Furthermore, digital literacy is strongly connected with media literacy and information literacy. Koltay (2021) states that digital literacy forms part of a broader literacy ecosystem that includes the ability to understand media, evaluate information sources, and utilize technology effectively for knowledge acquisition. Therefore, the development of digital literacy in education should not only emphasize technical skills in using digital tools but also strengthen students' critical thinking abilities when dealing with the vast and complex flow of information available in digital environments. This is particularly important because digital spaces often present information that varies in reliability and credibility, requiring students to critically assess and verify the information they encounter.

In the context of Indonesian Language and Literature education, particularly in the study of literary criticism, critical thinking plays a fundamental role. Literary criticism involves the analysis, interpretation, and evaluation of literary works using specific theoretical perspectives or analytical approaches. Through literary criticism, students are expected not only to understand the content of literary texts but also to analyze their structures, meanings, aesthetic values, and socio-cultural contexts. Luke (2022) emphasizes that critical literacy approaches within digital environments can enhance students' ability to interpret and analyze texts in deeper and more reflective ways. Consequently, integrating digital literacy into literary learning has the potential to enrich learning experiences and strengthen students' analytical skills when engaging with literary texts.

The use of digital technology in literature learning also provides opportunities for students to access a wider range of reading materials, literary criticism, and academic references. Mills (2021) argues that digital literacy enables learning processes to incorporate multimodal texts that combine written text, images, videos, and interactive media. Such multimodal resources can create more dynamic and engaging learning experiences for students. Additionally, digital platforms allow students to participate in collaborative discussions, share interpretations, and exchange perspectives on literary works, which can further enhance their critical engagement with literature.

Several studies have demonstrated that the application of digital literacy in language learning contributes positively to students' critical thinking skills and textual comprehension. Leu et al. (2021) explain that digital literacy practices enable students to conduct online information searches, evaluate the credibility of digital sources, and synthesize information from multiple resources to develop comprehensive understandings of texts. Similarly, Yeh and Swinehart (2022) found that integrating digital literacy in language classrooms can strengthen students' critical analysis and reflective thinking when interpreting texts. Through appropriate use of digital technologies, learning processes can become more interactive while encouraging active student participation in textual analysis and interpretation.

Moreover, the development of digital literacy has encouraged the emergence of critical literacy approaches in education. Critical literacy emphasizes students' ability to examine the relationship between texts, social contexts, and power structures within society. In this perspective, students are encouraged not only to consume information passively but also to question, evaluate, and interpret the meanings embedded within texts. Sundin, Francke, and Limberg (2021) highlight that teaching in digital environments should emphasize the critical evaluation of information sources so that learners can distinguish reliable information from misinformation or biased content.

Despite the growing body of research highlighting the importance of digital literacy in education, studies that specifically examine the relationship between digital literacy and the teaching of literary criticism in Indonesian Language and Literature education remain relatively limited. Most previous studies tend to focus on digital literacy in general language learning contexts or emphasize the use of technology as a

teaching tool without thoroughly examining its contribution to developing students' literary criticism skills. In addition, some studies primarily address the technical aspects of technology integration in classrooms rather than exploring how digital literacy can support deeper critical engagement with literary texts.

These limitations indicate the need for further exploration regarding the integration of digital literacy into literary criticism learning. Understanding the role of digital literacy in literary education can assist educators in designing more innovative and relevant instructional strategies that align with technological developments. Furthermore, the integration of digital literacy may help students develop analytical, reflective, and critical thinking skills when interpreting literary works.

Based on this background, this study aims to analyze the role of digital literacy in literary criticism learning within Indonesian Language and Literature education through a literature study approach. This research seeks to provide a conceptual understanding of how digital literacy can be integrated into literary learning and to identify potential approaches for strengthening students' literary criticism skills through digital literacy practices. The findings of this study are expected to contribute to the development of innovative and technology-responsive teaching strategies in Indonesian Language and Literature education.

METODE

This study employed a **literature study approach** to analyze the role of digital literacy in literary criticism learning within Indonesian Language and Literature education. A literature study is a research method that systematically collects, reviews, and analyzes scholarly publications to develop conceptual understanding and identify patterns of findings related to a specific research topic. This method allows researchers to synthesize knowledge from previous studies and identify research gaps that can contribute to the development of theoretical and practical insights in education.

