



Integrating Traditional Art Training and Digital Literacy in Modern Education: A Transformative Learning Approach

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Abstrak

Penelitian ini mengeksplorasi integrasi pelatihan seni tradisional dan literasi digital sebagai pendekatan pembelajaran transformatif dalam pendidikan modern. Dilaksanakan di Desa Corawali, Kecamatan Panca Lautang, Kabupaten Sidenreng Rappang, penelitian ini berfokus pada Sanggar Sastra dan Seni Budaya Masumange, sebuah komunitas seni dan budaya lokal yang terdiri dari 35 anggota aktif. Penelitian ini bertujuan untuk menelaah bagaimana praktik seni tradisional—seperti musik, tari, dan kerajinan lokal—dapat direvitalisasi dan dipertahankan melalui penerapan keterampilan literasi digital, termasuk dokumentasi multimedia, promosi daring, dan pembuatan konten digital. Dengan menggunakan metode deskriptif kualitatif, data dikumpulkan melalui wawancara, observasi, dan keterlibatan partisipatif dalam kegiatan seni komunitas. Temuan penelitian menunjukkan bahwa integrasi alat digital dalam pelatihan seni tradisional tidak hanya meningkatkan kreativitas dan kompetensi teknologi anggota, tetapi juga memperkuat identitas budaya serta transfer pengetahuan antar generasi. Selain itu, program ini mendorong pemberdayaan komunitas dengan memungkinkan anggota menampilkan karya seni mereka melalui platform digital, sehingga meningkatkan visibilitas dan potensi peluang ekonomi. Penelitian ini menyimpulkan bahwa penggabungan pendidikan seni tradisional dengan literasi digital merupakan strategi efektif untuk pembelajaran transformatif, menjembatani kearifan lokal dengan inovasi global. Pendekatan ini dapat dijadikan model bagi komunitas budaya lain yang ingin melestarikan warisan budaya sekaligus beradaptasi dengan era digital.

Kata kunci: pelatihan seni tradisional, literasi digital, pembelajaran transformatif, pemberdayaan budaya, Desa Corawali, Sidenreng Rappang

Abstract

This study explores the integration of traditional art training and digital literacy as a transformative learning approach in modern education. Conducted in Corawali Village, Panca Lautang District, Sidenreng Rappang Regency, the research focuses on the Sanggar Sastra dan Seni Budaya Masumange, a local art and culture community consisting of 35 active members. The study aims to examine how traditional art practices—such as music, dance, and local crafts—can be revitalized and sustained through the application of digital literacy skills, including multimedia documentation, online promotion, and digital content creation. Using a qualitative descriptive method, data were collected through interviews, observation, and participatory involvement in the community's art activities. The findings reveal that integrating digital tools into traditional art training not only enhances members' creativity and technological competence but also strengthens cultural identity and intergenerational knowledge transfer. Moreover, the program fosters community empowerment by enabling members to showcase their art through digital platforms, thereby increasing visibility and potential economic opportunities. The study concludes that combining traditional art education with digital literacy represents an effective strategy for transformative learning, bridging local wisdom with global innovation. This approach can serve as a model for other cultural communities seeking to preserve heritage while adapting to the digital era.

Keywords: traditional art training, digital literacy, transformative learning, cultural empowerment, Corawali Village, Sidenreng Rappang

Introduction

In the era of rapid technological advancement, education must evolve to embrace both cultural heritage and digital innovation, (Becker et al., 2017; Elgamal et al., 2024). The integration of traditional art training with digital literacy represents a promising pathway toward transformative learning—an educational approach that not only imparts knowledge and skills but also reshapes learners' perspectives and social engagement, (Kaeophanuek & Na-Songkhla, 2019). Traditional arts, which once served as the foundation of community identity and intergenerational knowledge, are increasingly marginalized in modern education systems that prioritize technological proficiency. However, with the right pedagogical design, these two domains—traditional art and digital literacy—can complement one another, fostering both cultural preservation and digital empowerment, (Zhao & Kynäshlahti, 2018).

