

Media Literacy Interventions for Indonesian Children and Adolescents: A Scoping Review of Approaches and Strategies

ALBERTUS MAGNUS PRESTIANTA*
Universitas Multimedia Nusantara, Indonesia

MUHAMMAD FASHA ROUF
The University of Queensland, Australia

ABSTRACT

This scoping review examines media literacy education interventions targeting children and adolescents in Indonesia, utilizing publications from the Garuda Indonesia database. The study aims to categorize the different types of media literacy interventions, including their methodologies, target audiences, and thematic focuses. The study identifies a diverse range of agents from various academic backgrounds conducting these interventions, ensuring a wide array of perspectives. The topics addressed include media ethics, social issues, misinformation and disinformation, media literacy competencies, and safety issues, reflecting a holistic approach to media literacy. The findings indicate that intervention designs predominantly adopt a protectionist approach, viewing children and adolescents as susceptible to media effects, with less emphasis on empowerment strategies. Traditional models such as lectures, seminars, and one-way presentations remain prevalent, though the level of audience involvement significantly impacts intervention effectiveness. This study contributes to the literature by filling the gap in existing research on media literacy interventions in Indonesia, particularly by highlighting the dominance of protectionist approaches and the limited adoption of empowerment-based strategies. The review underscores the need for future media literacy education to consider audience participation, current topics, new curriculum designs, and innovative approaches, especially in the rapidly evolving technological landscape. Limitations of the study include reliance on scholarly articles from academic communities and a focus on non-formal educational settings, underscoring the need for further research on integrating media literacy into formal education curricula.

Keywords: *Media literacy, interventions, children and adolescents, Indonesia, scoping review.*

INTRODUCTION

Media literacy is effective in helping individuals to navigate media content in various contexts, including education (Pandian et al., 2020), health (Karim, 2020; Park et al., 2022; Shinta et al., 2019), politics (Hassan et al., 2022), and social issues (Fardiah et al., 2020; Syam & Nurrahmi, 2020). Pandian et al. (2020) emphasize that media literacy helps students develop digital era competencies, such as evaluating the relevance and utility of information, working with information, communicating safely, and creating content. In the health context, both Karim (2020) and Shinta et al. (2019) agree that media literacy can enhance public health by aiding individuals in making informed health decisions. Hassan et al. (2022) assert that media literacy enables youth to access, analyze, and evaluate political information, as well as create and reflect on their political actions. They argue that good media literacy can enhance the integrity of political participation and prevent the spread of false information or incitement that could threaten national security (Hassan et al., 2022). In the social context, Fardiah et al. (2020) and

*Corresponding author: albertus.prestianta@umn.ac.id

E-ISSN: 2289-1528

<https://doi.org/10.17576/JKMJC-2026-4201-14>

Received: 5 March 2025 | Accepted: 12 March 2026 | Published: 31 March 2026

Syam and Nurrahmi (2020) concur that media literacy can address social issues by preventing the spread of misleading and false information and encouraging people to act against unethical and illegal media content. These studies underscore the significance of media literacy education for society and its relevance to various aspects of life. Therefore, media literacy interventions are considered as a solution to address the challenges posed by a complex and saturated media environment (Colomina et al., 2021).

Several studies have examined the positive impacts of media literacy interventions. A review by Eyal and Te'eni-Harari (2024) shows that media literacy interventions were successful in increasing understanding of media content, awareness of media influences, critical approaches to media, feelings of competence and empowerment, digital media content production skills, and reducing excessive or risky media use in young audiences. Another review conducted by Kurz et al. (2022) on the existing school-based interventions designed to enhance media literacy in order to reduce body dissatisfaction and to promote a positive body image. The result shows a significantly larger effect on positive body image and media literacy in the intervention compared to the control groups. According to Rasi et al. (2019), media education through formal or non-formal education can be conducted by experts for any audience, but most of them target children and adolescents (Potter, 2014).

Despite its recognized importance, media literacy education in Indonesia has not been systematically integrated into the national education curriculum. The Indonesian government has introduced some digital literacy initiatives, such as those led by the Ministry of Communication and Information Technology (Kominfo), but these efforts remain fragmented and lack structured implementation within formal schooling (Guntarto, 2020). In contrast, many countries have incorporated media literacy into formal education policies, ensuring that students acquire critical thinking skills to navigate digital environments effectively (Livingstone, 2018). Despite the importance of media literacy, research by Schmitz et al. (2024) shown various factors that influence why not all teachers teach media literacy to their students. Teachers' responsibility beliefs strongly predicted media education engagement; self-assessed technical skills increased media literacy instruction; and pedagogical skills influenced discussions on online information evaluation and automation ethics (Schmitz et al., 2024). Therefore, the disparity and teachers' settings suggest a need for a more comprehensive policy framework in Indonesia.

In Indonesia, media literacy education has not received serious attention. Guntarto (2020, p. 50) mentions that the implementation of media literacy education in Indonesia's formal education system still faces challenges. However, communities are actively engaged in activities to enhance public media literacy through non-formal educational settings (Kurnia & Astuti, 2017). These community-led initiatives often take the form of workshops, social campaigns, and independent training sessions, which, while valuable, do not ensure broad accessibility or long-term impact. The reliance on non-formal education also means that media literacy training is often concentrated in urban areas, leaving rural populations with limited access to such resources.

Indonesian scholarship also includes literacy-related interventions that are relevant, but not identical, to media literacy as defined in this review. For instance, Ramallah et al. (2019) studied a community-based reading centre for children, while Mediyawati et al. (2021) developed a technology-assisted tool to improve students' writing. Although these studies reflect the broader landscape of literacy intervention in Indonesia, they do not primarily focus on helping learners understand media messages or critically consume and produce media

content. This gap highlights the need for a more focused review of media literacy interventions for Indonesian children and adolescents.

This study is inspired by research conducted by several scholars, such as Andersson and Danielsson (2021), Jeong et al. (2012), Potter and Thai (2019), who conducted systematic analyses of media literacy interventions-related literature. Since there is no comprehensive literature review of media literacy interventions for children and adolescents in Indonesia, this study aims to provide information about the landscape of media literacy intervention models targeting Indonesian children and adolescents.

This study contributes to the academic discourse by mapping the types of media literacy interventions in Indonesia and analyzing their underlying paradigms, whether protectionist or empowerment-oriented. By doing so, it seeks to highlight the gaps in current intervention strategies and offer insights for future program development that aligns with global best practices in media literacy education.