Research Design

The research design used in this study is a **qualitative descriptive literature review**. This design aims to examine and interpret existing scholarly works related to digital literacy, critical literacy, and literary criticism learning. The literature review approach enables researchers to explore theoretical frameworks, educational practices, and research findings that discuss the integration of digital literacy in language and literature education. Through this method, the study identifies key concepts, major themes, and pedagogical implications relevant to the development of literary criticism skills in digital learning environments.

Data Sources

The data used in this study were obtained from **academic books, peer-reviewed journal articles, and scholarly publications** that discuss digital literacy, media literacy, critical literacy, and technology integration in language learning. The sources were selected from reputable academic databases and publishers to ensure the credibility and relevance of the literature. Priority was given to publications that examine digital literacy in educational contexts, particularly those focusing on language learning, literacy development, and critical analysis of texts.

The references used in this study include works by scholars such as Buckingham (2021), Lankshear and Knobel (2021), Koltay (2021), Luke (2022), Mills (2021), and Leu et al. (2021), which provide theoretical foundations for understanding digital literacy and its role in contemporary education. Additional studies focusing on digital literacy in language learning environments were also reviewed to support the analysis.

Data Collection Procedure

The data collection process was conducted through several systematic steps. First, relevant literature was identified using keywords related to the research topic, such as **digital literacy, literary criticism, language learning, critical literacy, and digital learning environments**. Second, the selected publications were screened to ensure their relevance to the focus of the study, particularly those discussing the relationship between digital literacy and learning processes in language and literature education.

Third, the selected literature was carefully read and analyzed to identify important concepts, theoretical perspectives, and research findings related to digital literacy and literary criticism learning. The data collected from the literature were then organized according to thematic categories to facilitate the analysis process.

Data Analysis

The data analysis in this study followed a **thematic analysis approach**. The selected literature was examined to identify key themes related to digital literacy practices, critical thinking development, and the integration of digital technology in literary learning. The analysis focused on understanding how digital literacy contributes to the development of students' analytical and interpretative skills when engaging with literary texts.

The findings from various sources were compared and synthesized to highlight similarities, differences, and emerging trends in the literature. This process allowed the researcher to identify conceptual frameworks and pedagogical strategies that support the integration of digital literacy in literary criticism learning.

Research Validity

To ensure the credibility of the study, the literature used in this research was selected from **reputable academic sources**, including peer-reviewed journals and scholarly books. The use of multiple references from different researchers also allowed for cross-verification of ideas and theoretical perspectives. By synthesizing findings from various studies, the research provides a comprehensive understanding of the relationship between digital literacy and literary criticism learning.

Through this methodological approach, the study aims to provide a systematic and reliable analysis of existing literature regarding digital literacy and its implications for the teaching of literary criticism in Indonesian Language and Literature education. The results of this analysis are expected to offer insights into how digital literacy can support innovative and critical learning practices in literature education.

HASIL DAN PEMBAHASAN

The purpose of this study was to analyze the role of digital literacy in literary criticism learning within Indonesian Language and Literature education through a literature study approach. The findings from the reviewed literature indicate that digital literacy plays a significant role in strengthening students' analytical, interpretative, and critical thinking skills when engaging with literary texts. The analysis of the selected literature reveals three main findings: (1) digital literacy expands access to literary learning resources, (2) digital literacy strengthens students' critical literacy and analytical abilities in interpreting literary texts, and (3) digital literacy supports innovative and interactive learning environments in literary criticism education. These findings demonstrate that the integration of digital literacy can enhance the quality of literary learning in contemporary educational contexts.

Digital Literacy as an Expanded Source of Literary Learning

One of the main findings of this study is that digital literacy significantly expands students' access to literary learning resources. In traditional learning environments, students often rely on printed textbooks or limited literary references provided by teachers or institutions. However, the development of digital technology has made various literary resources widely accessible through digital platforms, online libraries, academic databases, and multimedia learning materials.

The availability of digital resources allows students to access a broader range of literary works, literary criticism, and theoretical references. Through digital platforms, students can read classical and contemporary literary works, explore scholarly interpretations, and compare different perspectives on a particular text. This access contributes to a deeper understanding of literary texts and encourages students to engage in more comprehensive literary analysis.

