

The Use of Islamic Story-Based Social Media to Increase Elementary School Students' Interest in Islamic Literacy: A Systematic Literature Review

¹Dede Supendi, ²Umayyatun, ³Fachry Ali Rosyidin, ⁴Masrion Tahawali

STAI DR KH EZ Muttaqien Purwakarta¹, STEI Masyarakat Madani Pamekasan², Universitas Alma Ata³, Universitas Muhammadiyah Luwuk⁴

¹dede.supendi82@gmail.com, ²umayyatunmpdi@gmail.com, ³fachryali@almaata.ac.id,
⁴riontahawali@gmail.com

Corresponding Author: *dede.supendi82@gmail.com

Abstrak

Penelitian ini bertujuan untuk menganalisis penggunaan media sosial berbasis cerita Islami dalam meningkatkan minat literasi Islam pada siswa sekolah dasar. Fokus kajian diarahkan pada bagaimana narasi Islami yang dikemas dalam format digital mampu membentuk keterlibatan, pemahaman, dan orientasi nilai siswa dalam konteks pembelajaran kontemporer. Penelitian ini menggunakan pendekatan *systematic literature review* dengan mengacu pada prosedur PRISMA, melalui penelusuran artikel ilmiah pada rentang tahun 2021–2026 yang diperoleh dari basis data terindeks seperti Google Scholar dan SINTA, Scopus. Proses seleksi dilakukan secara ketat berdasarkan relevansi topik, kualitas publikasi, dan kesesuaian metodologis. Hasil penelitian menunjukkan bahwa media sosial berbasis cerita Islami memiliki daya tarik tinggi dalam meningkatkan minat literasi siswa karena mampu mengintegrasikan dimensi visual, naratif, dan emosional dalam satu pengalaman belajar. Storytelling terbukti mendorong keterlibatan yang lebih intens serta memperkuat retensi nilai dibandingkan pendekatan tekstual konvensional, sehingga dalam peningkatan keterlibatan tidak selalu diikuti oleh kedalaman pemahaman, memerlukan intervensi pedagogis yang terarah, integrasi antara narasi Islami, desain konten digital, dan peran pendidik menjadi kunci dalam membangun literasi Islam yang bermakna di era digital.

Kata kunci: Media Sosial, Storytelling Islami, Literasi Islam, Sekolah Dasar

Abstract

This study aims to analyze the use of Islamic story-based social media to increase interest in Islamic literacy among elementary school students. The study focuses on how Islamic narratives, packaged in digital format, can shape students' engagement, understanding, and value orientation in contemporary learning contexts. This research uses a digital approach systematic literature review Referring to the PRISMA procedure, we searched for scientific articles from 2021–2026, obtained from indexed databases such as Google Scholar, SINTA, and Scopus. The selection process was rigorously conducted based on topic relevance, publication quality, and methodological suitability. The results of the study indicate that Islamic story-based social media has a high appeal

in increasing students' literacy interest because it is able to integrate visual, narrative, and emotional dimensions in one learning experience. Storytelling has been shown to encourage more intense engagement and strengthen value retention compared to conventional textual approaches, so that increased engagement is not always followed by a depth of understanding, requiring targeted pedagogical interventions, integration between Islamic narratives, digital content design, and the role of educators is key in building meaningful Islamic literacy in the digital era.

Keywords: *Social Media, Islamic Storytelling, Islamic Literacy, Elementary School*

Introduction

The development of digital technology is no longer simply about providing devices, but rather shaping a new landscape of learning experiences for elementary school-aged children. The presence of devices in everyday life not only accelerates access to information but also changes the way children interact with knowledge, including in the context of Islamic literacy. Social media, in this case, functions as a symbolic space that simultaneously brings together entertainment, information, and the construction of meaning (Afilda, 2024; Wahyuni, 2024). Children are not merely recipients of messages but also active interpreters, constructing literacy preferences based on the exposure they consume daily.

