

Analysis of Digital Education Communication Strategies in Strengthening Youth Digital Literacy Toward Excellent Human Resources in 2045

Leni Rohida^{1*}, Nursahidin²

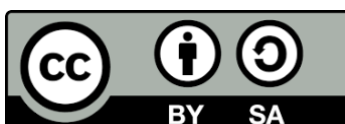
^{1,2}Program Studi Administrasi Publik, Fakultas Ilmu Sosial dan Ilmu Politik, Universitas Swadaya Gunung Jati, Cirebon, Indonesia

leni.rohida@ugj.ac.id^{1*}, nursahidin@ug.ac.id²

Abstract

Digital transformation in education requires adaptive and strategic communication approaches to ensure that the learning process contributes effectively to the development of superior human resources (HR) toward the vision of Indonesia Emas 2045. This study aims to analyze digital education communication strategies in strengthening youth digital literacy as an integral component of HR development in the digital era. The research was conducted through a literature study and conceptual review of recent scientific sources that discuss communication, digital education models, and digital literacy frameworks. The findings indicate that the effectiveness of communication in digital-based education systems is strongly influenced by multi-stakeholder collaboration, involving schools, families, the government, digital platforms, and the private sector. In addition, the integration of interactive media, technology-supported learning methods, and active youth involvement in digital learning environments enhances knowledge absorption and critical engagement. The study argues that participatory, collaborative, and value-oriented communication strategies are essential for forming young generations who are critical, creative, technologically proficient, and possess strong digital ethics and citizenship. Strengthened digital literacy not only contributes to academic achievement but also develops future competencies such as problem solving, innovation, and global communication, which are crucial for future national competitiveness. The recommendations highlight the necessity of sustainable digital literacy initiatives, continuous capacity building for educators, and the creation of inclusive digital learning ecosystems. These efforts are positioned as key foundations for preparing competitive superior human resources who are adaptive, globally oriented, and able to contribute significantly to Indonesia's socio-economic transformation in the global era and future.

Keywords: digital literacy; communication strategy; human resources development



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INTRODUCTION

The field of education has seen significant changes as a result of the advancement of information and communication technologies. The learning process has steadily moved towards hybrid and entirely digital learning models from its previous heavy reliance on direct face-to-face interaction between professors and students. Multimedia-based teaching tools, online learning management systems, virtual classrooms, and digital platforms have all grown to be crucial components of the modern educational environment. New chances to increase educational access, speed up the spread of knowledge, and enhance the general calibre and inclusivity of learning processes are presented by this technology revolution. Previously unthinkable in traditional educational institutions, students from a wide range of socioeconomic and geographic origins can now participate in interactive learning activities, interact with global knowledge networks, and gain from personalised learning experiences. In order to stay relevant in the quickly changing digital world, educational institutions are also feeling more and more pressure to reinvent their curricula and pedagogy.

But in spite of these encouraging advancements, there are still difficult problems brought about by the digitisation of education. Both teachers and students must possess high levels of flexibility, technological proficiency, and self-directed learning abilities in order to engage in digital learning. Learner-centred models that prioritise collaboration, inquiry-based learning, and digital engagement must increasingly be accommodated by traditional pedagogical approaches that rely on direct teacher-centered instruction. In addition to becoming proficient with digital tools, teachers must also create communication plans that keep students interested, guarantee that learning messages are understood, and promote critical and reflective thinking. Younger students in particular need to learn how to deal with information overload, discern reliable information from false information, and effectively use digital resources into knowledge-building exercises. These requirements show that implementing digital transformation in education is essentially about adapting communication in a socio-technical learning environment rather than just adopting new technologies.

In Indonesia, national development objectives, especially the long-term vision of Indonesia Emas 2045, are in line with the digital revolution of education. This concept centres national competitiveness in the global era around the development of excellent human resources. In addition to academic proficiency, superior human resources also exhibit digital fluency, critical thinking, teamwork skills, problem-solving aptitude, and strong moral principles. Future workers, leaders, and citizens will need to be able to navigate digital information ecosystems as the world grows more knowledge-based and interconnected. It is anticipated that young people, who are frequently categorised as digital natives, would act as change agents during this process. Although they have an initial edge due to their familiarity with digital platforms and gadgets, digital familiarity does not equate to digital literacy. Research indicates that many young people still have difficulty comprehending, analysing, and critically assessing digital content. Some people are ignorant about online conduct, digital ethics, privacy issues, safeguarding personal information, and consuming media responsibly. These disparities demonstrate the strategic significance of digital education communication in raising youth digital literacy.