Furthermore, digital environments provide opportunities for students to interact with multimodal texts. Literary learning in digital spaces often includes combinations of text, audio, video, and visual elements that enrich the reading experience. For example, students can access video lectures, author interviews,

and digital storytelling platforms that offer additional context for understanding literary works. Such multimodal learning environments encourage students to interpret texts not only through written language but also through visual and auditory representations.

Compared with traditional learning approaches, digital literacy encourages students to become active learners who independently explore literary resources. This shift in learning practices supports student-centered learning, where learners take greater responsibility for their own learning processes. As a result, digital literacy promotes a more autonomous and inquiry-based approach to literary learning.

However, while digital resources provide numerous benefits, the abundance of information in digital environments also requires students to develop the ability to critically evaluate information sources. Without proper guidance, students may encounter unreliable or inaccurate information. Therefore, digital literacy skills are essential to ensure that students can identify credible academic sources and use them appropriately in literary analysis.

Digital Literacy and the Development of Critical Literacy in Literary Criticism

Another important finding of this study is that digital literacy supports the development of critical literacy, which is a fundamental component of literary criticism learning. Literary criticism requires students to interpret texts critically, analyze literary elements, and evaluate the social and cultural meanings embedded in literary works. These analytical processes closely align with the principles of critical literacy, which emphasize the ability to question, interpret, and critique texts within their broader contexts.

Digital literacy contributes to critical literacy development by providing students with diverse perspectives and interpretative frameworks. Through digital platforms, students can access various critical essays, academic discussions, and theoretical approaches related to literary works. Exposure to these diverse perspectives encourages students to compare interpretations, evaluate arguments, and construct their own analytical viewpoints.

In addition, digital literacy facilitates the process of intertextual analysis. Students can easily access multiple texts, historical contexts, and theoretical references that help them understand the relationship between literary works and broader cultural narratives. This access supports deeper literary interpretation and allows students to develop more complex critical arguments.

Another aspect of digital literacy that supports literary criticism learning is the ability to evaluate digital information critically. In digital environments, information is often presented in different forms, including blogs, social media discussions, academic journals, and multimedia platforms. Students must learn to distinguish between scholarly interpretations and informal opinions when analyzing literary texts. This process strengthens their analytical reasoning and encourages them to develop evidence-based interpretations.

Furthermore, digital platforms also encourage collaborative learning practices that contribute to critical literacy development. Online discussion forums, digital classrooms, and collaborative writing tools enable students to share interpretations, debate ideas, and provide feedback to one another. Such interactions create opportunities for students to refine their arguments and expand their understanding of literary texts. Compared with earlier studies that primarily emphasize the technical aspects of digital literacy, the findings of this study highlight the importance of digital literacy as a cognitive and analytical tool in literary criticism learning. Digital literacy is not merely about accessing information but also about interpreting and evaluating information critically. This perspective aligns with contemporary educational approaches that emphasize higher-order thinking skills in language and literature education.

Digital Literacy in Supporting Innovative Literary Learning

The third finding of this study indicates that digital literacy plays a crucial role in promoting innovative learning practices in literary criticism education. The integration of digital technology into literary learning allows educators to design more interactive and engaging instructional strategies. These strategies include the use of digital storytelling, multimedia analysis, online discussion platforms, and digital annotation tools.

Digital storytelling, for example, allows students to reinterpret literary works through creative digital media. By combining text, images, audio, and video, students can explore literary themes in new ways while

developing both analytical and creative skills. This approach encourages students to actively engage with literary texts rather than passively receiving interpretations.

Another innovative practice supported by digital literacy is the use of digital annotation tools. These tools allow students to annotate literary texts collaboratively, highlight important passages, and add interpretative comments. Through this process, students can engage in close reading activities while interacting with their peers' interpretations.

Online discussion platforms also provide valuable opportunities for reflective learning. In digital discussion forums, students can express their interpretations, respond to others' ideas, and participate in critical debates about literary texts. Such discussions encourage deeper engagement with literary themes and promote critical dialogue among students.

In addition, digital literacy enables educators to integrate multimedia resources into literary learning. Multimedia materials such as film adaptations, visual art, and audio performances can provide additional perspectives for interpreting literary works. These materials help students understand how literary texts are connected to broader cultural and artistic expressions.