At this point, the intensity of social media use is a key variable that cannot be ignored. Data shows that Indonesians spend more than three hours per day accessing social media, with user penetration continuing to increase (Setyorini, 2022; Wahyuni, 2024). Elementary school-aged children are caught in the same wave, though often without adequate guidance. This situation creates a paradox: on the one hand, social media offers pedagogical opportunities, on the other, it poses the risk of distraction and fragmented attention that can hinder the development of in-depth literacy.

The problem becomes more complex when circulating content does not always align with children's developmental needs. While social media interactions are participatory and engaging, not all content is designed with pedagogical sensitivity (Muskita & Andris, 2024). In the context of Islamic education, this raises fundamental questions about how Islamic values can be presented in a relevant manner without losing their depth of meaning. Islamic literacy is not simply understood as the ability to read religious texts, but also as the ability to understand, internalize, and reflect on spiritual values in everyday life. The tension between popular content and the need for valuable literacy is increasingly apparent as children become more familiar with visual narratives on social media than with meaningful storytelling traditions. Folktales and Islamic stories, once the medium for transmitting values, are now beginning to be displaced. Yet, story-based narratives possess symbolic power that can bridge children's cognition and affect (Apriliyana & Nugraheni, 2022). When this narrative space disappears, what occurs is not only the loss of stories but also the loss of a subtle yet profound medium for character development.

In many cases, teachers and parents still position storytelling as a supplementary activity, rather than a primary pedagogical strategy. Storytelling practices have not been systematically integrated into learning, let alone contextualized in digital formats that are close to children's lives. This situation creates a distance between the world of formal learning and the world of children's digital experiences. Children ultimately prefer instant social media content to narratives that require imagination and reflection. However, social media doesn't always have

to be viewed as a threat. Several studies have shown that, when used appropriately, social media can be an effective and efficient learning medium (Dwistia et al., 2022). The key lies in how the content is constructed. This is where an Islamic story-based approach finds relevance. Stories not only convey information but also create emotional experiences that can strengthen memory and understanding.

Approach *story-based* Social media offers new possibilities for increasing literacy interest. Narratives presented in visual, audio, and interactive formats can capture children's attention while implicitly conveying Islamic values. Recent research has begun to demonstrate that digital storytelling has a significant impact on increasing student learning engagement (Nur & Noviardila, 2021). However, these studies are still scattered and have not been systematically integrated into the Islamic literacy framework at the elementary school level. This disconnect indicates that existing research remains fragmented. Some focus on social media as a tool, while others emphasize storytelling as a method. However, the integration of the two within the context of Islamic literacy has yet to be comprehensively explored. Yet, this integration represents a strategic meeting point in addressing the challenges of learning in the digital age. Without such integration, learning innovation efforts tend to be sporadic and unsustainable.

Furthermore, most previous research has not specifically highlighted the dimension of literacy interest as a primary variable. Many studies focus on media use or improving learning outcomes, without exploring how interest, as a foundation for literacy, is formed and developed. In the context of elementary school children, interest is not merely a supporting factor but a key entry point into the learning process. Without interest, literacy will lose its vitality. This situation emphasizes the need for a more systematic approach through a literature review that can critically map previous findings. Systematic literature reviews are crucial for identifying patterns, trends, and unfilled research gaps (Ridwan et al., 2021). With this approach, research not only summarizes but also reconstructs the existing knowledge landscape, resulting in a more comprehensive understanding.

In the context of Islamic education, the need for such studies is increasingly pressing. Digital transformation is inevitable, while the need to maintain the depth of spiritual values remains a priority. The tension between the two demands a learning model that is both adaptive and reflective. Social media based on Islamic stories has the potential to bridge these two interests. Furthermore, students' low level of knowledge of local and Islamic stories indicates a cultural and spiritual literacy crisis. Children are more familiar with figures from social media than with figures from Islamic tradition. This impacts not only knowledge but also identity formation and value orientation. Islamic literacy, which should be the foundation, is being displaced by popular narratives that may not necessarily have educational value.