This study explores this intersection by focusing on the Sanggar Sastra dan Seni Budaya Masumange in Corawali Village, Panca Lautang District, Sidenreng Rappang Regency, (Wang & He, 2022). The community, consisting of 35 active members, engages in various traditional art forms such as music, dance, storytelling, and local crafts. Despite the members' strong cultural engagement, limited digital literacy has often constrained their ability to document, promote, and sustain their artistic practices in the digital age. Recognizing this challenge, the study aims to examine how the integration of digital literacy training into traditional art education can serve as a transformative learning experience for the members, (Becker et al., 2017).

In this context, transformative learning theory, as articulated by Jack Mezirow, provides a conceptual framework to understand how individuals reinterpret their cultural experiences through critical reflection and new forms of learning, (MacLure & Stewart, 2018). By merging traditional artistic expression with digital

media—such as photography, videography, and social media promotion—the participants are encouraged to engage in self-directed, reflective, and innovative learning processes. This synergy between tradition and technology fosters creativity, enhances cultural identity, and promotes social inclusion, especially among rural youth and community artists, (MacLure & Stewart, 2018).

The research employs a qualitative descriptive method, emphasizing participatory observation and in-depth interviews with community members. Through this approach, the study seeks to understand the lived experiences, motivations, and outcomes of the participants as they engage with digital tools while maintaining their cultural authenticity. Preliminary findings suggest that the introduction of digital literacy not only improves members' confidence and technical skills but also opens new economic and educational opportunities, such as online exhibitions, virtual performances, and cultural entrepreneurship, (Mawia & Gyashree, 2022).

Ultimately, this research underscores the significance of integrating traditional art education and digital literacy as a strategy for transformative education. It highlights how local wisdom can coexist with technological innovation to create inclusive, dynamic, and future-oriented learning ecosystems. The case of Sanggar Sastra dan Seni Budaya Masumange serves as an inspiring model for educational institutions, policymakers, and cultural organizations aiming to bridge the gap between heritage preservation and digital transformation

Method

This research employs a qualitative descriptive approach designed to explore the integration of traditional art training and digital literacy as a transformative learning model within the Sanggar Sastra dan Seni Budaya Masumange community in Corawali Village, Panca Lautang District, Sidenreng

Rappang Regency. The qualitative design was chosen because it allows for a deep understanding of participants' lived experiences, values, and perceptions as they engage in the intersection of traditional art and modern technology. Through this approach, the study seeks to uncover how digital literacy can support the preservation and revitalization of traditional arts while fostering creativity and empowerment among local artists, (... et al., 2024).

The study adopts a descriptive qualitative design with a strong emphasis on participatory involvement. The researcher acts as both an observer and facilitator during the community's art and literacy training sessions. This participatory approach is aligned with transformative learning theory proposed by Jack Mezirow, which emphasizes experiential, reflective, and participatory processes in adult and community education. By involving participants actively in both the artistic and technological dimensions of learning, this design enables them to express their cultural identity while simultaneously adapting to digital innovation. It therefore embodies the transformative potential of education that bridges the wisdom of tradition with the possibilities of technology.

The research was conducted at Sanggar Sastra dan Seni Budaya Masumange, a local art and cultural studio located in Corawali Village. The community consists of 35 active members, including young artists, cultural practitioners, and local educators. This site was chosen due to its strong engagement in traditional arts such as music, dance, storytelling, and local handicrafts, yet limited exposure to digital literacy skills. Participants were selected through purposive sampling, focusing on individuals actively involved in both the traditional art training and the digital literacy workshops facilitated during the study. This selection ensured that participants could provide relevant and meaningful insights into the integration process.