However, the integration of digital literacy in literary criticism learning also presents certain challenges. One challenge is the varying levels of digital literacy among students. Some students may have strong technological skills, while others may require additional guidance in navigating digital learning environments. Another challenge is the need for educators to design effective digital learning activities that align with learning objectives.

Despite these challenges, the findings of this study suggest that digital literacy offers significant potential for improving literary learning practices. When effectively integrated into the curriculum, digital literacy can enhance students' analytical abilities, encourage collaborative learning, and create more engaging learning experiences.

Implications for Indonesian Language and Literature Education

The findings of this study have important implications for the development of Indonesian Language and Literature education. First, educators should recognize digital literacy as a key component of literary learning in contemporary educational contexts. Integrating digital literacy into literary criticism learning can help students develop critical thinking skills that are essential for interpreting literary texts.

Second, educational institutions should provide adequate digital resources and learning environments that support the integration of digital literacy in language and literature education. Access to digital libraries, academic databases, and online learning platforms can significantly enhance students' learning experiences.

Third, teachers should adopt innovative instructional strategies that utilize digital technologies in literary learning. These strategies may include digital text analysis, online collaborative discussions, and multimedia-based literary interpretation activities.

Overall, the findings of this study indicate that digital literacy plays an essential role in enhancing literary criticism learning within Indonesian Language and Literature education. By expanding access to learning resources, strengthening critical literacy skills, and supporting innovative learning practices, digital literacy contributes to the development of more effective and engaging literary education in the digital era.

KESIMPULAN

This study aimed to analyze the role of digital literacy in literary criticism learning within Indonesian Language and Literature education through a literature study approach. The findings indicate that digital literacy plays a crucial role in strengthening students' analytical abilities, critical thinking, and interpretative skills when engaging with literary texts. Through access to diverse digital resources, students are able to explore a wider range of literary works, critical perspectives, and theoretical frameworks that support deeper literary understanding. As a result, digital literacy contributes significantly to the development of more comprehensive and reflective literary criticism learning.

The analysis of the literature also shows that digital literacy supports the development of critical literacy, which is essential in literary criticism. By interacting with various digital texts, students learn to evaluate information sources, compare interpretations, and construct their own arguments based on credible references. This process encourages students to develop independent analytical perspectives while strengthening their ability to interpret literary works within broader social and cultural contexts. Consequently, digital literacy not only enhances access to knowledge but also improves the quality of students' critical engagement with literary texts.

Furthermore, the integration of digital literacy in literary learning promotes innovative and interactive learning environments. Digital technologies enable educators to implement various learning strategies such as multimedia analysis, digital annotation, online discussions, and collaborative interpretation of literary works. These approaches create more dynamic learning experiences and encourage active student participation in literary analysis. Compared with traditional approaches that rely heavily on printed materials and teacher-centered instruction, digital literacy supports more flexible, student-centered, and inquiry-based learning practices.

From a scientific perspective, this study contributes to the development of knowledge in Indonesian Language and Literature education by emphasizing the importance of digital literacy as a conceptual and pedagogical framework for literary criticism learning. While previous studies have often focused on digital literacy in general language learning contexts, this study highlights its specific relevance in the development of literary criticism skills. The findings therefore provide a theoretical foundation for integrating digital literacy into literary learning in order to strengthen students' critical and analytical competencies.

The implications of this study suggest that educators and educational institutions should integrate digital literacy into the curriculum of Indonesian Language and Literature education. Teachers are encouraged to design learning activities that incorporate digital resources, encourage critical analysis of digital texts, and promote collaborative learning through digital platforms. In addition, educational institutions should provide adequate technological infrastructure and access to digital academic resources to support effective digital learning environments.

Despite its contributions, this study also recognizes certain limitations. As a literature-based study, the findings rely primarily on the synthesis of previous research rather than empirical classroom data. Therefore, future research is recommended to conduct empirical studies that investigate the implementation of digital literacy in literary criticism learning within actual classroom settings. Experimental or case-study research could further explore how digital literacy-based learning strategies influence students' critical thinking skills, interpretative abilities, and engagement with literary texts.

Future research may also examine the integration of digital tools such as digital annotation platforms, online literary discussion forums, and multimedia storytelling applications in literary criticism learning. Such studies could provide deeper insights into how digital technologies can be effectively utilized to enhance literary education. By continuing to explore these areas, researchers and educators can further develop innovative learning models that respond to the evolving needs of education in the digital era.

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