The structure, delivery, interpretation, and internalisation of learning messages in digital learning environments are all covered by digital education communication techniques. For communication tactics to be effective, pedagogy, technology, and sociocultural values must all be in harmony. In digital environments, communication involves a dynamic exchange between several participants in a distributed learning system rather than just the transfer of knowledge from instructor to pupil. Text, audio, video, simulation, games, and interactive platforms are some of the multimodal formats used in digital communication, and each has a unique impact on understanding and participation. Clarity, feedback systems, interactive discussion, and

contextual relevance are all critical to the effectiveness of digital communication tactics. Additionally, learners can access and digest instructional content beyond conventional time and place limits thanks to digital environments that facilitate asynchronous interactions. In addition to fostering customised learning pathways, this flexibility opens up new avenues for cooperation outside of the classroom. However, the move to multimodal and asynchronous communication brings with it cognitive difficulties such as fragmented attention, diminished social presence, and distractions, necessitating the development of techniques that preserve motivation, purpose, and focus.

The capacity to improve digital literacy is a key component of communication techniques for digital education. Digital literacy encompasses larger cognitive, social, and ethical aspects in addition to the technical proficiency of using digital tools. It entails comprehending the creation, dissemination, and consumption of digital information; identifying biases in media messages; and assessing the reliability of sources. Digital literacy also includes cyber safety, algorithmic logic, and data awareness. The significance of digital critical thinking is further highlighted in the modern digital ecosystem, which is controlled by social media, online platforms, and artificial intelligence technology. A steady stream of entertainment, information, and persuasive material is presented to young people, influencing their attitudes, actions, and study habits. They might be more susceptible to false information, manipulation, digital addiction, cyberbullying, or ineffective technology use if they lack sufficient literacy skills. As a result, digital education communication strategies prepare youth to engage in responsible digital citizenship while simultaneously advancing academic goals and social empowerment.

The roles of stakeholders are also being redefined by the shift of education into digital spaces. Curricula at educational institutions need to be redesigned to incorporate digital competencies. Teachers need to use communication frameworks that promote cooperation, discussion, and involvement. In home-based learning settings, parents must supervise and encourage their children, particularly when learning remotely or in a hybrid manner. Building digital infrastructure, guaranteeing fair access to internet services, and creating laws that safeguard students in digital ecosystems are all crucial tasks for governments. When it comes to creating educational applications, collaborative learning environments, and learning tools, the private sector—which includes IT firms, digital platforms, and content producers—becomes an essential collaborator. Campaigns for digital literacy and awareness initiatives may also receive support from community organisations, media outlets, and civil society organisations. To prevent fragmented efforts and guarantee alignment between educational objectives, technological innovation, and the sociocultural setting of young learners, stakeholders must collaborate.

The need of teaching digital literacy is further reinforced by the quick development of automation, artificial intelligence, and data-driven technologies on a worldwide scale. It is anticipated that the workforce of the future will work in settings that blend human creativity and artificial intelligence. While traditional occupations may perish or undergo considerable restructuring, new occupations requiring strong digital skills will emerge. Investing in digital education to develop human capital increases a nation's ability to compete successfully in the global economy. This opportunity strategically coincides with Indonesia's demographic bonus period, when young people of productive age make up the bulk of the population. However, the youth population must have excellent digital capabilities and communication skills in order for demographic advantages to be converted into socioeconomic gains. In addition to improving employability, digital literacy fosters innovation, entrepreneurship, and international cooperation. It gives young people the ability to produce digital goods, participate in knowledge economies, and take part in digital public spaces where ideas, opinions, and values are communicated at a never-before-seen scale and speed.