LITERATURE REVIEW

Media Literacy Interventions

The concept of media literacy is frequently discussed in communication literature, reflecting diverse viewpoints from stakeholders such as consumer activists, parents, policymakers, journalists, educators, and scholars across different academic disciplines (Potter, 2022). Consequently, the definition of media literacy has evolved to encompass a broad spectrum of elements, underscoring its multifaceted nature and complexity. As Hobbs (2016) points out, there is no singular definition of media literacy, with perspectives on the subject influenced by a variety of personal and intellectual backgrounds.

Attendees at the National Leadership Conference on Media Literacy (NLCML) in 1992 defined media literacy as “the ability of a citizen to access, analyze, and produce information for specific outcomes” (Aufderheide, 1993, p. 6). Media literacy concept, according to NLCML, is based on five fundamental assumptions. First, it acknowledges that media are both constructed and influence reality. Second, it recognises that media have commercial, ideological, and political motivations and implications. Third, it recognises the relationship between form and content. Fourth, it acknowledges that each medium has its own distinct aesthetics and conventions. Fifth, it recognises that receivers engage in the process of negotiating the meanings of messages (Aufderheide, 1993).

While the definition of media literacy according to the NLCML is often cited as a reference point (Potter, 2022), Thoman and Jolls (2005) critique it for its limited scope. They argue that the NLCML definition predominantly emphasis on cognitive abilities used to execute specific tasks related to media use. Thoman and Jolls (2005, p. 190) state that media literacy should builds an understanding of the role of media in society as well as essential skills of enquiry and self-expression necessary for citizens in the 21st century. The key point of Thoman and Jolls' concept of media literacy education lies in the principle of enquiry and understanding of the role of media in society for self-expression, which is necessary for citizens of a democratic society (Thoman and Jolls, 2005). Furthermore, Thoman and Jolls (2005) added that, in addition to skills in accessing information and critically deconstructing messages, one also needs skills in producing and constructing media content clearly and effectively. In a similar fashion, Livingstone (2004), a UK scholar, emphasised the importance of understanding the context of the messages and ensuring that people have adequate media literacy to engage not only with the media but also with other citizens through the media

(Livingstone, 2018). Both Thoman and Jolls (2005) and Livingstone (2004) emphasise the need to expand the elements of media literacy by incorporating social skills, thus avoiding limitations solely to practical abilities in usage.

Hobbs (2010, 2011) views media literacy as an expanded conceptualization of literacy that aims to empower individuals to critically engage with media and create their own media content. In Hobbs' perspective, media literacy should be regarded not solely as a means of reducing negative effects but also as enabling individuals to interact with media actively and discerningly, harnessing its potential for positive purposes. Media literacy, therefore, aims to equip individuals with the ability to make responsible choices and access information by locating and sharing materials and comprehending information and ideas; analyze and evaluate messages in a variety of forms by identifying the author, purpose and point of view, and evaluating the quality and credibility of the content; create content in a variety of forms, making use of language, images, sound, and new digital tools and technologies; reflect on one's own conduct and communication behavior by applying social responsibility and ethical principles, as well as act in active engagement through teamwork and collaboration; take social action by working individually and collaboratively to share knowledge and solve problems in the family, workplace and community, and by participating as a member of community (Hobbs, 2010, p. 19).

In global contexts, media literacy education has evolved to include participatory and student-centered approaches that encourage active engagement rather than passive reception of information. In European countries, for example, media literacy curricula have incorporated project-based learning, digital content creation, and critical media analysis to empower students as consumers and media content producers (Livingstone & Haddon, 2009). Similarly, research in Malaysia also shows that media literacy teaching uses problem-based learning to improve journalism students' critical thinking skills in fighting misinformation through media production and self-development (Yee & Huey Shyh, 2024). In the United States, scholars emphasize integrating media literacy with civic education to enhance students' capacity to participate in democratic processes and critically evaluate political communication (Mihailidis & Thevenin, 2013). These global practices contrast with the predominantly protectionist approaches found in Indonesia, highlighting the need for a shift towards empowerment-based interventions.

Using reflections on several scholarly perspectives, this article employs an understanding that media literacy is not only about technical media skills but also social skills for living in a democratic society. We view media literacy interventions as aiming to improve critical and creative thinking by enhancing media knowledge, fostering awareness of media influence, and strengthening the capacity to engage with society through knowledge dissemination and problem-solving. It is reinforced by Chan's findings (2024) that the creative aspect of digital literacy strongly predicts online social capital.

What we here refer to as media literacy interventions is a treatment that introduces specific concepts or topics to the target of intervention with the aim of increasing awareness and promoting deeper understanding of the meanings contained in media messages. The goal of media literacy intervention is to provide people with the initial tools of media literacy (Byrne, 2009, p. 1). By doing so, media literacy interventions are expected to mitigate the influence of media and enhance audiences' abilities in both consuming and generating media content.

Variables in media literacy interventions generally consist of three components: the agent, the audience or target, and the treatment (Jeong et al., 2012; Potter, 2014). The agent is the individual who designs and delivers the intervention, such as a researcher, teacher, parent, or peer student. These agents are typically motivated by a concern that someone they care about is vulnerable to negative effects from media exposure (Potter, 2014). The audience or targets of the intervention are the individuals for whom the intervention is designed. Although children are the predominant subjects of media literacy intervention research (Potter, 2014), Rasi et al. (2019) contends that media literacy instruction is applicable to individuals of all ages. On the other hand, the treatment refers to the content, strategies, or methods used by the intervention agents to address the target audience (Potter, 2014). The success of an intervention depends on how the content is delivered to the target audience. Effective content delivery requires careful consideration of instructional methods and pedagogy (Rasi et al., 2019).

Between The Two Paradigms: Protectionism and Empowerment

In the context of digital media literacy education, two primary paradigms underpin educational approaches: protectionism and empowerment. The protectionism paradigm emphasizes safeguarding individuals from the negative influences of media (RobbGrieco & Hobbs, 2013). This approach highlights the importance of protecting vulnerable groups, such as children and adolescents, against negative media influence and in need of awareness, knowledge, skills, and enrichment of their media use to be healthy and make positive changes in society. Scholars who are on the protectionist side called this kind of intervention "inoculation," using a metaphor in which society's "antibodies" were built to fight against and reject the negative effects of media (Buckingham, 1998).