Data were collected through a range of qualitative techniques to ensure credibility and depth of analysis. Observation was conducted throughout both art and digital literacy sessions to record participants' behaviors, learning processes, and interactions. In-depth interviews were held with ten key participants, including the head of the art community, trainers, and selected members, to capture their personal experiences, challenges, and reflections on the use of digital tools. Documentation such as photos, videos, and digital artworks produced by the participants served as supporting evidence of their learning transformation. Additionally, focus group discussions (FGDs) were organized at the end of the program to allow members to collectively reflect on their experiences, evaluate outcomes, and share recommendations for future programs.

The data analysis followed Miles and Huberman's interactive model, which includes three stages: data reduction, data display, and conclusion drawing and verification. In the data reduction phase, raw data from interviews, observations, and documentation were organized and coded to identify recurring patterns and themes. The data display phase involved presenting findings through narrative descriptions, tables, and selected examples of participants' digital creations. The final stage, conclusion drawing and verification, focused on interpreting the data through the lens of transformative learning theory and validating the interpretations with participants through member checking, (Tzotzou, 2017).

To ensure the trustworthiness of the research, several validation strategies were employed. These included triangulation of data sources (interviews, observations, and documentation), member checking to confirm the accuracy of interpretations, and prolonged engagement in the field to build trust and achieve a comprehensive contextual understanding. These strategies enhanced the credibility, dependability, and confirmability of the findings.

Ethical considerations were carefully observed throughout the research process.

All participants provided informed consent prior to their involvement in the study. Confidentiality was maintained by using pseudonyms in reports and publications, and all multimedia materials collected during the research were used solely for educational and research purposes. The researcher also showed respect for local customs, traditions, and community values during the fieldwork to maintain cultural sensitivity and integrity.

In summary, this methodological framework was designed to capture the transformative potential of combining traditional art education with digital literacy in a community-based learning environment. The participatory nature of this research reflects not only an academic inquiry but also a process of empowerment and capacity building for local artists in the digital era. It highlights how education, when grounded in cultural identity and supported by technology, can become a powerful instrument for social transformation and sustainable cultural development.

Findings

The Existence of the Nanas Madu Dance as a The implementation of the traditional art and digital literacy integration program in Sanggar Sastra dan Seni Budaya Masumange produced significant transformations in the participants' knowledge, skills, and attitudes toward learning, creativity, and cultural preservation. The findings from observations, interviews, and focus group discussions revealed three major themes: (1) transformation of learning behavior and creativity, (2) empowerment through digital literacy and community engagement, and (3) preservation and revitalization of local cultural identity through technological adaptation.

1. Transformation of Learning Behavior and Creativity

Before the intervention, most members of the Sanggar were accustomed to traditional, oral, and experiential modes of learning, typical of

local artistic communities. Art skills such as tari padduppa (welcome dance), gandrung music, and local storytelling (pappaseng) were learned through imitation and mentorship. While this method sustained authenticity, it limited creative innovation and access to broader audiences. The introduction of digital literacy training—covering basic computer use, video editing, photography, and social media management—brought a paradigm shift in how members approached learning and creativity.

Participants began to engage in self-directed and reflective learning, consistent with Mezirow's transformative learning framework. They started to explore online tutorials, collaborate digitally, and document their performances independently. A 22-year-old participant noted during an interview, "Now I can record and edit our dance practice by myself and share it on social media. I feel proud that many people can see our local culture." This indicates a transformation not only in technical competence but also in self-efficacy and cultural confidence.

Observations showed that members became more proactive in experimenting with artistic content. Younger participants, in particular, demonstrated increased creativity in combining traditional performances with digital sound effects, modern lighting, and multimedia backdrops. This hybridization of traditional and digital art not only enhanced the aesthetic value of performances but also attracted greater attention from local schools, cultural offices, and online audiences. The experience empowered the participants to become creative agents of change, bridging traditional culture with contemporary expressions, (Gogoi et al., 2025).