Notwithstanding these advantages, structural injustices are also revealed by the digitalisation of education. For many areas, particularly rural and underprivileged groups, unequal access to digital devices, infrastructure, and connectivity continues to be a hurdle. Families' ability to buy digital tools for their kids is impacted by economic inequality. The quality of digital pedagogy is impacted by differences in teacher competencies. Cultural differences have an impact on how young people use technology and communicate online. Furthermore, when international platforms that use international languages dominate educational content, linguistic obstacles develop. When creating inclusive and culturally responsive digital education communication strategies, these structural issues must be taken into account. In order to promote educational fairness, inclusive policies must make sure that the growth of digital literacy does not exacerbate social inequality.

In the context of digital education, digital ethics also emerges as a crucial factor. Privacy, data security, academic honesty, preventing cyberbullying, intellectual property rights, and the appropriate application of AI are all ethical concerns. Because online interactions can take place quickly, anonymously, and without direct accountability, the digital environment poses a challenge to conventional moral frameworks. Young people need to be taught how to behave appropriately in these settings, striking a balance between their right to free speech and consideration for others. Communication techniques that promote introspection, discussion, and the development of values are necessary for teaching digital ethics. The development of moral digital citizens who maintain honesty, decency, and empathy in virtual environments may be aided by character education included into digital literacy frameworks.

The significance of communication tactics in digital education is becoming increasingly clear as Indonesia strives to meet the objectives of Indonesia Emas 2045. Indonesia Emas places a high priority on social welfare, technological development, national competitiveness, and international involvement. The development of human resources is central to this vision. Therefore, digital transformation is a process that transforms culture and education as well as technology. It is anticipated that digital literacy would develop into a fundamental skill for young Indonesians to engage in global innovation ecosystems. Effective communication in digital environments fosters teamwork, intercultural dialogue, innovation, and leadership. Therefore, values, competencies, and behaviours that prepare young people for unpredictable future settings must be incorporated into digital education communication techniques.

Given this context, evaluating and creating ideas for digital education communication tactics becomes a crucial scholarly and applied undertaking. The identification of current gaps, difficulties, and possible policy actions is made possible by such analysis. It makes clear how pedagogical approaches can be altered to meet the requirements and traits of digital-native generations, as well as how communication theories can be implemented within digital learning ecosystems. Educational stakeholders may help create exceptional human resources who are not just academically proficient but also able to innovate, exercise critical judgement, collaborate, and participate ethically in digital societies by enhancing digital literacy. In this sense, digital education communication techniques help Indonesia prepare the next generation to take advantage of the opportunities and confront global issues in the Indonesia Emas 2045 period.

RESEARCH METHODS

This study uses a descriptive qualitative approach with a systematic literature review method. This approach was chosen because the study focuses on conceptual analysis and the development of ideas regarding digital education communication strategies in building youth digital literacy towards excellent human resources in 2045. Through this approach, the researcher does not attempt to find numerical generalizations, but rather examines the meaning, relationships, and theoretical relevance of various scientific sources. The data used in this study

is secondary data obtained from national and international scientific articles, textbooks, proceedings, and government policy documents related to the topics of educational communication and human resource development. The main sources of reference are the studies by Rullah (2025) and Wulandari and Hidayat (2022). Both were selected because they have a relevant focus on digital literacy and educational communication strategies and use a similar qualitative approach. Rullah's (2025) research highlights the importance of participatory communication and social media as a means of improving youth digital literacy, while Wulandari and Hidayat's (2022) research focuses on digital educational communication strategies in supporting the improvement of human resource quality in the technological era.

Data collection was conducted through a systematic literature review, starting with the identification of sources through academic search engines such as Google Scholar and DOAJ, the selection of articles based on relevance and credibility, and the synthesis of information contained in each source. From the selection results, the researchers grouped the data based on broad themes such as digital communication strategies, technology-based education, and youth digital literacy. The analysis was conducted using thematic analysis to find conceptual patterns that emerged from the literature. The validity and reliability of the data were maintained through source triangulation techniques, namely comparing various research results with similar themes to ensure consistency of findings. In addition, conceptual peer review was also carried out by comparing the synthesis results with classical communication theories such as Effendy (2019) and Rogers' (2003) theory of innovation diffusion to strengthen theoretical validity. The reliability of this study was not measured through statistical tests, but rather through the consistency between findings and the suitability of the theories used. With this approach, the study is expected to produce a comprehensive understanding of digital education communication strategies as a means of building youth digital literacy towards superior human resources in 2045. This descriptive qualitative approach allows the research results to be reflective, in-depth, and provide conceptual contributions to the development of digital education communication policies and practices in Indonesia.