As a response to the protectionist approach, scholars have put forth an empowerment perspective in media education. The concept of empowerment has emerged as a prominent topic of enquiry among scholars in the field of cultural studies (e.g. Hobbs, 2011; Jacquinet-Delaunay et al., 2008). The empowerment perspective, according to Hobbs (2010, 2011), views media literacy as an expanded conceptualization of literacy that aims to empower individuals to critically engage with media and create their own media content. In Hobbs' perspective, media literacy should be regarded not solely as a means of reducing negative effects but also as a means of enabling individuals to interact with media actively and discerningly, harnessing its potential for positive purposes. Media literacy intervention within this paradigm aims to equip individuals with the skills and knowledge necessary for active participation in society. These approaches ensure that all citizens have access to media resources and technologies, and they foster connections to communities of interest where learners can acquire new skills, knowledge, collaborators, and audiences for their media creations (RobbGrieco & Hobbs, 2013).

Although the protectionism and empowerment paradigms differ in their approaches, both share the common goal of enhancing individuals' media literacy competencies. However, it is essential to identify the paradigms employed by authors in the literature concerning media literacy interventions for children and adolescents. Understanding the tendencies of past media literacy interventions provides a foundational basis for practitioners to design effective media literacy treatments that address the current needs of society. This is particularly important as there is a lack of research providing information on the approaches used by the agents in designing media literacy interventions in Indonesia.

Based on the conceptual explanation, we pose the following questions: Who are the key agents in media literacy interventions for children and adolescents in Indonesia? And what approaches and tactics are employed in media literacy interventions for children and adolescents in Indonesia?

Insights from Extant Reviews

The systematic reviews and meta-analyses involving media literacy interventions encompass many areas, including health behaviour, misinformation, parental education, body image, deviant behaviour, media effects, and digital literacy skills. In the health behavior domain, Vahedi et al. (2018) and Xie et al. (2019) discovered that media literacy interventions can mitigate risky health behaviours, such as substance use and body dissatisfaction, though their effectiveness varies according to the medium employed. Hedrick (2021) examined rape myth acceptance, emphasizing the need for media literacy interventions to challenge harmful narratives.

In the misinformation and fake news domain, Huang et al. (2024) and Lu et al. (2024) showed that media literacy enhances resilience to misinformation and fake news. In the parental education sector, Haywood and Sembiente (2023) examined global media literacy initiatives for parents, revealing that interventionist strategies in the U.S. contrast with participatory methods utilised internationally. In more general domain, the systematic review by Eyal and Te'eni-Harari (2024) examines the characteristics and outcomes of in-school digital media literacy interventions. d'Haenens et al. (2025) emphasised the significance of culturally tailored media literacy interventions for varied populations. Lastly, Jeong et al. (2012) performed one of the initial meta-analyses on media literacy, revealing that simpler interventions with multiple sessions outperform complex ones.

While previous theoretical and empirical reviews provide valuable insights into various aspects of media literacy interventions, four stand out for their comprehensive scope and critical contributions: Eyal and Te'eni-Harari (2024), d'Haenens et al. (2025), Jeong et al. (2012) and Lu et al. (2024). These reviews offer broad, data-driven analyses that enhance our understanding of the effectiveness and impact of media literacy interventions.

Eyal and Te'eni-Harari (2024) conducted a systematic review of 17 studies published between 2010 and 2021, focusing on school-based media literacy interventions. Their findings underscore the importance of hands-on learning, early intervention, and long-term engagement for maximizing success. The review highlights that practical, interactive approaches and multi-session programs yield stronger and more lasting outcomes than one-time workshops.

Similarly, Lu et al. (2024) analyzed 33 studies published before December 31, 2022, examining the effectiveness of media literacy interventions in combating fake news. Their meta-analysis confirms that media literacy significantly improves individuals' ability to detect misinformation, with gamified interventions emerging as the most effective strategy for enhancing news credibility assessment. This suggests that engagement-driven, interactive approaches are key to fostering critical digital literacy skills.

Jeong et al. (2012), conducted a meta-analysis of 51 media literacy interventions, identifying positive effects across multiple domains, including media knowledge, critical thinking, perceived realism, behavioral beliefs, attitudes, self-efficacy, and behavior. Their findings emphasize that simple, structured interventions with multiple sessions consistently outperform more complex approaches. Notably, they found no significant variation in

effectiveness based on intervention agents, target age, setting, audience involvement, topic, country, or publication status—suggesting a universal applicability of well-designed media literacy interventions.

The most expansive of these reviews is made by d'Haenens et al. (2025), which analyzed 119 studies on the effectiveness and outcomes of media literacy interventions. This review provides critical insights into the current landscape of media literacy research, highlighting the need to consider diverse target groups and assess a broad spectrum of intervention outcomes.

While these systematic and interdisciplinary literature reviews have contributed valuable insights, they exhibit two key limitations from a contemporary perspective. First, research on media literacy interventions specific to children and adolescents remains scarce. Among the existing reviews, only two focus on adolescents, while the rest address media literacy interventions more broadly. Second, most reviews rely on major international databases such as ProQuest, Google Scholar, EBSCO, Scopus, and Web of Science, with limited attention to country-specific publication databases. National databases, like Indonesia's Garuda Online Database, house a wealth of localized research that remains underrepresented in global academic discourse. By incorporating diverse regional sources, future reviews can broaden the scope of media literacy research, offering contextually relevant insights that contribute to both academic scholarship and practical interventions.

METHODOLOGY

The analysis builds on a literature review following the principles of a scoping review. In contrast to systematic reviews where the aim is to search the literature for aggregate scientific evidence and to answer a specific research question by synthesizing the best available evidence, the scoping review is preferable when the aim is to provide an overview of the available evidence on a topic, clarify concepts, and identify gaps in the research (Munn et al., 2018). The differences within systematic and scoping reviews may be summarized as shown in Table 1. Additionally, Arksey and O'Malley (2005) describe that scoping review is beneficial for social research to examine the extent and nature of research and to conduct a preliminary study prior to a more rigorous systematic review. Because the scoping review provides an overview of existing literature on a topic and does not depend on the sample's quality, it effectively fulfills our goal. Our objective is not to identify the most likely types of interventions to succeed but rather to understand the design of interventions in non-Western and emerging countries like Indonesia. Since this study uses the literature as the primary source of collected data to be analyzed, no human data issue should be cleared in the ethical review, as described in the Australian National Statement on Ethical Conduct in Human Research (National Health and Medical Research Council Australian Research Council and Universities Australia, 2023)

Table 1: Comparison between systematic review and scoping review drawing from Munn et al. (2018)

Systematic Review	Scoping Review
Designed to answer a specific research question by compiling and analyzing high-quality evidence.	Aims to provide a broad overview of existing literature on a topic while identifying gaps for future research.
Follows a rigorous and pre-established methodology, including a critical assessment of sources.	Uses a structured but more adaptable approach, often without strict critical appraisal.