2. Empowerment through Digital Literacy and Community Engagement

Digital literacy training significantly expanded the participants' sense of agency and ownership over their artistic expressions.

Prior to the program, documentation of performances was sporadic, and promotional activities were limited to local word-of-mouth. After the training, members collectively developed a digital archive of their works, including short videos, photo galleries, and written narratives about the meaning of traditional arts. These digital outputs were uploaded to social media platforms such as Facebook, Instagram, and YouTube under the community's brand name Masumange Art Studio, (Fang, 2025).

The shift from passive consumption of media to active content creation demonstrated a clear empowerment outcome. Participants reported feeling more confident to represent their identity online and to connect with external networks such as cultural NGOs, schools, and tourism initiatives. The data from focus group discussions highlighted that digital platform provided new opportunities for income generation. Some participants began receiving invitations for performances and training sessions through online exposure, illustrating how digital skills can enhance cultural entrepreneurship.

Moreover, community engagement improved substantially. The digital literacy sessions encouraged intergenerational collaboration between younger and older members of the Sanggar. While younger participants took leadership roles in technology-related tasks, elder members contributed knowledge about the history and symbolism of traditional performances. This reciprocal learning process strengthened social cohesion within the group and created a collaborative environment that respected both innovation and tradition.

The findings support the idea that digital empowerment in rural areas can be achieved through culturally grounded learning approaches. Rather than imposing technology from outside, the integration process in this study built upon the community's existing strengths and artistic practices. This approach aligns with

UNESCO's vision of inclusive education that values cultural diversity and lifelong learning within community-based contexts.

3. Preservation and Revitalization of Cultural Identity

One of the most profound outcomes of the study was the revitalization of cultural identity through digital media. Many participants expressed that, prior to the training, they viewed traditional art merely as an old-fashioned practice with limited relevance to modern life. However, through the process of documenting and digitizing their work, they rediscovered pride in their heritage. Watching their performances online and receiving positive feedback from digital audiences helped participants realize the global value of their local wisdom.

Interviews revealed that participants began to reinterpret the meaning of their cultural expressions. For instance, a local storyteller reflected, "I used to tell stories only to the children in our village. Now, my story has reached hundreds of people online. It makes me believe that our culture can live forever." This transformation resonates deeply with Mezirow's concept of perspective transformation—where individuals critically reassess their cultural assumptions and construct new meanings through reflective learning.

From an educational perspective, this process demonstrates how transformative learning operates within a community-based context. The integration of digital literacy does not merely equip learners with technical skills; it fosters deeper awareness of their identity, values, and purpose. As participants gained digital fluency, they also became more committed to safeguarding their cultural traditions. The sense of ownership developed during the process encouraged them to mentor others and sustain the activities beyond the research period., (Leaning, 2019)

In terms of sustainability, the study observed that members began planning to establish a digital learning corner within the Sanggar, where future workshops on photography, video editing, and cultural documentation could be held. This initiative reflects the participants' growing autonomy and recognition of the importance of lifelong learning, (Choudhary & Bansal, 2022).

4. Discussion: Linking Findings to Transformative Learning Theory

The findings of this research clearly illustrate how transformative learning theory manifests in the intersection of culture and technology. According to Mezirow, transformation occurs when individuals critically reflect on their experiences and adopt new frames of reference that lead to behavioral and attitudinal change. In this study, participants experienced transformation in three dimensions: psychological (increased confidence and self-esteem), convictional (redefined cultural values), and behavioral (active use of digital media for artistic purposes).

The participatory and reflective nature of the training allowed learners to construct meaning collaboratively, rather than passively receiving knowledge. This aligns with the principles of andragogy, emphasizing adult learners' autonomy, experience-based learning, and practical relevance. The Sanggar members' ability to integrate technology into traditional art signifies a successful transition from a fixed mindset of preservation to a growth mindset of innovation.

