

Digital Curation and the Strengthening of Educational Literacy (Systematic Literature Review Study)

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ARTICLE INFO

Article history

Received April 9, 2026
Revised May 21, 2026
Accepted June 27, 2026

Keywords: Digital curation;
educational literacy; systematic
literature review; digital literacy

ABSTRACT

In the expansion of digital information, it is not enough for people to simply search for data. This study intends to investigate the trends, techniques, and results of digital curation and educational literacy enhancement by using SLR approach and PRISMA 2020 protocol. A total of 30 articles were obtained from the database of Scopus, spanning 2015 to 2026. Thematic analysis was used to identify the patterns and themes that were visible in varied literature. The results show that the research increased after 2020, due to the digital acceleration caused by the pandemic. Four key themes surfaced: digital curation fosters information and digital literacy (36.7%); it fosters critical thinking and evidence-based decision-making (26.37%); Digital curation is the administration of media and educational materials (16.7%); it also promotes educators' professional development (20.0%). Developmental and conceptual approaches were the most commonly used techniques (26.7% of papers). Four benefits of digital curation on educational literacy have been noted in a number of articles: an increase in digital and information literacy skills; the encouragement of critical thinking and evidence-based decision making; support for teachers' professional development; and assistance in managing digital media and learning resources.

1. INTRODUCTION

The move to digital transformation has altered the methods in which society produces, accesses, shares and consumes information. The rapid technology progress has led to an information explosion which has generated a wide range of challenges and opportunities in the realm of education. Most of the information supplied is not verifiable for its truth and data correctness, so it is hard to find excellent information. But technology advances have made a wide range of knowledge easily available to kids, information that has never been so accessible. According to Fuadin (2023), in the digital world, educational literacy is not just reading and writing. It is filtering, assessing, evaluating and employing knowledge effectively. Anas & Salim (2023) state that the learning process needs help in the form of the ability to understand, the convenience of access, and the effective use of information. Therefore, a digital curation method is needed and very much relevant for people and educational institutions. Digital era brings increased attention to the utilization of digital gadgets and internet penetration in Indonesian education. While access to technology is continually rising, the quality of the public's digital literacy still confronts several hurdles. Wideasanti (2024) says that the quality of digital literacy in the Indonesian people is challenged by restricted internet access, digital literacy skills, and digital culture. In the era of digital transformation, students' ability to assess the reality of information and use digital sources constructively has not been fully developed (Pratama et al., 2025). In the sector it is found that pupils have a problem in classifying the information available in different digital platforms (Silvhiany et al., 2021). Some research studies show that the accessibility of access to information does not necessarily have a good correlation with the capacity to evaluate the quality of information. Students have many challenges, such as unconfirmed

information, plagiarized work, and unreliable sources. Putri (2023) stated that the students' literacy level in evaluating information and using diverse digital sources for academic purposes is still uneven and inconsistent. These findings emphasize the necessity of methods that might assist students to identify, choose and arrange appropriate digital learning resources in order to make the learning process more effective and meaningful. Digital curation can be one means of addressing the issues of poor educational literacy and can offer concrete answers. Digital curation is not merely a process of gathering data, but involves the selection, validation, categorization, archiving and display of information in a more instructional manner. According to the research of Wi & Park (2023), digital curation can increase the accessibility, organization and effective use of learning resources. Digital curation in education allows professors, lecturers and students the chance to develop a more structured knowledge ecosystem; so that information may be turned into high quality learning tools. Hence, digital curation is not just a technical practice of information management, but also a pedagogical method to improve educational literacy (Antonio & Tuffley, 2015).