Synthesizes and critically evaluates research findings to guide policy and practice.	Maps key concepts, trends, and gaps in the literature without necessarily assessing study quality.
Focuses on a narrow and well-defined research question.	Takes a broader, exploratory approach, covering diverse studies within a field.
Prioritizes studies based on strict quality criteria.	Quality assessment is not the main objective, allowing for a more inclusive range of studies.

Following Andersson and Danielsson (2021), Jeong et al. (2012), Potter and Thai (2019), we initiated our research with an electronic search of literature databases. We utilized the *Garba Rujukan Digital* (Garuda) online database (garuda.kemdikbud.go.id), which provides access to scientific publications from Indonesia. This library was chosen as our initial database because one of the key elements of our literature scope is investigating how Indonesian media literacy practitioners design interventions for children and adolescents. In similar fashion with Potter and Thai (2019) we used single term of “*literasi media*” i.e. an Indonesian term for media literacy. While this led to a reduced number of studies compared to employing a wider array of keywords, utilising a singular primary search term enabled us to circumvent the “apples and oranges” dilemma (Potter and Thai, 2019). Furthermore, they argued, the fairest selection criterion relies on authors indicating whether their studies pertain to media literacy interventions by including the keywords “media literacy” and “intervention”.

Due to the limitations of the advanced search feature in the database, the selection process was conducted in stages. Initially, the search string “media literacy” (“*literasi media*” in Indonesian) was used to identify relevant literature. In total, 1,376 publications containing the keyword “media literacy” were identified between 2018 to 2023. A Web Scraper (webscraper.io) was employed to extract data from these 1,376 publications. We began our data extraction in May 2024. Next we removed duplicate articles and obtained 1,191 articles. The selectors were configured to include titles, abstracts, journal names, publishers, and publication dates. Next, we scanned the titles to exclude studies that were clearly beyond the scope of media literacy. If the title provided sufficient information to determine that it did not describe a media literacy topic, it was excluded from the sample. This process left us with 333 articles whose titles suggested they addressed media literacy topics. Finally, we reviewed the abstracts of these 333 articles to filter out studies that were not relevant to our research scope, specifically those that did not describe media literacy interventions aimed at children or adolescents. This review identified 38 articles that underwent a full-text review (see Table 2, Appendix).

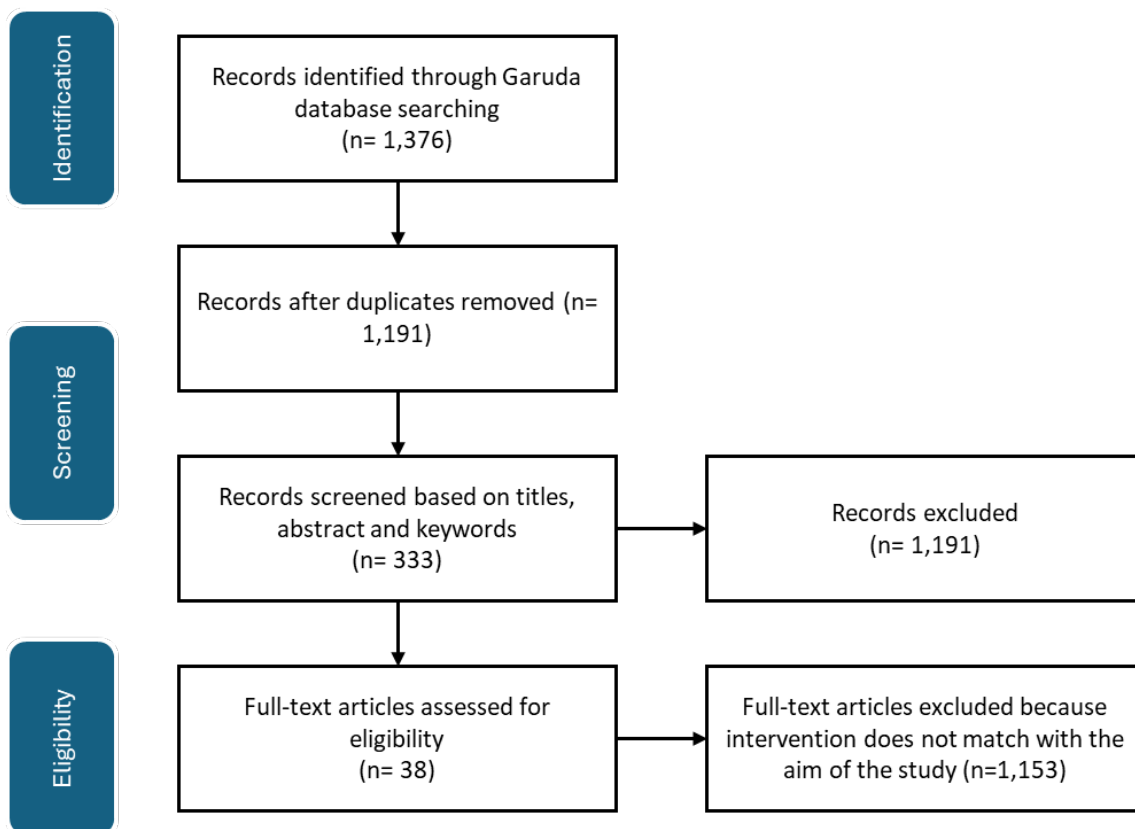


Figure 1: PRISMA-ScR flowchart for the included studies in the scoping review analysis

We conducted our analysis process in two distinct phases. Initially, we concentrated on the sections detailing the intervention designs. The research team, comprising two researchers, meticulously reviewed all articles, utilizing media literacy elements as a framework to analyze the intervention topics. Following this, we convened to compare our findings, ensuring consistency across our analyses. Although the sample size was insufficient to calculate intercoder reliability, we achieved a 100% agreement on identifying media literacy elements in the articles that provided the necessary information.

In the second phase, we examined variables related to the intervention, including the agent, setting, target intervention, treatment, topics, and location of intervention. *Agents* were categorized as members of the academic community (including teachers, lecturers, and peer students), researchers, and others. Additionally, we grouped agents based on their institutional affiliations and academic disciplines. *Settings* were classified as school, community, both (school and community), or other (e.g., a laboratory). We coded *the targets* based on their educational levels, including elementary school, junior high school, and senior high school, as well as their age cohorts (children or adolescents). We used thematic analysis to pinpoint media literacy-related *topics* and the treatment *methods* used in the articles. Given the focus of this study on media literacy interventions in Indonesia, we coded *the location* of each intervention according to the region or city in which it took place.