Tabel 1. The implementation of the traditional art and digital literacy integration program at Sanggar Sastra dan Seni Budaya Masumange

Theme	Findings / Transformations	Examples / Evidence
1. Transformation of Learning Behavior and Creativity	- Shift from oral/experiential learning to self-directed and reflective learning.- Increased creativity in combining traditional performances with digital elements.- Improved technical competence in video recording, editing, photography, and social media management.	- Participants document and share dance and music performances online.- Younger members experiment with multimedia backdrops and digital sound effects.- Participant quote: "Now I can record and edit our dance practice by myself and share it on social media."
2. Empowerment through Digital Literacy and Community Engagement	- Enhanced agency and ownership over artistic outputs.- Development of digital archives for performances.- Strengthened intergenerational collaboration and social cohesion.- Opportunities for cultural entrepreneurship and online exposure.	- Social media promotion via Facebook, Instagram, YouTube.- Invitations for performances and training sessions through online visibility.- Elder members provide cultural mentorship; younger members lead technology tasks.
3. Preservation	- Rediscovery of pride and	- Local storytelling

Theme	Findings / Transformations	Examples / Evidence
and Revitalization of Cultural Identity	relevance of traditional arts.- Reinterpretation of cultural practices with global visibility.- Increased commitment to safeguarding and mentoring future generations.- Initiatives for sustainable digital learning corner in Sanggar.	reaching hundreds of online viewers.- Positive audience feedback reinforcing cultural confidence.- Plans for photography/video workshops within the Sanggar.
4. Link to Transformative Learning Theory	- Psychological transformation : increased confidence and self-esteem.- Convictional transformation : redefined cultural values.- Behavioral transformation : active use of digital media for art.- Reflective, participatory, context-based learning aligns with Mezirow's framework.	- Members critically reflect on traditional art and digital skills.- Integration of technology enhances both cultural preservation and innovation.- Shift from preservation-only mindset to growth/innovation mindset.

The table 1 about the implementation of the traditional art and digital literacy integration program at Sanggar Sastra dan Seni Budaya Masumange is a summary table that condenses the key findings from the study on

integrating traditional art training with digital literacy in the Sanggar Sastra dan Seni Budaya Masumange community. It organizes information into three main columns: Theme, Findings / Transformations, **and** Examples / Evidence, providing a clear overview of how the program impacted participants' learning approaches, creative practices, and engagement with cultural heritage.

The first theme, Transformation of Learning Behavior and Creativity, shows that participants moved from traditional oral and experiential learning methods to more self-directed and reflective practices. By incorporating digital tools such as video recording, editing, photography, and social media management, members enhanced their technical skills while creatively combining traditional performances with modern digital elements. Evidence for this includes the documentation of performances, experimentation with multimedia enhancements, and participant statements expressing pride and confidence in sharing their work online. This indicates that digital literacy not only improves technical competence but also fosters creative confidence and active engagement in learning.

The second theme, Empowerment through Digital Literacy and Community Engagement, highlights how the program increased participants' agency and ownership over their artistic outputs. Through the creation of digital archives, intergenerational collaboration, and online promotion, members were able to gain wider recognition and even economic opportunities. Examples include social media promotion on platforms like Facebook, Instagram, and YouTube, invitations to perform or conduct workshops, and mentorship interactions between elders and younger members. This theme illustrates that digital tools can empower communities, strengthen collaboration, and enable practical cultural dissemination and entrepreneurship.

The third theme, **Preservation and Revitalization of Cultural Identity**, demonstrates that participants developed renewed pride in their heritage and reinterpreted traditional practices to make them relevant in modern contexts. The integration of digital literacy allowed their cultural expressions to reach broader audiences, reinforcing cultural confidence and motivating the community to sustain digital learning initiatives, such as photography and video workshops within the Sanggar. This theme shows that technology can serve as a vehicle for preserving and revitalizing cultural identity for future generations.