RESULT AND DISCUSSION

Implementation of Digital Education Communication Strategies in Strengthening Youth Digital Literacy

Based on the results of an analysis of literature and previous research findings, the application of digital education communication strategies has proven to be a crucial component in efforts to improve digital literacy among Indonesian youth. Rullah (2025) explains that the success of digital education communication depends not only on the availability of technology, but also on the ability of communicators (educators, institutions, or communities) to convey messages in a contextual, engaging, and interactive manner. The participatory communication approach is the key factor that distinguishes traditional one-way communication from modern digital communication. In this approach, students are not only recipients of information, but also play an active role as content managers and creators. Through social media, educational video platforms, and online learning forums, young people can interact directly, propose ideas, and comment on learning materials. This is in line with the views of Wulandari & Hidayat (2022), who emphasize the importance of creating a collaborative digital space in learning to strengthen digital literacy and critical thinking skills.

The implementation of ideal digital education communication strategies covers three main aspects:

1. **Message Planning:** Messages should be tailored to the needs and characteristics of young people as a digital audience. Concise, relevant messages delivered in an engaging visual style have been shown to increase learner engagement.

2. Channel Selection: The digital media used should be multimodal, such as a combination of Learning Management System (LMS), social media, and interactive videos. The selection of diverse media helps reach audiences with different learning preferences.
3. Participation Mechanism: Digital communication strategies should provide opportunities for young people to collaborate. Examples include peer learning, online discussions, or digital creative projects that allow them to express their understanding of the learning material.

Through the application of these three aspects, digital education communication can create a more meaningful learning experience, where young people not only understand the content, but also build digital communication skills and ethical awareness in using media.

Supporting and Hindering Factors in Digital Education Communication Strategies

This study also identifies various factors that influence the successful implementation of digital education communication strategies. Based on a synthesis of the literature and the results of conceptual analysis, these factors are divided into two broad categories, namely supporting factors and barrier factors.

Supporting Factors

1. Government Policy and Digital Infrastructure
Regulatory support from the government, such as the national digital transformation program and Merdeka Belajar (Freedom of Learning), is an important foundation in expanding access to digital education. Network infrastructure and the provision of technological devices also contribute to the equal distribution of access to information.
2. Cross-Sector Participation
Collaboration between the government, educational institutions, and the private sector strengthens the sustainability of digital literacy programs. This synergy has resulted in initiatives such as digital teacher training, the creation of local educational content, and the strengthening of online learning communities.
3. The Readiness of the Younger Generation
Young people, who are known to be adaptable to technology, are a key asset in the implementation of digital communication strategies. They are quick to embrace innovation, adapt quickly to new platforms, and become agents of change in the spread of digital literacy.

Inhibiting Factors

1. The Gap in Access and Technology Literacy
The uneven distribution of internet infrastructure between urban and rural areas has led to disparities in digital learning opportunities. Many schools in remote areas do not yet have stable internet access or adequate devices.
2. Limitations in Teachers' and Educators' Digital Communication Competence
Some educators have not yet mastered effective digital communication strategies, both in terms of message composition and the use of learning platforms. This results in educational messages that are less engaging and difficult for students to accept.
3. Lack of Awareness of Digital Ethics and Security
Low awareness of the importance of personal data security and media ethics leads to the risk of information misuse and disinformation, which can undermine the learning process.

Interpretation:

These supporting and inhibiting factors show that the success of digital education communication does not solely depend on technical aspects, but also on social and cultural aspects. Therefore, communication strategies must consider the local context, audience habits,

and values that apply in society so that educational messages can be received effectively and sustainably.

Conceptual Model of Digital Education Communication Strategy Towards Excellent Human Resources in 2045

1. Educational Dimension

Focus on strengthening credible, relevant learning content that supports the development of critical thinking skills. Every digital message conveyed must contain elements of learning, character development, and national values.