We then used RobbGrieco and Hobbs's (2013) distinction between "protectionist" and "empowerment" to identify what type of paradigms the agent used in delivering the intervention to the target. Using thematic analysis, we coded studies that explicitly stated that they employed media literacy interventions to safeguard or enhance learners' awareness, knowledge, and skill in media use as part of the protectionist paradigm.

Conversely, we classified studies that saw media users as active citizens and sought to foster critical and creative media use through reflective practice and discussion as part of the empowerment paradigm.

RESULTS AND DISCUSSION

This scoping literature review analysis contributes to the media literacy literature by (1) providing a summary of the various media literacy interventions for children and adolescents in Indonesia, and (2) examining the approaches and strategies of media literacy interventions targeting Indonesian children and adolescents.

Demographic of Agent and Participant

In the context of media literacy interventions, the agents delivering the treatment were primarily academic communities from higher education institutions, including lecturers and university students. Notably, two of these academic groups collaborated with non-government organizations, such as the Titian Foundation and Yayasan Sigma (Natalia, 2023; Riana et al., 2022), as well as civil society organizations (Chairullah et al., 2023) to organize media literacy programs. These academic groups conducted media literacy interventions as part of their community service initiatives. This is evident from the publications, predominantly reports on media literacy activities published in journals related to community service report.

Social and human studies dominate the agent's academic background (n=33). Several scholars from those fields have collaborated with academics from nature and engineering (Anandha et al., 2022; Januantoro & Romadhan, 2019; Majid et al., 2021). Two papers (Riana et al., 2022; Sofiana et al., 2021) also reported the involvement of agents from nature and engineering backgrounds who performed community service in media literacy. Communication science is dominant in the subject of agents' backgrounds (n=24). The other 13 subjects, which range from Indonesian literature studies to civic education, each have only one actor.

The primary audience for these interventions comprised school students, spanning from elementary to high school, with a predominant focus on high school students (n=14). Consequently, the interventions were typically conducted within school environments (n=21). Media literacy initiatives outside of educational institutions were also implemented in public meeting rooms, community learning centres, and orphanages. These activities primarily targeted children and adolescents living in orphanages (Andika et al., 2020; Riana et al., 2022) or residing in specific areas, such as villages (Kholisoh, 2019; Nuryatin et al., 2023; Wijaya, 2021) and district areas (Gaol et al., 2023; Miranti et al., 2020; Natalia, 2022, 2023). Indriani and Agustini (2023) highlighted the reason of choosing the students as participant of media literacy intervention because the school is lack of a media literacy curriculum. They argued that "Students at SMA Muhammadiyah 16 Jakarta face the challenge of the absence of dedicated media literacy education in their curriculum (p. 44)."

This study indicated that media literacy initiatives in Indonesia remain focused on Java. Thirty-three programmes were conducted in Java, while five were distributed across various regions of Indonesia. All provinces in Java were detected to have been the location of media literacy intervention programs. Specifically, West Java (n=9), DKI Jakarta (n=8), Central Java (n=6), East Java (n=5), Banten (n=4) and DI Yogyakarta (n=1). Outside Java, the regions were West Nusa Tenggara (n=3), Southeast Sulawesi (1), Aceh (1), and Riau Islands (1). Thus, intervention media literacy is only detected in 10 out of 38 provinces in Indonesia. The

disparity in the location of participants is also visible when viewed from the city. The top three cities targeted by the program were from Java, namely West Jakarta (n=3), South Jakarta (n=3), and Garut (n=2).

The analysis reveals that media literacy initiatives in Indonesia are mainly conducted by academic communities from higher education institutions, sometimes in partnership with non-governmental and civil society organisations. These interventions mostly focus on students in school, particularly those in high school, through informal activities and are predominantly implemented in Java. The uneven distribution of these initiatives underscores a predominance of Java, with restricted access to other areas of Indonesia.

Intervention Anatomy: Topic and Delivery Method

Based on thematic analysis, we found nine categories of media literacy training topics conducted by agents. Media literacy competencies (i.e., ability to access, analyse, evaluate, create media content) were the most commonly delivered training topic (n=13). Some researchers also combined it with related topics: literacy competencies and social issues (n=3) and media literacy competencies and safety (n=1). The next categories followed by mis/disinformation (n=9), media ethics and social issues (n=5), and social issues (n=4). Meanwhile, the topics of safety and health issues were each held in one program. Upon closer inspection, the categories reveal 26 specific topics. For example, in the social issues categorization, there are topics on counter-radicalism, enabling diversity, gender equality, media and social construction, children and social conflict, and pornography.

The diverse subjects related to media literacy were presented through two primary methods: lectures (n=29) and training sessions (n=9). Both lectures and trainings were combined with a broader range of teaching approaches such as games, video learning, discussions, simulations. We found that 16 programs were conducted through lectures and followed by discussions. The other two programs combined lectures with games. The same was done with agendas that delivered training using a combination of meetings, lectures, and contextual learning.

