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Strategies for Enhancing User Digital Literacy through User Education Programs in Public Libraries

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ABSTRACT
Public libraries can support users' digital literacy through structured education programs, but the strategies and conditions associated with these initiatives are dispersed across the literature. This study examines program models, the role of librarians, and contextual factors influencing digital literacy education in public libraries. A qualitative systematic literature review was conducted using Google Scholar, GARUDA, the Sinta portal, the National Library of Indonesia e-journal portal, and selected university repositories. The stated publication window was January 2019 to December 2025, and searches used English and Indonesian terms related to digital literacy, information literacy, public libraries, and user education. The manuscript reports 187 records identified, 24 duplicates removed, and 131 records excluded during title-and-abstract screening, leaving 32 records. The available manuscript does not yet document the full-text eligibility decisions or a formal quality-appraisal procedure; these details require verification against the review records before the review can be considered fully reproducible. The thematic synthesis describes three program models: module-based training, project-based collaborative learning, and community-based participation. It also discusses librarians' facilitation roles and five implementation factors: infrastructure, content relevance, sustainability, partnerships, and evaluation. The review suggests that public libraries may strengthen digital literacy by combining practical learning, locally responsive content, staff development, and ongoing evaluation. The conclusions should be interpreted in light of the reported search and appraisal limitations.

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INTRODUCTION

The proliferation of digital technologies across the globe has initiated a paradigm shift in how individuals access, consume, and produce information. The internet, mobile devices, social media platforms, and cloud-based services have become integral components of daily life for billions of people, fundamentally altering communication patterns, economic activities, and social interactions. According to the Indonesian Internet Service Provider Association (APJII, 2024), internet users in Indonesia have surpassed 221 million representing over 79% of the total population a figure that reflects the extraordinary pace at which digitalization has penetrated Indonesian society.

Yet this digital proliferation has not been accompanied by a commensurate improvement in digital competency across all societal strata. Research consistently indicates that while access to digital devices and internet connectivity has expanded significantly, the ability to use these tools critically, effectively, and responsibly remains unevenly distributed. The National Library of Indonesia has identified that only 48.6% of the Indonesian population possesses advanced digital literacy skills, with significant disparities observed between urban and rural populations, different age groups, and varying educational backgrounds (Triwikrama, 2025). This gap between digital access and digital competency constitutes one of the most pressing challenges facing Indonesian society in the twenty-first century.

Digital literacy, as conceptualized by Bawden (2001) and subsequently elaborated by numerous scholars, encompasses far more than mere technical proficiency with digital devices. It includes the ability to locate, evaluate, create, and communicate information using digital technologies, as well as the cognitive, ethical, and social dimensions of digital engagement. In the contemporary information landscape, characterized by an unprecedented volume of content and the pervasive spread of misinformation and disinformation, digital literacy has become a critical survival skill for informed citizenship and meaningful social participation (Hendaryan et al., 2022; Indriani et al., 2024).

Public libraries, as institutions mandated to serve the entire community regardless of age, educational background, or socioeconomic status, are uniquely positioned to bridge this digital literacy gap. Indonesian Law Number 43 of 2007 on Libraries explicitly positions the library as a vehicle for education, research, preservation, information, and recreation to enhance national intelligence and empowerment. This legal mandate provides a strong normative foundation for public libraries to position themselves as centers for digital literacy empowerment within their communities (Nashihuddin, 2020; Undang-Undang No. 43 Tahun 2007).

User education, defined as the range of activities and programs conducted by libraries to help users understand and effectively exploit library resources and information systems, has long been a cornerstone of library services. In the digital age, however, the scope of user education has evolved considerably. No longer confined to orientation sessions about physical collections or basic catalog navigation, contemporary user education programs encompass comprehensive digital literacy training, including instruction in online information retrieval, source evaluation, digital safety, and responsible use of digital tools (Fadhli, 2021; Rodliyah, 2024).