Despite the growing body of research on digital curation in recent years, most studies have focused on measuring digital literacy levels, examining the impact of digital technologies on learning, or evaluating students' digital competencies. Berek and Ridwan (2024) found that digital literacy research is predominantly centered on social media use, community engagement, and political education. At the same time, existing systematic literature reviews (SLRs) on digital curation have largely concentrated on the fields of library and information science, digital archives, data management, and business organizations, with limited attention to educational contexts. Consequently, there is still a lack of comprehensive synthesis that specifically examines how digital curation contributes to strengthening educational literacy. This gap is particularly significant in the current era of rapid digital transformation, where educational institutions are increasingly required to manage vast amounts of digital information while fostering students' critical literacy skills. As highlighted by Arissaputra et al. (2023), further investigation is needed to better understand the relationship between digital curation and the development of educational literacy. Therefore, conducting a systematic literature review at this time is essential to synthesize existing evidence, identify prevailing research trends and methodological approaches, and provide a comprehensive understanding of how digital curation can be effectively integrated to enhance educational literacy. Therefore, the objectives of this study are to: 1) understand the research trends related to digital curation in the context of educational literacy; 2) identify various research methods applied in the studies on digital curation; and 3) analyze various research findings regarding the role of digital curation in strengthening educational literacy. In theory, this research is intended to be able to contribute to the discussion of the relationship between digital curation, information literacy and educational literacy from the standpoint of digital learning. Practically, the outcomes of this study are expected to be a reference for educators, researchers, administrators of educational institutions, and policymakers in formulating strategies to strengthen educational literacy by utilizing digital curation effectively, relevantly, and sustainably.

2. METHODS

This study is a Systematic Literature Review (SLR). The SLR approach was selected because this study does not focus on statistically measuring relationships between variables but rather on deeply understanding, identifying and synthesizing the evolving body of knowledge concerning digital curation as a tool to improve educational literacy (Riski et al., 2023). The SLR allows researchers to methodically seek, select, appraise and synthesize research evidence. This is good to give a comprehensive survey of research directions, methodologies and the most important outcomes in a given discipline. This approach is often applied in educational research because it may construct

a clear, organized, and repeatable knowledge map for other researchers. The data of this study were extracted from the scientific articles indexed in Scopus for the period from 2015 to 2026 . The choice of the Scopus database is due to the fact that it is one of the largest international scientific databases with strict standards of publication selection and coverage of numerous fields (Rakhimberdiev, 2023). The selection criteria were data-driven research and review articles published in high-impact journals that were available in PDF format and directly addressed the subjects of digital curation and educational literacy. The data collected are therefore expected to be of sufficient scientific quality to form the basis of a full synthesis of research findings. Data collection was done using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) standards . The data collection process includes: searching for publications via databases, screening the titles and abstracts, assessing eligibility by reading the complete text, and choosing articles for analysis that fit the requirements (Felicetti, 2022). PRISMA is used to increase the transparency, consistency and accountability of the literature selection process, which may help to eliminate the potential bias in the selection of data sources. The number of articles detected, selected, excluded and analysed at each stage of the study was reported using the PRISMA flowchart. This approach has established an international standard in conducting systematic reviews and is frequently utilized in research in education and educational technology. The literature search was conducted in the Scopus database using the following search string: ("digital curation" AND ("educational literacy" OR "digital literacy" OR "information literacy" OR education OR learning)). The search was applied to article titles, abstracts, and keywords to identify studies examining the relationship between digital curation and educational literacy in educational contexts.

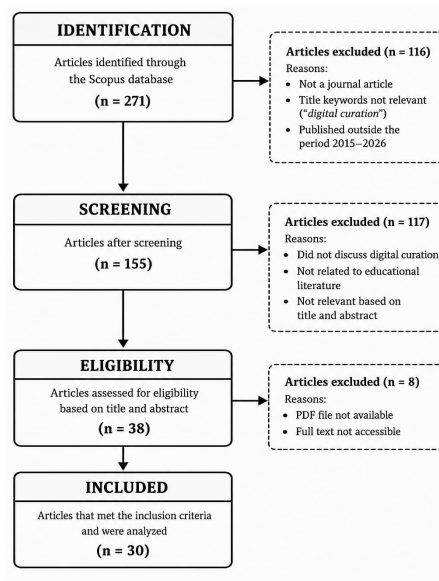


Figure 1. Flow diagram PRISMA

The research tool was a data extraction form that was produced based on the objectives of the investigation. This instrument was used to identify and record the key information from each selected article, including the names of the authors, year of publication, the country where the study was conducted, the objectives of the research, the methods used, the subjects of the research, the techniques used for data analysis, and the main findings related to digital curation and educational literacy. In order to help maintain consistency in the process of information gathering across publications and to facilitate data grouping and interpretation (Puljak et al., 2020), a data extraction form was used. Moreover, this instrument helps researchers to audit the whole process of analysis, which can increase the creativity and trustworthiness of qualitative research. Data were analysed using theme analysis which can give a systematic and in-depth approach to identifying patterns of

thematic significance that emerge across a range of study findings (Ciara, 2023). The analysis method includes six steps: (1) becoming familiar with your data, (2) generating initial codes, (3) coding from the data to prospective themes, (4) reviewing themes, (5) defining and labeling themes, and (6) producing the analysis report . The study intends to uncover trends in research, the characteristics of the methodologies utilized and the numerous ways in which digital curation improves educational literacy through these phases. Thematic analysis also helps researchers grasp the meanings buried in varied research findings and so allows for a more detailed synthesis.