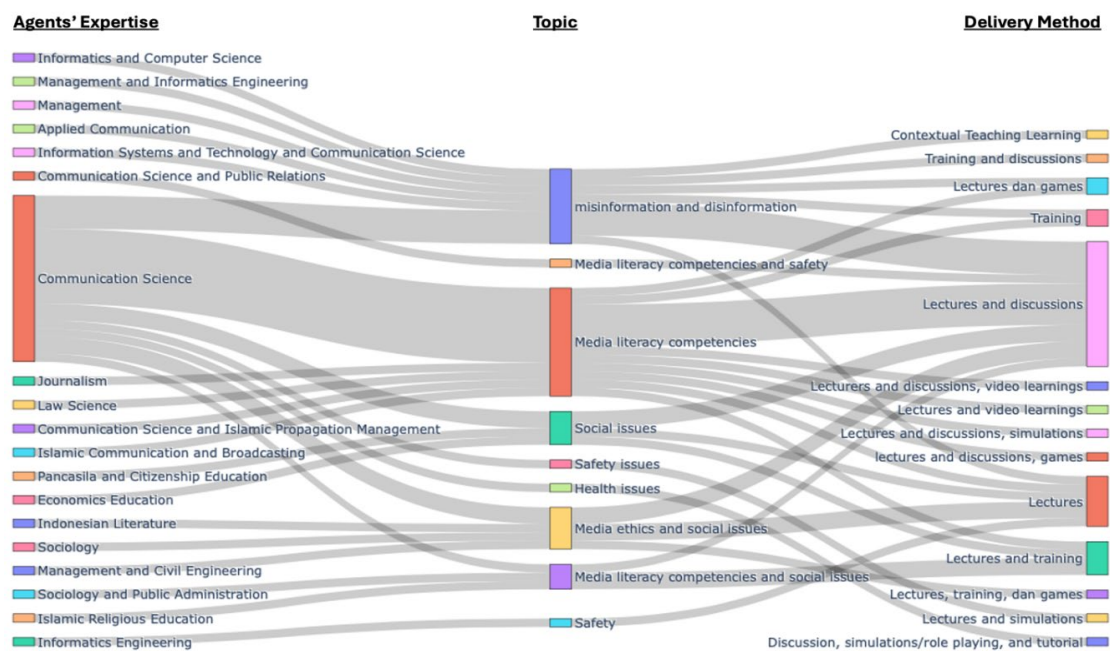


Figure 2: Sankey diagram of the relationship between agents, topics, and delivery methods.

The correlation analysis presented through the Sankey diagram (refer to Figure 2) shows that media literacy competencies, along with lectures and discussions, are the predominant subjects and methods of delivery implemented by agents from diverse scientific fields. Certain topics are exclusively addressed by specific disciplines; for instance, informatics engineering agents focus on digital media safety (Sofiana et al., 2021). In contrast, communication science has the highest number of agents who engage with a broad range of topics and use various delivery methods. However, there is no distinct delivery style associated with any particular topic.

The analysis shows that media literacy training in Indonesia encompasses a broad spectrum of topics with media literacy competencies being the main focus. The training is largely conducted through lectures and seminars, frequently incorporating interactive approaches such as games and discussions. Various academic disciplines focus on various subjects; yet, no singular delivery method is associated with any one topic.

Media Literacy Intervention Approaches and Strategies

Nearly all of the analyzed articles use the protectionist paradigm in their approach to media literacy interventions. For instance, Kholisoh (2019), utilized an inoculation approach to raise awareness among teenagers in the Kanekes Village about the dangers of pornography on YouTube. She said that the majority of Kanekes, especially young people, lack media literacy, making them vulnerable to pornographic content. She states:

The use of social media among adolescents in the Kanekes Luar community requires careful consideration, as the content on social media platforms is not always positive and may include elements such as pornography. Therefore, media literacy is crucial in raising awareness among adolescents in the Kanekes community about the dangers of pornography, particularly on social media platforms like YouTube (Kholisoh, 2019, p. 24).

As explained in the article she wrote, Kholisoh (2019) held seminars, presentations, and Q&As to reinforce young people's ability to understand, analyse, and deconstruct media content, especially pornography. Another example Setiawati et al. (2021), adopt an inoculation approach to educate high school students on avoiding the dangers and negative impacts of digital media, such as scams and phishing on social media. In their article, they state:

The increasing dangers faced by adolescents who use the internet without proper guidance and awareness of safe practices highlight the need for targeted educational interventions. This training program aims to raise awareness about the prudent use of the internet and the importance of securing personal data. It seeks to equip young users with the knowledge to protect themselves from the growing threats of scams and phishing attacks, which have been on the rise in recent years (Setiawati et al., 2021, p. 68).

In evaluating their strategy for delivering the media literacy intervention, they employed seminars and presentations as methods of transferring knowledge, along with practical sessions on setting up two-factor authentication on social media to educate their

target audience (Setiawati et al., 2021, p. 71). A similar approach could be found in Sofiana et al. (2021):

Given that students constitute one of the largest groups of internet users and are highly susceptible to cybercrimes, it is deemed necessary to conduct a seminar on "Social Media Literacy and the Electronic Information and Transactions Law" for students, particularly those at SMK Plus BLM Serpong. This initiative aims to mitigate the risks associated with internet use among this vulnerable demographic (Sofiana et al., 2021, p. 48).

Akin to the previous example, Sofiana et al. (2021) organized a seminar on media literacy aimed at raising students' awareness of the potential and the negative impacts of social media. They emphasized the importance of personal data protection and legal awareness, including understanding the Electronic Information and Transactions Law in the context of digital media use. Another study by Gaol et al. (2023) highlighted that adolescents are vulnerable to both perpetrating and being victims of bullying. Therefore, it is crucial to provide them with a deep understanding of digital communication ethics (Gaol et al., 2023, p. 81). Similarly, Majid et al. (2021) identified adolescents as a group susceptible to hoaxes (i.e., local terms for misinformation or disinformation). Consequently, media literacy interventions are necessary to protect adolescents from hoaxes and prevent them from spreading false information (Majid et al., 2021, p. 45).

Based on this information, we can conclude that most of the intervention described in this article was designed by using a protectionist approach. However, we found one of the articles used the empowerment approach. Instead of adopting a protectionist perspective, Miranti et al. (2020) use an empowerment perspective in their media literacy interventions. They encourage children to comprehend the principles of 5W+H (i.e., what, who, where, when, why, and how) when analysing and creating media messages. In the article they explain:

Children practice creating a news article using the 5W+1H elements. They follow the stages of news writing, including identifying the news topic, crafting a headline, writing the introduction or lead, developing the body of the news, and concluding the article. The aim is for children to express their thoughts through news writing. While news writing is typically associated with the profession of journalism, this training encourages children to participate by contributing their perspectives in a more accessible manner (Miranti et al., 2020, p. 113).

Miranti et al.'s (2020) article explains how they integrate the journalism principles into their media literacy intervention. They view and value learners as active individuals and offer a structured setting for students to study and articulate their ideas through reflective practice and discussion. By implementing this approach and strategy, they aim to stimulate and sharpen children's ability to critically evaluate, be creative in creating content, and engage with society using media for the good of the community.

The evidence indicates that most media literacy initiatives in Indonesia utilise protectionist approaches, focusing on safeguarding adolescents from the adverse effects of media, such as pornography, scams, and cybercrimes. Hobbs (2016) emphasis that media

literacy education should be viewed as a dynamic practice, functioning not only as a protection against the negative effects of media content but also as a tool for empowering individuals to engage with media as informed citizens. Indonesian media literacy advocates must develop intervention strategies and methodologies that emphasise reflective practice and discourse activities. This shift in the concept of media literacy has moved from a focus on protection against harmful media effects to one that promotes citizen empowerment and engagement (Bulger & Davison, 2018).