Despite the recognized importance of user education in promoting digital literacy, the implementation of such programs in Indonesian public libraries remains uneven and insufficiently

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studied. Many libraries continue to operate with traditional service models that are ill-equipped to address the digital literacy needs of contemporary users. Others have initiated innovative programs but lack systematic documentation and evaluation, limiting the dissemination of effective practices. Furthermore, the specific factors that determine the success or failure of digital literacy programs in the public library context have not been comprehensively analyzed in the Indonesian literature.

Research gap and contribution. Existing discussions often address digital literacy, library services, librarian competencies, or community inclusion separately. The present article brings these dimensions together by examining user education as the point at which instructional design, librarian facilitation, and community needs intersect. Its contribution is a conceptual synthesis for service planning, not a claim that one program model has been proven superior. The limited traceability of the source search means that this contribution should be interpreted as exploratory until a fully reproducible SLR is completed.

This study therefore aims to address these gaps by pursuing three specific objectives: (1) to identify and classify the primary models of digital literacy-based user education programs implemented in public libraries; (2) to analyze the factors that influence the effectiveness of such programs; and (3) to formulate evidence-based strategic recommendations for public libraries seeking to enhance user digital literacy through user education initiatives. By synthesizing findings from recent national and international literature, this study seeks to contribute both theoretical insights and practical guidance to library professionals, policymakers, and educators engaged in digital literacy promotion.

The significance of this research extends beyond the library sector. As Indonesia pursues its vision of becoming a digitally empowered nation by 2045 (Indonesia Emas 2045), the capacity of public institutions such as libraries to cultivate digital competency among citizens becomes increasingly vital. Libraries that successfully transform themselves into active digital literacy hubs can make a meaningful contribution to sustainable development goals, particularly SDG 4 (Quality Education) and SDG 9 (Industry, Innovation and Infrastructure), which have been closely linked to digital literacy in recent scholarly discourse (Triwikrama, 2025).

METHODS

This article uses a structured narrative literature review to synthesize published discussion on digital literacy and user education in public libraries. The source manuscript did not contain a reproducible database export, dated search log, complete screening record, or a verified list of 32 included primary studies. Therefore, the present revision does not describe the work as a completed systematic literature review (SLR), and it does not report PRISMA counts or quality-appraisal scores as established results. The review is based on the references documented in the manuscript and organizes their contributions thematically. This transparent approach avoids presenting untraceable search and selection figures as empirical evidence.

The manuscript identifies Google Scholar, GARUDA (Garba Rujukan Digital), the Sinta National Journal Portal, the Perpusnas e-journal portal, and selected university repositories as intended sources. It also records the following search concepts: 'digital literacy public library', 'user education library digital', 'literasi digital perpustakaan umum', 'pendidikan pengguna

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perpustakaan', and 'information literacy library program'. However, the original file does not provide the exact date on which each database was searched, the complete search strings as executed, or the number of records returned by each source. These details are therefore treated as unreported rather than reconstructed retrospectively.

For the literature discussed in this article, the stated topical scope is digital literacy, information literacy, user education, and public library services, with an intended publication window of January 2019 to December 2025 and English- or Indonesian-language publications. The original manuscript does not document article-level eligibility decisions or establish that every cited reference is a peer-reviewed primary study directly addressing public-library user education. Accordingly, the references are used as contextual and thematic literature, not represented as a verified set of 32 eligible primary studies. A future full SLR should apply explicit inclusion and exclusion criteria to each retrieved record and retain a screening audit trail.

A prior draft reported 187 records identified, 24 duplicates removed, 131 records excluded, and 32 records retained. The underlying database exports, deduplication file, title-and-abstract decisions, full-text decisions, and reasons for exclusion were not available for verification during this revision. These figures are therefore not presented as a validated PRISMA flow, and the number 32 is not claimed as the final included-study count. A PRISMA diagram should only be added after the authors recover the search and screening records and reconcile the full-text stage. This revision consequently reports no unverified selection total.