This situation demonstrates that literacy issues cannot be separated from the context of the media used. Media is not just a tool, but also an environment that shapes how we think and feel. Therefore, the use of social media in learning must be accompanied by an appropriate content strategy. Story-based content is one approach that can convey value without appearing patronizing. Within this framework, research that examines the use of *Islamic story-based* The study of social media through a systematic literature review approach holds a strategic position. This research not only fills a gap in empirical research but also offers a conceptual framework that can be used as a basis for developing learning practices. By mapping various existing findings, this research has the potential to provide new directions for developing Islamic literacy at the elementary school level. This direction becomes crucial as Islamic education faces the challenges of a digital generation with distinct characteristics. Children no longer learn in

isolated spaces, but in a dynamic digital ecosystem. In such a situation, conventional approaches are no longer adequate. Innovation is needed that is not only technologically relevant but also maintains the substance of the values taught. Thus, this study operates beyond academics and into practical areas. It seeks to address real needs on the ground while enriching scholarly discourse on Islamic literacy in the digital age. When social media and Islamic narratives are brought together within a single analytical framework, what emerges is not simply a new method, but a new possibility for developing a generation that is not only technologically literate but also spiritually profound.

Research Methods

This research uses an approach *systematic literature review* to critically and structuredly examine various studies related to the use of Islamic story-based social media to increase Islamic literacy interest among elementary school students. This approach was chosen because it can provide a non-fragmented synthesis of knowledge, while simultaneously tracing methodological trends and empirical findings over a specific period (Siringo Ringo, 2025). In recent developments, *systematic review* is no longer understood as merely a summary of studies, but as an analytical process that allows for a more reflective and evidence-based reconstruction of the scientific landscape (Pratiwi et al., 2026).

The data collection process is carried out through systematic searches in databases. *Google Scholar* And *FEEL* by using a combination of keywords such as *Islamic storytelling, social media learning, Islamic literacy, And elementary education*. The selected articles are within the 2021–2026 period to ensure the recency of the study. Inclusion criteria include articles that have gone through the peer-reviewed process. *peer-review*, have direct relevance to story-based learning or social media, and focus on elementary education (Prihatini et al., 2025). Meanwhile, articles lacking methodological clarity or outside the educational context were eliminated to maintain the quality of the analysis (Wibowo et al., 2025). The analysis stages follow the flow *Preferred Reporting Items for Systematic Reviews and Meta-Analyses* (PRISMA 2020), which includes identification, screening, feasibility testing, and final article selection. Each selected article was analyzed using thematic analysis techniques to identify social media usage patterns, digital storytelling implementation methods, and their impact on student engagement and literacy interest (Astuti et al., 2025). This approach allows researchers not only to read the data but also to interpret the relationships between findings, resulting in a sharper conceptual mapping (Pratiwi et al., 2026).

To ensure validity, this study implemented a source quality evaluation, considering journal credibility, methodological consistency, and the relevance of the findings to the study's focus. Furthermore, source triangulation was conducted by comparing various research findings with different approaches, particularly in the context of the use of digital storytelling and social media in learning (Puspitasari et al., 2025). Through this step, the study goes beyond description but moves toward a critical reading that uncovers dominant patterns and uncovers remaining research gaps in the development of digital media-based Islamic literacy (Rodríguez et al., 2021).

Results and Discussion

A synthesis of various studies indicates that the use of Islamic story-based social media has a strong tendency to increase literacy interest among elementary school students. The majority of studies confirm that narrative-based content is more effective than conventional

textual approaches because it can provide both affective and cognitive learning experiences (Robin, 2021). These findings demonstrate that initial interest in literacy is no longer determined by the complexity of the material, but rather by its presentation, which is able to reach students' emotions. Furthermore, most studies have found that student engagement significantly increases when they interact with digitally presented Islamic story content. Narratives featuring characters and storylines allow students to build personal connections with the material being learned. This leads to increased information retention, with students more likely to remember values conveyed through stories than through direct explanations (Mayer, 2021).