CONCLUSION

The review reveals that various agents with diverse academic backgrounds conduct media literacy interventions for children and adolescents in Indonesia. The diversity of expertise ensures a wide range of perspectives on media literacy, which is beneficial for the practice of media literacy interventions. The topics addressed include media ethics, social issues, misinformation and disinformation, media literacy competencies, and safety issues. This variety indicates a holistic approach to media literacy, aiming to equip children and adolescents with a broad understanding of the media landscape. The intervention designs for children and adolescents in Indonesia predominantly adopt a protectionist approach, viewing them as susceptible to the effects of media. The empowerment approach is not widely favoured by intervention practitioners. The media literacy paradigm employed in intervention design is neither inherently right nor wrong; rather, it reflects practitioners' perspectives on their intended targets. Protectionism and empowerment ensure that all citizens have access to media resources and technologies, fostering connections to communities of interest where learners can acquire new skills, knowledge, collaborators, and audiences for their media creations (RobbGrieco & Hobbs, 2013).

This study indicates that traditional models, such as lectures, seminars, and one-way presentations, remain prevalent. Jeong et al. (2012) mention that the audience involvement level can determine an intervention's effectiveness. According to them, knowledge-production interventions are more effective than those focused solely on knowledge transmission. Media literacy interventions that involve active audience involvement, interaction, negotiation, and collaboration in the learning process can be more effective because students and educators collaboratively assimilate and accommodate new information and knowledge, compared to interventions with passive audience involvement (Waring & Evans, 2015). Moreover, intervention experts often neglect to investigate the needs of the audience and the contextual factors influencing them. The literature rarely addresses participant involvement in the design of needs, processes, and decision-making. In fact, media literacy interventions would achieve greater effectiveness and quality if programs included the participation of children or adolescents in addressing issues pertinent to them (Andersson & Danielsson, 2021). Buchan et al. (2024) posit that customization for media literacy programs and assessment is crucial for giving context to the sociodemographic participants of media literacy, including vulnerable communities. We conclude that future media literacy education and interventions should consider audience participation in determining learning outcomes. Additionally, interventions should consider current topics, new curriculum and intervention designs, and new approaches and strategies, as we are living in an era of rapidly evolving technology. Future research should prioritize a comprehensive analysis of media literacy interventions in Indonesia. It can start with a meta-analysis of media literacy, focusing on how different agents conceptualize media literacy within their programs.

Gaining insight into these conceptualizations will help critically assess their decisions regarding participants, topics, and delivery methods.

It is important to acknowledge the limitations of this study. The findings are based on scholarly articles written by academic communities, such as lecturers, students, and researchers. Furthermore, these articles are publications resulting from community service activities. Therefore, this study cannot explain media literacy education models occurring in formal, structured, and institutionalized settings such as school or university curricula. Further research is needed to explore how media literacy principles can be integrated into formal education curricula at both schools and university classrooms.

Various parties, including government agencies, educational institutions, civil society organisations, and scholars, have initiated efforts to enhance people's digital media literacy. Upon encountering an initiative or planning to develop one, it is necessary to identify what is really important to be achieved. Does the initiative employ a relevant conceptual framework? Does the initiative account for participants' involvement in the intervention programs? What types of issues are media literacy interventions purported to address? These enquiries demand consideration in future research on media literacy initiatives.

ACKNOWLEDGEMENT

The authors thank Universitas Multimedia Nusantara for its institutional support and Veronika for her assistance in the data screening process. Furthermore, the authors acknowledge The Queensland University of Technology (QUT) and The University of Queensland (UQ) for providing the necessary library resources and academic facilities that significantly contributed to the literature review and research development phase of this work.

BIODATA

Albertus Magnus Prestianta is a PhD student at Queensland University of Technology's Digital Media Research Centre, School of Communication, 149 Victoria Park Rd, Kelvin Grove, Queensland 4059, Australia. He is also an academic member at the Faculty of Communication at Universitas Multimedia Nusantara, Scientia Boulevard Gading, Serpong, Banten 15810, Indonesia. Email: albertus.prestianta@umn.ac.id / albert.prestianta@hdr.qut.edu.au

Muhammad Fasha Rouf is a PhD student, sessional teacher and research assistant at the School of Communication and Arts at The University of Queensland, St. Lucia, Brisbane, Australia. Email: m.rouf@uq.edu.au

REFERENCES

- Anandha, Pratamanti, E. D., & Transinata, T. (2022). Kemampuan literasi media sosial pada peserta didik sekolah menengah kejuruan di Semarang. *Kajian Bahasa dan Sastra (KABASTRA)*, 2(1), 47–52. <https://doi.org/10.31002/kabastra.v2i1.85>
- Andersson, L., & Danielsson, M. (2021). Child participation in the design of media and information literacy interventions: A scoping review and thematic analysis. *Journal of Media Literacy Education*, 13(1), 14–27. <https://doi.org/10.23860/JMLE-2021-13-1-2>
- Andika, D., Simamora, S. L., & Gunawan, M. (2020). *Literasi media digital melalui bina kreativitas menjadi smart vloger kepada anak asuh Panti Asuhan Hidayah di Kranggan, Jatisampurna* [Conference paper]. Conference on Innovation and Application of Science and Technology (CIASTECH), Indonesia.
- Arksey, H., & O'Malley, L. (2005). Scoping studies: Towards a methodological framework. *International Journal of Social Research Methodology*, 8(1), 19–32. <https://doi.org/10.1080/1364557032000119616>
- Aufderheide, P. (1993). *Media literacy: A report of the National Leadership Conference on Media Literacy*. Aspen Institute. <https://files.eric.ed.gov/fulltext/ED365294.pdf>
- Buchan, M. C., Bhawra, J., & Katapally, T. R. (2024). Navigating the digital world: Development of an evidence-based digital literacy program and assessment tool for youth. *Smart Learning Environments*, 11(1), 8–24. <https://doi.org/10.1186/s40561-024-00293-x>
- Buckingham, D. (1998). Media education in the UK: Moving beyond protectionism. *Journal of Communication*, 48(1), 33–43. <https://doi.org/10.1111/j.1460-2466.1998.tb02735.x>
- Bulger, M., & Davison, P. (2018). The promises, challenges, and futures of media literacy. *Journal of Media Literacy Education*, 10(1), 1–21. <https://doi.org/10.23860/JMLE-2018-10-1-1>
- Byrne, S. (2009). Media literacy interventions: What makes them boom or boomerang? *Communication Education*, 58(1), 1–14. <https://doi.org/fqmgxs>
- Chairullah, D., Akbar, M. C., & Rofiq, A. (2023). Pelatihan literasi media pengabdian masyarakat untuk siswa dan siswi SMP Negeri 8 Sape Satap Desa Bajo Pulau, Sape, Bima, Nusa Tenggara Barat. *Jurnal Abdi Masyarakat Indonesia*, 3(4), 1167–1174. <https://doi.org/10.54082/jamsi.807>
- Chan, G. H. (2024). Enhancing digital literacy in education: Educational directions. *Education & Training*, 66(1), 127–142. <https://doi.org/10.1108/ET-09-2022-0390>
- Colomina, C., Margalef, H. S., & Youngs, R. (2021). *The impact of disinformation on democratic processes and human rights in the world*. European Parliament. [https://www.europarl.europa.eu/RegData/etudes/STUD/2021/653635/EXPO_STU\(2021\)653635_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2021/653635/EXPO_STU(2021)653635_EN.pdf)
- d'Haenens, L., Vissenberg, J., Puusepp, M., Edisherashvili, N., Martinez-Castro, D., Helsper, E. J., ... & Sepielak, D. (2025). Fostering media literacy: A systematic evidence review of intervention effectiveness for diverse target groups. *Media and Communication*, 13. <https://doi.org/10.17645/mac.8901>
- Eyal, K., & Te'eni-Harari, T. (2024). Systematic review: Characteristics and outcomes of in-school digital media literacy interventions, 2010-2021. *Journal of Children and Media*, 18(1), 8–28. <https://doi.org/10.1080/17482798.2023.2265510>