3. RESULTS AND DISCUSSION

RESULTS

An analysis of the articles that served as the study's sources was conducted to identify similarities, differences, and research gaps that could still be explored. The summary of the analysis results is presented in the following table.

Table 1. Article Scopus analyzed

No	Article Title	Journal Name	Year	Scopus Q
A1	Digital curation and digital literacy: Evaluating the role of curation in developing critical literacies for participation in digital culture	<i>E-Learning and Digital Media</i>	2015	Q2
A2	Digital curation as a core competency in current learning and literacy: A higher education perspective	<i>International Review of Research in Open and Distributed Learning</i>	2016	Q1
A3	Digital Curation: A Framework to Enhance Adolescent and Adult Literacy Initiatives	<i>Journal of Adolescent and Adult Literacy</i>	2016	Q1
A4	Digital curation and complex decision making: A school district's literacy initiative	<i>Journal of Media Literacy Education</i>	2022	Q2
A5	CURADORIA E BRICOLAGEM: COMPETÊNCIAS DO LETRAMENTO DIGITAL	<i>Revista Científica de Educação</i>	2022	N/A
A6	Critical ignoring reimagined: insights from STEM digital curation on Wikimedia platforms	<i>Smart Learning Environments</i>	2026	Q1
A7	Taxonomy of digital curation activities that promote critical thinking	<i>Smart Learning Environments</i>	2025	Q1
A8	Digital Curation as a Pedagogical Approach to Promote Critical Thinking	<i>Journal of Science Education and Technology</i>	2023	Q1
A9	Digital curation for promoting personalized learning: A study of secondary-school science students' learning experiences	<i>Journal of Research on Technology in Education</i>	2020	Q1
A10	Designing and teaching socio-scientific issues online: digital curation in the science classroom	<i>International Journal of Science Education</i>	2025	Q1
A11	Epistemic emotions as markers and mechanisms in socio-scientific issue learning through digital curation	<i>Disciplinary and Interdisciplinary Science Education Research</i>	2026	Q2
A12	Digital Curation for Teachers: Beyond Collecting to Achieving Science Teachers' Professional Growth	<i>Journal of Science Teacher Education</i>	2026	Q1
A13	Enhancing History Learning Performance through Digital Curation in the Metaverse	<i>Journal of Library and Information Studies</i>	2025	Q3
A14	Does the learning of computational thinking concepts interact with the practice of digital curation in children?	<i>Journal of Educational Media and Library Sciences</i>	2019	Q3
A15	From Reality to Virtuality: Constructing a Social Problem-Oriented TFCD Digital Curation Teaching Method	<i>Journal of Educational Media and Library Sciences</i>	2024	Q3
A16	Curadoria digital: concepções e percepções de pesquisadores sobre avaliação de materiais didáticos digitais	<i>Revista Lusófona de Educação</i>	2021	Q3
A17	Concepções e percepções de pesquisadores sobre avaliação de materiais didáticos digitais no contexto de curadoria digital	<i>New Trends in Qualitative Research</i>	2021	N/A
A18	Digital Curation of Online Resources among English Learners at Chinese Universities	<i>Language Learning & Technology / L&T Journal</i>	2020	Q2
A19	First year university student engagement using digital curation and career goal setting	<i>Research in Learning Technology</i>	2015	Q2
A20	Using a Digital Personal Learning Network Assignment to Teach Social Curation and Lifelong Learning in Marketing	<i>Journal of Advertising Education</i>	2019	Q3
A21	Considerations on the Curation of Educational Apps for Digital Play and Learning	<i>Contemporary Educational Technology</i>	2022	Q2
A22	Digital curation: Learning and legacy in later life	<i>E-Learning and Digital Media</i>	2015	Q2
A23	Study on Contexts and Stages of Digital Content Curation Models: Guidelines for Use in Qualitative Analysis Software	<i>The Qualitative Report</i>	2023	Q3
A24	The design and use of assessment frameworks in digital curation	<i>Journal of the Association for Information Science and Technology (JASIST)</i>	2019	Q1
A25	Personal Archive Management with Digital Curation Concept on Students' Smartphones	<i>Record and Library Journal</i>	2019	N/A
A26	Digital Curation: The development of a discipline within information science	<i>Journal of Documentation</i>	2018	Q1
A27	ASPECTOS DA REPRESENTAÇÃO DA INFORMAÇÃO NA CURADORIA DIGITAL	<i>Encontros Bibli: Revista Eletrônica de Biblioteconomia</i>	2020	Q3
A28	O DESIGN DA INFORMAÇÃO COMO RECURSO INTERDISCIPLINAR DA CURADORIA DIGITAL em CONTEXTOS COMPLEXOS DA CIÊNCIA DA INFORMAÇÃO	<i>Perspectivas em Ciência da Informação</i>	2019	Q3
A29	Digital curation and long-term digital preservation in libraries	<i>JLSI - Italian Journal of Library and Information Science</i>	2024	Q3
A30	Digital curation on a small island: a study of professional education and training needs in Ireland	<i>Archives and Records</i>	2019	Q2