The cited literature was organized through thematic content analysis. The synthesis focused on recurring concepts in the manuscript: (1) program models and design characteristics; (2) librarians' roles as digital literacy facilitators; and (3) contextual factors that may influence program implementation. These themes are interpretive categories used to structure the discussion; they should not be read as frequency estimates or as findings established by a reproducible coding dataset. The authors should retain article-level extraction notes if they are available and use them to substantiate each theme.

The trustworthiness of this synthesis is supported by transparent qualification of the evidence and by linking interpretive claims to the references cited in the manuscript. The source file did not provide records of independent double screening, a formal quality-assessment instrument, inter-rater agreement, or documented member checking. Those procedures are therefore not claimed as completed. The absence of these records is a methodological limitation and should be addressed before the article is resubmitted as a systematic review.

RESULTS

The thematic synthesis of the literature cited in the manuscript is organized around three areas that help describe digital literacy-oriented user education in public libraries: (1) program models and design characteristics; (2) the role of librarians as digital literacy facilitators; and (3) factors that may influence program implementation and effectiveness. The themes are discussed qualitatively and are not presented as quantified results from a verified 32-study corpus.

1. User Education Program Models for Digital Literacy Enhancement

The literature review identified three primary models through which public libraries deliver digital literacy-oriented user education programs. These models are not mutually exclusive and

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are frequently combined in practice; however, distinguishing them analytically is useful for understanding their respective pedagogical philosophies and operational requirements.

The first and most widely documented model is structured module-based training. Under this approach, digital literacy content is organized into a sequential curriculum comprising discrete modules targeting specific competencies such as internet navigation, online information searching, social media literacy, digital security and privacy, and the use of productivity tools. Modules are designed to accommodate users at different proficiency levels, typically organized into beginner, intermediate, and advanced tracks. This model is favored by libraries with established training facilities and dedicated library instruction staff. Evidence from Indonesian public libraries suggests that module-based training is most effective when the curriculum is periodically updated to reflect evolving digital tools and platforms (Nashihuddin, 2020; Hendaryan et al., 2022).

The second model identified in the literature is project-based collaborative learning, which situates digital literacy development within authentic, community-relevant tasks. Rather than receiving instruction in isolation, participants work collaboratively on projects that require the application of digital skills to solve real problems or meet genuine community needs such as creating a local community website, producing digital content about local culture, or developing an online marketplace for local products. This approach draws on constructivist learning theory, which holds that knowledge is most effectively constructed through active, meaningful engagement rather than passive reception (Fadhli, 2021; Rodliyah, 2024). Studies consistently report higher motivation, deeper skill retention, and stronger community impact when this model is implemented in public library settings.

The third model is the community-based participatory approach, which represents the most socially embedded and inclusive design. Under this model, the library does not design programs unilaterally but instead engages community members as active partners in identifying learning needs, developing program content, and evaluating outcomes. This approach is grounded in the principles of community development and participatory action research, recognizing that community members possess valuable knowledge about their own contexts and needs. Research by Gemasih et al. (2022) demonstrates that participatory approaches achieve significantly higher levels of community engagement and program relevance compared to top-down designs. Several Indonesian public libraries have successfully combined this approach with digital literacy initiatives to develop programs that are genuinely responsive to local conditions and aspirations.

Across all three models, a critical success factor identified in the literature is the integration of digital literacy instruction with practical, hands-on activities that allow participants to immediately apply newly acquired skills. Abstract instruction without opportunities for practice has been found to result in rapid skill atrophy and low program completion rates (Bungai et al., 2020; Ramayanti, 2021). Additionally, the use of hybrid delivery formats combining face-to-face sessions with online components via platforms such as WhatsApp groups, YouTube tutorials, or simple learning management systems has been shown to significantly extend program reach, particularly among participants with constraints on physical attendance.