2. Participatory Dimension

Encouraging active youth participation in the digital communication process. They are not only consumers of information, but also producers of knowledge. Through collaborative digital spaces, young people can share ideas, develop creative content, and educate their peers.

3. Digital Ethics Dimension

Teaching responsibility in the use of digital media, including privacy awareness, digital empathy, and the ability to assess the validity of information. Digital ethics provides balance in the face of the rapid flow of information in the technological era.

These three dimensions are interrelated and form a comprehensive digital education communication system. This model emphasizes the integration of technology and human values, where communication is not only about conveying messages, but also about building awareness and character.

General Interpretation of Results and Relevance to Research Objectives

Based on all of the above results, this study successfully answered the three research questions posed. First, the implementation of a participation-based digital communication strategy proved effective in building youth digital literacy. Second, the success of this strategy is highly dependent on policy synergy, infrastructure readiness, and the digital communication competencies of educators. Third, the conceptual model produced emphasizes the importance of integrating education, participation, and digital ethics as the foundation for developing excellent human resources by 2045. The results of this study contribute theoretically to the development of educational communication studies, as well as practically to the government, educators, and the community in designing inclusive and sustainable digital education policies

CONCLUSIONS

Based on the results of research and discussions that have been conducted, it can be concluded that digital education communication strategies play a central role in building youth digital literacy towards the realization of superior human resources in 2045. The implementation of effective digital education communication strategies must combine participatory, collaborative, and contextual approaches. Two-way communication between educators and students through various digital platforms can increase learning engagement, strengthen critical thinking skills, and foster ethical awareness in media use.

The factors that influence the successful implementation of digital education communication strategies are multidimensional. Government policy support, infrastructure readiness, and cross-sector participation are the main forces driving the effectiveness of digital literacy programs. However, there are still obstacles stemming from the technology access gap, limited digital communication skills among educators, and low digital ethics awareness among young people. This shows the need for a more adaptive and equitable communication approach so that digital literacy can reach all levels of society.

This research also produced a conceptual model of digital education communication strategies that emphasizes three main dimensions: education, participation, and digital ethics. These three dimensions interact with each other and form an education communication system oriented towards strengthening character, critical thinking skills, and digital responsibility. Through the application of this model, the digital education process not only transfers knowledge but also builds awareness and a culture of sustainable digital literacy. Thus, digital education communication strategies can become an important pillar in the effort to prepare a young generation that is smart, creative, and highly competitive to face the challenges of the digital era towards the vision of Indonesia Emas 2045.

Based on the results of the analysis and conclusions above, the author provides several practical and strategic suggestions and recommendations. First, for the government and policymakers, it is necessary to expand the education digital transformation program in a comprehensive and equitable manner. This includes improving internet infrastructure in remote areas, providing digital communication training for teachers, and strengthening national digital literacy policies that are oriented towards character building and media ethics..

Second, for educational institutions and educators, it is important to integrate digital communication strategies into the learning process through interactive and participatory approaches. Teachers and lecturers are expected to not only act as conveyors of information, but also as facilitators who encourage collaboration, creativity, and critical reflection among students. The implementation of learning management systems based on digital communities and collaborative projects needs to be developed continuously in order to foster students' communication and digital literacy skills.

Third, for the younger generation as the main subject of this study, it is necessary to develop critical awareness of digital media use. Young people are expected not only to be consumers of information, but also to be able to contribute as producers of educational and informative content. Strengthening digital ethics, social responsibility, and reflective thinking skills must be an integral part of their activities in the digital space.

Fourth, for future researchers, it is recommended to conduct further research using empirical approaches, such as case studies, surveys, or experiments, to test the effectiveness of the conceptual model developed in this study. Such testing can strengthen the validity and reliability of the model, while enriching the academic literature in the field of digital education communication and the development of superior human resources.

Through synergy between the government, educational institutions, and the community, digital education communication strategies can be realized as an inclusive, adaptive system oriented towards developing digitally literate, morally resilient, and globally competitive human resources. Thus, the results of this study not only contribute theoretically to the development of communication science but also offer practical directions for creating Indonesia's golden generation of 2045, which will be digitally literate and highly competitive.

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