Link to access the journal https://drive.google.com/drive/folders/1X-vtqIWokTX-kMnV825rtJjLsblCx_R0?usp=sharingusp=sharing

Because they met all of the study's inclusion requirements, thirty publications were chosen and added to the analysis phase. The topic of digital curation was covered in the journal articles that were indexed by Scopus. The process of improving educational literacy (digital literacy, information literacy, learning literacy, and so forth) is also referred to. These publications are accessible as PDF files, were published between 2015 and 2026, and include information relevant to the study's goals. As a result, these thirty papers were deemed suitable for use as the study's data source. The findings center on three key areas: (1) how the advancement of digital curation research enhances educational literacy; (2) the different research techniques employed; and (3) the findings demonstrating the function of digital curation in educational literacy.

3.3 Research Trends

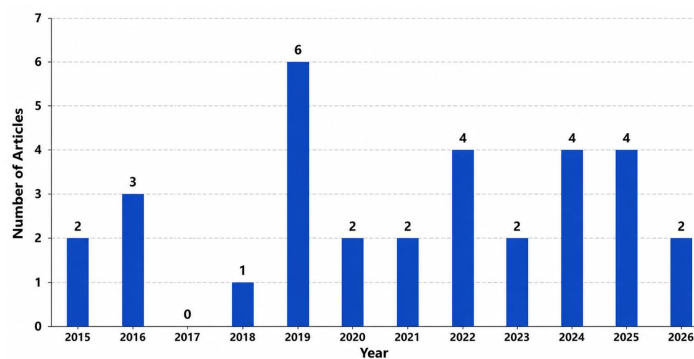


Figure 2. Distribution of Articles by Year of Publication Year

The publication chart of articles on digital curation and educational literacy enhancement from 2015 to 2026 indicates that the research interest in digital curation and educational literacy enhancement has increased significantly in recent years. Between 2015 and 2026, 30 articles were published, with the highest number in 2019 at 6 {A14, A20, A24, A25, A28, A30} articles and none in 2017. The number of published articles has been consistent from year to year since 2020. This finding shows that digital curation is gaining more and more attention from academics in the context of the rapid development of information technology and the need for information management due to the COVID-19 pandemic.

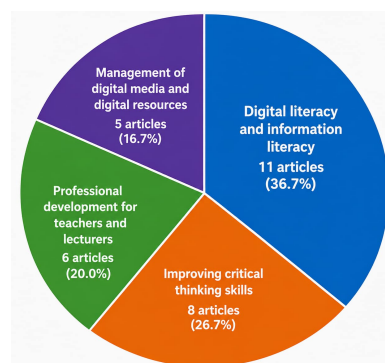


Figure 3. Subject Distribution of Articles

With 11 papers (36.7%) {A1, A3, A5, A16, A17, A18, A21, A23, A25, A26, and A27}, digital literacy and information literacy was the most prevalent theme in digital curation research in education among the 30 publications analyzed. Furthermore, eight articles (26.7%) {A6, A7, A8, A10, A13, A14, A15, and A28} discuss how digital curation can enhance critical thinking abilities; six articles (20.0%) {A2, A12, A19, A20, A22, and A30} discuss the professional development of instructors and lecturers; and five articles (16.7%) {A4, A9, A11, A24, and A29} discuss the

management of digital media and resources. The focus of research has shifted from digital curation as a technical information management activity to a pedagogical approach for improved technology comprehension, critical thinking, and more capable professionals in digital learning environments, according to research trend issues.