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2. The Role of Librarians as Digital Literacy Facilitators

The literature cited in the manuscript highlights librarian competence and engagement as important considerations in the quality of user education. Knowledge of digital tools, information evaluation, and instructional practice can help librarians support users more effectively. However, because the manuscript does not provide a verified study-by-study extraction table, this pattern should be interpreted as a thematic observation rather than a universal finding across all included studies (Fitriani & Harjanty, 2023; Rusydiyah et al., 2023).

The digital literacy competencies required of librarians in this facilitator role are multidimensional. Technical competencies include proficiency with hardware and software tools commonly used by community members, as well as expertise in online information retrieval systems, digital archives, and library management software. Pedagogical competencies encompass the ability to design learning objectives, select appropriate instructional strategies, create engaging training materials, and assess participant learning. Interpersonal and communication competencies include the ability to build rapport with diverse community members, communicate technical concepts in accessible language, and maintain a supportive and non-judgmental learning environment (Suryadi, 2022; Gemasih et al., 2022).

The cited literature also points to the need for continuing professional development so that librarians can respond to changing digital information environments. The available references in the manuscript do not establish the prevalence of inadequate digital competencies among Indonesian public librarians; therefore, this issue is framed as a professional-development concern rather than a quantified national finding (Nashihuddin, 2020).

The literature also highlights the importance of librarians' deep familiarity with their specific community contexts as a prerequisite for effective digital literacy facilitation. Suryadi (2022) emphasizes that a thorough understanding of user characteristics including educational background, occupational profile, information habits, and digital access conditions is foundational to designing programs that genuinely address participants' needs. Libraries that invest in systematic community needs assessments before designing their programs consistently report higher relevance and impact than those that adopt standardized curricula without local adaptation.

3. Factors Influencing Program Effectiveness

Thematic analysis of the literature identified five overarching factors that systematically influence the effectiveness of digital literacy-based user education programs in public libraries. Understanding these factors is essential for designing programs that achieve their intended outcomes and sustain impact over time.

The first factor is technological infrastructure. The availability of adequate hardware (computers, tablets, projectors), reliable internet connectivity, and a suitable physical space for training activities constitutes the foundational material requirement for any digital literacy program. The literature documents significant disparities in infrastructure quality between urban and rural libraries in Indonesia, with many rural and district-level libraries lacking the basic equipment necessary to conduct meaningful digital literacy training (Handayani & Ramadhan, 2021; BPS, 2022). These infrastructure gaps represent a structural barrier that cannot be overcome

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through programmatic innovation alone and require targeted policy intervention and resource allocation.

The second factor is content relevance and cultural responsiveness. Programs whose content closely corresponds to participants' actual digital needs and lived contexts achieve substantially higher engagement and completion rates. This principle implies that effective programs must be preceded by systematic needs assessments and must incorporate culturally familiar examples, locally relevant applications, and language accessible to the target population. One-size-fits-all curricula imported from urban or international contexts without local adaptation have consistently been found to underperform relative to locally developed materials (Gemasih et al., 2022; Suryadi, 2022).

The third factor is program sustainability and institutional commitment. A recurring theme in the literature is the phenomenon of promising programs that achieve positive short-term outcomes but fail to persist beyond the initial funding cycle or the tenure of a particularly motivated individual librarian. Sustainable programs are characterized by their integration into the library's formal strategic plan and annual budget, clear institutional ownership, and mechanisms for knowledge transfer to ensure continuity when key personnel change (Ramayanti, 2021; Rodliyah, 2024).

The fourth factor is strategic partnerships and cross-sector collaboration. Libraries that have established formal and informal partnerships with local government agencies, educational institutions, civil society organizations, the private sector, and community leaders demonstrate significantly greater program reach, resource mobilization, and community trust than those operating in isolation. Such partnerships can provide access to additional venues, training resources, volunteer instructors, and community networks that amplify the library's capacity to deliver impactful programs (Bungai et al., 2020; Sari & Diana, 2024).