Finally, the theme Link to Transformative Learning Theory connects the observed changes to Mezirow's framework, highlighting psychological, convictional, and behavioral transformations. Participants critically reflected on their experiences, redefined cultural values, and actively applied digital media in their art, shifting from a mindset focused solely on preservation to one embracing innovation. This illustrates that the program facilitated not just skill acquisition but also deep personal and cultural transformation, fostering lifelong learning, creativity, and empowerment.

Overall, the table effectively synthesizes how the program influenced learning behavior, creative expression, empowerment, cultural preservation, and transformative outcomes. It demonstrates the significant value of integrating digital literacy with traditional art, showing that technology and heritage can coexist harmoniously to support community-based education, cultural sustainability, and creative innovation.

Furthermore, the research underscores the significance of contextualized education—learning that is deeply rooted in local culture yet responsive to global dynamics. By situating digital literacy within traditional art practices, the program avoided cultural alienation and instead nurtured a sense of

belonging. This integration also challenges the dichotomy between modern and traditional education, suggesting that innovation and heritage can coexist harmoniously in a single transformative learning framework.

The study's implications extend beyond the Sanggar community. Educational institutions and policymakers can learn from this model to design community-based curricula that combine cultural education with digital competence. Such programs can contribute to rural development, youth empowerment, and the preservation of intangible cultural heritage.

Conclusion

This study has demonstrated that integrating traditional art training with digital literacy provides a transformative pathway for revitalizing cultural practices while equipping community members with 21st-century skills. The experience of the Sanggar Sastra dan Seni Budaya Masumange community in Corawali Village, Panca Lautang District, Sidenreng Rappang Regency, shows that traditional arts and modern technology are not opposing forces, but rather complementary dimensions of holistic learning. Through this integration, participants strengthened their artistic abilities while gaining confidence in using digital tools to document, share, and promote their cultural expressions on broader platforms.

The findings confirm that traditional art serves as a powerful medium for identity formation, social cohesion, and community empowerment. Music, dance, storytelling, and local crafts—once limited to local performances and oral transmission—have been effectively translated into digital formats through video documentation, online exhibitions, and social media promotion. This digital engagement has expanded the visibility of local art beyond village boundaries, connecting the community to regional and international audiences.

Moreover, digital literacy training has transformed participants into active content creators, fostering critical awareness, technological autonomy, and creative problem-solving.

The research further highlights the transformative dimension of learning achieved through this integration. Community members experienced not only skill development but also a meaningful shift in mindset. Traditional art, previously regarded primarily as a heritage-preserving activity, was reimagined as a dynamic form of self-expression with socio-economic potential. Likewise, technology, once perceived as a challenge to cultural authenticity, became a bridge that strengthened intergenerational communication, collaborative creativity, and innovation. This reflects the core principles of transformative learning theory, wherein learners critically reinterpret their experiences to construct new meaning and take purposeful action.

Additionally, this study underscores the importance of community-based education as a platform for lifelong learning. The collaborative environment of the Sanggar allowed elders to share cultural knowledge while younger members contributed digital expertise, fostering mutual respect and continuity of both traditional and technological knowledge. This intergenerational reciprocity not only enhanced learning outcomes but also reinforced the community's cultural resilience and collective empowerment.

Despite the positive outcomes, the research identified challenges such as limited access to high-quality digital equipment, unstable internet connectivity, and initial hesitation among some older members to adopt new technologies. Nevertheless, the spirit of collaboration and mutual assistance within the community helped overcome these barriers, ensuring sustained engagement and successful implementation of the program.

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In conclusion, the integration of traditional art and digital literacy has proven to be an effective strategy for transformative education, bridging local wisdom with global digital culture. It demonstrates that preserving cultural heritage does not conflict with modernity; rather, modern tools can amplify and sustain traditional values. For the Sanggar community in Corawali Village, this approach has opened new avenues for cultural preservation, economic development, and social transformation, offering a replicable model for other communities seeking to harmonize tradition and innovation in the digital era.

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