3.2 Methods of Research

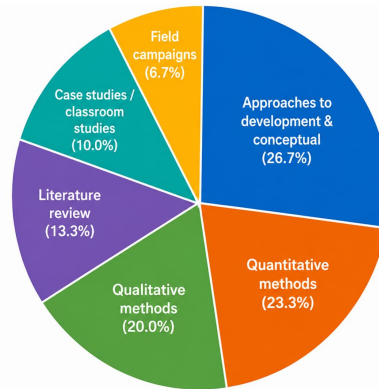


Figure 4. Methodological Distribution Pie Chart

Eight articles (26.7%) {A2, A3, A7, A10, A12, A15, A27, and A28} used developmental and conceptual approaches; seven articles (23.3%) used quantitative methods; six articles (20.0%) used qualitative methods; and four articles (13.3%) {A21, A24, A26, and A29} used a literature review approach. Furthermore, two publications (6.7%) used mixed techniques {A6 and A11}, while three articles (10.0%) {A4, A19, and A20} used case studies or classroom studies. These results demonstrate that the creation of concepts, models, and implementation frameworks remains the main focus of research on digital curation in education. Nonetheless, numerous qualitative and quantitative empirical research show that digital curation is being evaluated and applied more frequently in educational practice to improve digital literacy, critical thinking abilities, and learning quality.

3.3. Main Finding

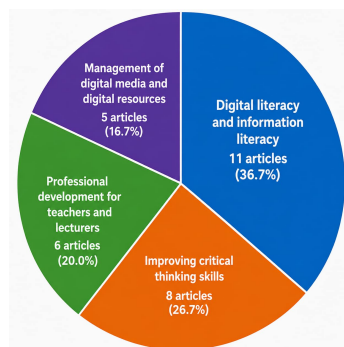


Figure 5. Diagram of Results Distribution

3.3.1. Digital and information literacy

The significance of digital curation for digital and information literacy was noted in eleven articles (36.7%) {A1, A3, A5, A16, A17, A18, A21, A23, A25, A26, dan A27 }. The findings show that digital curricula assist students in locating information and encourage evaluating the caliber, applicability, and reliability of the sources they consult. As a result, in addition to learning how to find information, students also learn how to choose and apply reliable knowledge. Numerous studies

attest to the fact that digital curation encourages students to use information more actively, comprehend various sources better, and engage more fully in the online community.

3.3.2. Critical and Reflective Thought

Digital curation can aid in the development of critical and reflective thinking abilities, according to 26.7% of the articles {A6, A7, A8, A10, A13, A14, A15, and A28}. In various learning environments, students must select information from multiple sources of varying quality and dependability. Students learn how to select, compare, analyze and integrate information so that they may think more critically before reaching judgments. In the Internet age, these abilities are becoming more and more vital, as they help pupils avoid hoaxes, incorrect information and disinformation that may occasionally be available on various platforms.

3.3.3. Teacher professional development

Six papers (20.0%) {A2, A12, A19, A20, A22, and A30} examine digital curation in the context of supporting the professional development of professors and teachers. The results of the study reveal how digital curricula equip educators to locate quality learning materials, keep up with current trends and create lesson plans that are more suited to their students' requirements. Further, digital curriculum allows instructors to work together and exchange information inside professional learning communities. The activities provide teachers and lecturers with the opportunity to update their knowledge, to enhance their digital skills and to cultivate a culture of lifelong learning that is becoming increasingly necessary in a fast changing educational environment.

3.3.4. Digital Learning Resources and Media Management

Five (16.7%) publications mentioned digital curation as a way to manage digital media and learning resources {A4, A9, A11, A24, and A29}. The results suggest that the digital curation assists educators and learners to organize the various online learning materials to be more useable, accessible and adaptive to the learning goals. Digital curation can also help to ensure that resources are relevant and of good quality. The findings indicate that digital curation can be utilized as a tool for information management and also as a means of creating a more organized and effective digital learning environment.