The fifth factor is monitoring, evaluation, and adaptive management. Programs that incorporate systematic mechanisms for collecting participant feedback, assessing learning outcomes, and using evaluation data to iteratively improve program design consistently outperform those that lack such systems. Regular evaluation also enables programs to demonstrate their impact to funders and policymakers, thereby strengthening the case for continued and expanded investment. Wahhaj et al. (2025) found that technology-based services incorporating feedback loops and usage analytics demonstrated the most sustained growth in library visitation and program participation rates.

DISCUSSION

The findings of this study reveal a multifaceted and dynamic landscape of digital literacy promotion within the public library sector that both corroborates and extends existing theoretical frameworks in library and information science. The three program models identified structured module-based training, project-based collaborative learning, and community-based participatory design represent different points on a pedagogical continuum ranging from teacher-centered instruction to learner-centered co-creation. Each model embodies distinct assumptions about the nature of learning, the role of the library, and the relationship between the institution and its community.

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The structured module-based model aligns with behaviorist and cognitivist learning theories that emphasize the sequential acquisition of discrete skills through structured practice and reinforcement. While this model offers advantages in terms of scalability, consistency, and ease of quality control, it risks producing surface-level competency that may not transfer readily to the diverse and unpredictable digital challenges users encounter in their daily lives. The project-based model, by contrast, draws on constructivist and social learning theories, positioning participants as active constructors of knowledge who learn most effectively through meaningful, collaborative engagement with authentic tasks. The evidence reviewed in this study suggests that project-based approaches, while more demanding in terms of design and facilitation, tend to produce deeper and more durable competency development (Fadhli, 2021).

The community-based participatory model represents the most ambitious vision for the library's role in digital literacy promotion one in which the library functions not merely as a service provider but as a community partner and co-creator of knowledge and capability. This model resonates strongly with the broader movement toward community-centered librarianship, which positions the library's value in terms of its contribution to community development, social cohesion, and civic empowerment rather than purely in terms of collection size or transaction volume (Nashihuddin, 2020; Gemasih et al., 2022). While this model demands the highest levels of institutional flexibility and staff competency, it also offers the greatest potential for sustainable impact, because programs designed with and by the community are inherently more likely to be relevant, trusted, and continued.

The centrality of librarian competence highlighted in the results section deserves particular emphasis in this discussion, as it has direct and actionable implications for policy and professional practice. The finding that many Indonesian public librarians feel insufficiently prepared to serve as digital literacy facilitators points to a systemic gap in professional education and continuing development that must be addressed urgently. This is not merely a matter of technical training; it requires a fundamental reconceptualization of the librarian's professional identity and role a transformation that must be supported at the levels of library education, professional associations, and institutional management (Rusydiyah et al., 2023; Rodliyah, 2024).

The issue of sustainability deserves sustained critical attention. The literature reviewed for this study contains numerous accounts of well-designed and initially successful digital literacy programs that were discontinued when external funding ended or when a key champion within the library departed. This pattern reflects a broader challenge of project-based thinking in library development, where programs are treated as discrete initiatives rather than as integral components of the library's core service mandate. Achieving genuine sustainability requires that digital literacy promotion be embedded in the library's institutional culture, organizational structure, and resource allocation processes not relegated to the periphery as an add-on activity (Ramayanti, 2021; Hendaryan et al., 2022).

The social inclusion dimension of digital literacy promotion in public libraries emerits particular attention in the Indonesian context. The digital divide the gap between those who have effective access to digital technologies and the skills to use them, and those who do not intersects with existing social inequalities along lines of geography, income, age, gender, and disability. Public libraries, with their constitutional mandate to serve all members of the community

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regardless of background, have a special responsibility to ensure that their digital literacy programs actively reach and serve the most marginalized groups, who are also typically the most underserved by other digital inclusion initiatives (BPS, 2022; Suryadi, 2022; Sari & Diana, 2024).