Other findings suggest that narrative quality is a determining factor in shaping literacy interest. The studies analyzed indicate that stories that are contextual, contain conflict, and are relevant to students' lives are more effective in maintaining attention than normative and instructional stories. This confirms that storytelling in Islamic education cannot be positioned as an additional medium, but rather as a primary strategy for building learning engagement (Green et al., 2022). Furthermore, the study's findings indicate that the success of Islamic story-based content depends heavily on its ability to adapt to the characteristics of social media. Visually, concisely, and interactively presented content achieves higher reach and engagement than static content. This finding suggests that learning effectiveness is determined not only by content but also by the appropriateness of the format for the digital platform used (Kuss & Griffiths, 2022).

Most studies also show that the use of Islamic story-based social media increases students' frequency of interaction with literacy materials. Students not only access the content but also repeat, share, and discuss it within their social circles. This pattern suggests that literacy develops within dynamic social networks, not as an isolated individual activity (Hava, 2022). However, not all findings show linear results. Some studies reveal that increased engagement is not always accompanied by increased depth of understanding. High levels of interaction are often rapid and do not allow for sufficient space for reflection. This suggests a discrepancy between *engagement* and *deep learning*, which needs to be considered in the development of social media-based learning models (Junco, 2021).

In the context of Islamic literacy, research also shows that story-based content has the potential to shape students' religious awareness. Contextually presented stories enable students to understand Islamic values through symbolic experiences that are more relevant to their lives. This contrasts with doctrinal approaches, which tend to be one-way and less engaging with the affective dimension (Guthrie et al., 2021). Other findings indicate that repeated exposure to Islamic content on social media contributes to the formation of students' religious identities. Consistently consumed narratives shape mindsets and value orientations that influence daily behavior. This suggests that social media functions not only as a learning tool but also as an agent of value socialization (Al-Ansi et al., 2023).

On the other hand, several studies have also highlighted the risks associated with using Islamic story-based social media. Simplifying content into concise formats has the potential to diminish the complexity of Islamic teachings. These findings suggest a tendency to diminish meaning when values are conveyed in overly concise formats, necessitating a more balanced presentation strategy (Campbell, 2021). Furthermore, studies show that the effectiveness of social media use is significantly influenced by the quality of support from teachers and parents. The studies analyzed confirmed that targeted interactions can improve students' understanding of the content they consume. Without support, students tend to misunderstand or understand

only partially (Livingstone et al., 2022). Further findings indicate that there are still gaps in social media usage practices among educators. Many teachers have not integrated social media as part of a systematic pedagogical strategy. This results in sporadic use of social media and suboptimal impact on student literacy (Selwyn, 2021). This study also found that most previous research remains fragmentary. Research on social media and storytelling tends to operate independently without clear integration within the context of Islamic literacy. This indicates a significant research gap in developing more comprehensive learning models. Based on the explanation above, this study demonstrates that the increase in students' literacy interest is inextricably linked to an epistemological shift in how children understand knowledge. Literacy no longer operates within linear, textual logic, but rather within a multimodal landscape that relies on visuals, narrative, and interactivity. Within this framework, Islamic story-based social media functions not simply as a tool but as a new cognitive environment that shapes how students access and interpret Islamic teachings (Mayer, 2021). This explains why a story-based approach is more effective: it aligns with the structure of the digital generation's learning experience.