DISCUSSION

The data shows a considerable increase in the number of publications about digital curation and the strengthening of educational literacy from 2015 to 2016. The 30 analyzed papers received the maximum amount of citations, 6 of them published in 2019. These publications were released every year since 2020. This trend shows that digital curation is receiving more and more attention in educational research because of the fast development of information technology and the increasing necessity for content management in digital learning settings. This means that digital curation is recognized as a skill needed to support 21st century learning, not simply a profession of collecting material. This confirms Ungerer's (2016) statement that digital curation is a necessary ability in 21st century learning as it enables individuals to effectively organize, assess and apply digital material. We can also regard information overload, the phenomenon of people having too much information and needing to pick and arrange it to prevent misunderstanding, as a reaction to the increasing popularity of digital curation (Lingo, 2023). Methodologically, the study demonstrates that the most frequent approaches in research on digital curation are development and conceptual approaches. These approaches propose that the research emphasis should be on the production of concepts, models and implementation frameworks. However, a rising body of empirical research suggests that digital curation is not only a theoretical topic but also has been widely adopted and investigated in diverse educational settings. The results are consistent with the description of Sharma and (Sharma

& Deschaine, 2022) that “digital curation practices are increasingly being adopted to support decision-making and knowledge management in educational settings.” The primary findings of this research are that digital curation is required to enhance educational literacy. Curation activities help educators and students to identify, evaluate, organize and access useful material from a wide range of digital sources. These results confirm (Mihailidis, 2016) argument that digital curation is one digital literacy activity that can help people to build critical thinking abilities in processing information. This ability is increasingly vital in education as students need to not only find knowledge but also assess its quality, dependability and usefulness. The study also shows that digital curation encourages the development of critical thinking skills and evidence-based decision making because it involves students in a more extensive analysis before reaching any conclusions by selecting, contrasting, evaluating, and synthesizing different sources of information. The results are in line with the study of Gadot & Tsybulsky (2023) which said that digital curation might be employed as a teaching approach to improve students’ critical thinking skills. The students actively participate to knowledge generation by doing curation tasks, rather than passively consuming information by analyzing the many information sources.

The findings demonstrate that digital curation enables educators to efficiently locate, evaluate, organize, and reuse high quality educational resources, allowing them to design learning experiences that better align with students' needs and current curriculum demands. Beyond improving access to learning materials, digital curation also reduces the administrative burden associated with lesson preparation, resource management, and documentation. By organizing digital content into structured repositories, teachers spend less time searching for materials or recreating existing resources and more time focusing on instructional planning and student engagement. The importance of digital curation in the administration of digital media and educational materials was also addressed in five papers (16.7%). According to the study, digital curation allows teachers and students to better organise and make the most of the numerous online educational materials available to them, making them more useable, accessible and flexible to match their needs. In addition, digital curation enhances the quality and usability of learning resources. The results indicate that digital curation can be employed to manage content and to generate a more systematic, efficient and student-centered digital learning environment. The study results conclude that digital curation evolved from a simple information gathering activity to a pedagogical tool for active learning, critical thinking skills development, teacher professionalization, and digital learning resources management. The results also indicate that digital curation has a substantial contribution to the development of critical thinking abilities, the improvement of teacher professionalism, the enhancement of digital and information literacy, and the improvement of educational quality.

4. CONCLUSION

As digital technology develops and the necessity for information management increases in the learning process, research results indicate that digital curation has become an increasingly relevant issue in educational studies. Research continues to uncover how digital curation has evolved from a basic technological act of data collecting and storage to an educational approach to improving students. The field of digital curation study spans a broad spectrum of methodological approaches including empirical research, conceptual and model building, and literature reviews. This means that the area of digital curation is still expanding in theory and practice. The objective of these many researches is to build an implementation framework that would be applicable in a wide range of educational situations. The outcomes of synthesis indicate that digital curation helps learners and educators to grasp better digital media and learning resources, to develop critical and reflective thinking abilities, to develop educators’ professionalism and to improve digital and information

literacy. Digital curation also helps them to manage digital media and learning resources more efficiently through searching, choosing, assessing, organizing and re-presenting material. So, digital literacy could be taken as a must-have ability in 21st century schooling. Digital literacy develops critical thinking abilities and literacy, but also offers a learning environment that is in step with technology changes and a digital world. Therefore, it should always be encouraged to enhance professionalism and teaching practice for the advancement of education quality in the future.

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