The integration of digital literacy with information literacy the ability to recognize an information need and locate, evaluate, and effectively use the needed information represents a particularly important theoretical and practical convergence highlighted by this review. In an information environment characterized by information overload, algorithmic curation, and endemic misinformation, the ability to critically evaluate the credibility, accuracy, and relevance of digital information is arguably the most consequential dimension of digital literacy. Public libraries, which have historically served as institutions dedicated to the quality and integrity of information, are particularly well-positioned to champion this critical dimension of digital literacy in their user education programs (Indriani et al., 2024; Triwikrama, 2025).

Finally, the role of strategic partnerships emerges from this study as not merely a supplementary consideration but a fundamental enabler of impactful digital literacy work. No single institution, however well-resourced, can address the complexity of digital literacy needs across an entire community in isolation. Libraries that cultivate robust partnerships with schools, universities, local government, civil society, and the private sector create ecosystems of digital learning that extend far beyond what any single organization could achieve independently. These ecosystems are also more resilient, because they distribute the responsibility and resources for digital literacy promotion across multiple actors and are therefore less vulnerable to the withdrawal of any single partner (Bungai et al., 2020; Wahhaj et al., 2025).

CONCLUSIONS

This structured narrative review discusses strategies, program models, and enabling factors associated with digital literacy promotion through user education in public libraries. The literature cited in the manuscript suggests that user education can support users' ability to access, evaluate, and use digital information when programs are relevant to community needs and provide opportunities for practice. Three broad program approaches are discussed: structured training, collaborative project-based learning, and community-participatory activities. The discussion also emphasizes librarians' facilitation skills, suitable infrastructure, relevant content, sustained institutional support, partnerships, and evaluation. These conclusions are interpretive and should be tested through a reproducible systematic review and primary empirical research. The main contribution of this article is its integrated framing of pedagogical design, librarian capacity, and community inclusion as connected dimensions of public-library digital literacy services.

First, user education programs represent a powerful and underutilized instrument for enhancing digital literacy among public library users, provided they are designed with pedagogical rigor, community relevance, and a long-term sustainability perspective. The three program models identified structured module-based training, project-based collaborative learning, and community-based participatory design are not mutually exclusive; rather, the most effective programs draw on elements from all three, adapting their blend to the specific context, resources, and user profile of each library.

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Second, the transformation of librarians into skilled and confident digital literacy facilitators is the single most decisive factor in determining program quality and impact. This transformation cannot occur spontaneously; it requires deliberate and sustained investment in professional development at the individual, institutional, and sectoral levels, supported by educational institutions that prepare future librarians for this expanded role.

Third, the effectiveness of digital literacy programs is significantly shaped by contextual factors that extend beyond program design per se, including technological infrastructure, institutional commitment, community characteristics, and the broader policy environment. Effective programs acknowledge and actively address these contextual factors rather than treating them as fixed constraints.

Based on these conclusions, the following practical recommendations are offered for public library administrators and policymakers: (1) integrate digital literacy promotion explicitly into library strategic plans and annual budgets, rather than relying on project-based or grant-dependent funding; (2) establish systematic programs for librarian digital competency development as a standing institutional priority; (3) conduct regular community needs assessments to ensure program content remains relevant and responsive; (4) build and maintain strategic partnerships with schools, local government, and civil society organizations to expand program reach and sustainability; and (5) implement robust monitoring and evaluation systems that generate actionable data for continuous program improvement.

This article has important limitations. First, the source manuscript did not include a reproducible search log, database exports, a verified list of included primary studies, or a complete PRISMA screening record. Second, no formal critical-appraisal scores were available; therefore, the review cannot compare the methodological quality of the cited publications. Third, the references include material with differing purposes and study designs, so they should not be treated as a homogeneous empirical evidence base. The findings are consequently presented as a thematic narrative synthesis rather than definitive estimates of program effectiveness. Future work should conduct a fully documented SLR, publish the search strings and screening decisions, assess eligible studies with an appropriate appraisal tool, and test program outcomes through empirical research.

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