The emotional engagement that emerges in storytelling is a key explanation for the significant increase in literacy interest. However, this engagement should not be read simply as pedagogical success. The finding that *engagement* The fact that learning doesn't always correlate with understanding indicates a latent problem in social media-based learning. Intense interactions are often superficial and don't generate critical reflection. From this perspective, digital storytelling has the potential to become an "illusion of understanding" if it isn't designed to encourage higher-level cognitive processes (Junco, 2021). The tension between the appeal of social media and the depth of Islamic values is crucial in interpreting the findings of this study. Social media operates within an algorithmic logic that prioritizes speed and attention, while Islamic literacy demands contemplation and depth of meaning. When Islamic stories are forced to conform to the logic of platforms, there is a risk of their values being reduced to simplistic moral messages. This phenomenon aligns with criticisms of the digitalization of religion, which tends to sacrifice complexity for accessibility (Campbell, 2021).

On the other hand, findings regarding increased student engagement actually open up opportunities to reconstruct more contextual Islamic learning strategies. While previously religious learning tended to be normative and one-way, story-based social media allows for symbolic dialogue between students and the values they learn. From a constructivist perspective, this narrative experience allows students to actively construct meaning, rather than simply accepting doctrine (Vygotsky, 2021). Thus, storytelling becomes not just a method, but a medium for epistemological transformation. However, these opportunities won't automatically materialize without adequate pedagogical intervention. Findings on the importance of mentoring suggest that social media isn't neutral. Without the mediation of teachers and parents, students can potentially consume content fragmentarily and lose meaningful context. In this regard, the role of educators shifts from conveyors of information to curators of meaning, helping students navigate the complexities of digital content (Livingstone et al., 2022).

The gap between technological potential and pedagogical readiness is a crucial finding that cannot be ignored. Many educators still view social media as an additional tool, rather than an integral part of their learning strategy. As a result, social media use is often unfocused and fails to produce significant impact. This situation reinforces the argument that technological innovation without pedagogical innovation will only produce superficial changes in educational practice (Selwyn, 2021). Furthermore, the limitations of previous, fragmented research indicate

that the discourse on social media and Islamic literacy has not yet reached an integrative stage. Some studies focus on technology, while others emphasize pedagogical aspects without considering the digital media ecosystem. This research demonstrates that the two are inseparable. Islamic story-based social media must be understood as a cross-section of media, narrative, and values that work simultaneously to shape the learning experience.

More broadly, these findings indicate that Islamic literacy in the digital age is undergoing a redefinition. It is no longer centered on text, but rather on the experience of meaning mediated by technology. This shift demands a new approach that is not only technically adaptive but also epistemologically reflective. In this context, Islamic story-based social media is not only a learning strategy but also a new arena for the production and reproduction of religious authority among the younger generation (Al-Ansi et al., 2023).

Conclusion

The findings of this study confirm that Islamic story-based social media is not simply an alternative learning medium, but rather represents a shift in how elementary school students interact with religious knowledge. Islamic literacy is no longer limited to reading texts but has evolved into a multimodal experience involving visuals, narrative, and emotional engagement. In this context, storytelling serves as a medium capable of bridging normative messages and more contextual learning experiences. The study's findings indicate that the primary strength of this approach lies in its ability to foster deeper student engagement. Engaging Islamic narratives not only increase literacy interest but also strengthen memory and foster internalization of values. However, high engagement does not automatically translate into deep understanding, necessitating a learning design that fosters reflection and meaning-making.

On the other hand, this research also reveals a tension between the fast-paced logic of social media and the demands of depth in Islamic literacy. Simplifying content has the potential to diminish the complexity of the values students should understand. Therefore, developing Islamic story-based content must consider the balance between visual appeal and substantive depth. The role of teachers and parents is key in ensuring that social media is not merely a space for consumption, but also a space for meaning-making. Appropriate guidance enables students not only to engage emotionally but also to understand and internalize Islamic values more fully. This research opens up opportunities for developing a more systematic and integrated Islamic story-based social media learning model. Future research is needed to directly test the effectiveness of this approach in educational practice, ensuring that Islamic literacy in the digital age is not only engaging but also meaningful and sustainable.

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