- Fardiah, D., Darmawan, F., & Rinawati, R. (2020). Media literacy capabilities of broadcast monitoring in Regional Indonesian Broadcasting Commission (KPID) of West Java. *Jurnal Komunikasi: Malaysian Journal of Communication*, 36(4), 126–142. <https://doi.org/10.17576/jkmjc-2020-3604-08>
- Gaol, D. F. L., Suryawati, I., Siregar, R. K., & Iskandar, D. (2023). Literasi media online pada kalangan remaja untuk meningkatkan pemahaman etika berkomunikasi di media sosial. *IKRA-ITH ABDIMAS*, 6(2), 76–82. <https://doi.org/qwwz>
- Guntarto, B. (2020). Indonesia. In M. Kajimoto, M. Ito, & M. K. Lim (Eds.), *Media and information literacy education in Asia: Exploration of policies and practices in Japan, Thailand, Indonesia, Malaysia and the Philippines* (pp. 44–55). UNESCO.
- Hassan, M. S., Mahbob, M. H., Allam, S. N. S., Mustafa, F., & Ibrahim, N. A. N. (2022). Media literacy and young people's integrity in political participation: A structural equation modelling approach. *Jurnal Komunikasi: Malaysian Journal of Communication*, 38(4), 355–373. <https://doi.org/10.17576/JKMJC-2022-3804-20>
- Haywood, A., & Sembiante, S. (2023). Media literacy education for parents: A systematic literature review. *Journal of Media Literacy Education*, 15(3), 79–92. <https://doi.org/10.23860/JMLE-2023-15-3-7>
- Hedrick, A. (2021). A meta-analysis of media consumption and rape myth acceptance. *Journal of Health Communication*, 26(9), 645–656. <https://doi.org/gpg9qw>
- Hobbs, R. (2010). *Digital and media literacy: A plan of action*. The Aspen Institute. <https://files.eric.ed.gov/fulltext/ED523244.pdf>
- Hobbs, R. (2011). The state of media literacy: A response to Potter. *Journal of Broadcasting & Electronic Media*, 55(3), 419–430. <https://doi.org/10.1080/08838151.2011.597594>
- Hobbs, R. (2016). Introduction. In R. Hobbs (Ed.), *Exploring the roots of digital and media literacy through personal narrative* (pp. 1–8). Temple University Press. <https://doi.org/10.2307/j.ctvrf898z.3>
- Huang, G., Jia, W., & Yu, W. (2024). Media literacy interventions improve resilience to misinformation: A meta-analytic investigation of overall effect and moderating factors. *Communication Research*. <https://doi.org/10.1177/00936502241288103>
- Indriani, & Agustini, V. D. (2023). Pelatihan literasi media bagi siswa SMA Muhammadiyah 16 Jakarta. *Journal of Servite*, 5(1), 44–52. <https://doi.org/10.37535/102005120235>
- Jacquinet-Delaunay, G., Carlsson, U., Tayie, S., & Tornero, J. M. P. (Eds.). (2008). *Empowerment through media education: An intercultural approach*. UNESCO. <https://milobs.pt/wp-content/uploads/2021/11/Empowerment-Through-Media-Education-An-Intercultural-Dialogue.pdf>
- Januantoro, A., & Romadhan, M. I. (2019). Literasi media “edukasi mendeteksi berita hoax” berbasis game android pada siswa SMP Negeri 7 Surabaya. *Jurnal Leverage, Engagement, Empowerment of Community (LeECOM)*, 1(2), 103–110. <https://doi.org/10.37715/leecom.v1i2.1089>
- Jeong, S. H., Cho, H., & Hwang, Y. (2012). Media literacy interventions: A meta-analytic review. *Journal of Communication*, 62(3), 454–472. <https://doi.org/wrs>
- Karim, H. A. (2020). Health literacy among rural communities: Issues of accessibility to information and media literacy. *Jurnal Komunikasi: Malaysian Journal of Communication*, 36(1), 248–262. <https://ejournal.ukm.my/mjc/article/view/38612>

- Kholisoh, N. (2019). Penyuluhan literasi media tentang dampak pornografi bagi remaja Badui Luar di Desa Kanekes, Lebak, Banten. *Journal of Servite*, 1(2), 20–29. <https://doi.org/10.37535/102001220193>
- Kurnia, N., & Astuti, S. I. (2017). Peta gerakan literasi digital di Indonesia: Studi tentang pelaku, ragam kegiatan, kelompok sasaran dan mitra. *Informasi*, 47(2), 149–166. <https://doi.org/10.21831/informasi.v47i2.16079>
- Kurz, M., Rosendahl, J., Rodeck, J., Muehleck, J., & Berger, U. (2022). School-based interventions improve body image and media literacy in youth: A systematic review and meta-analysis. *Journal of Prevention*, 43(1), 5–23. <https://doi.org/gtwg33>
- Livingstone, S. (2004). What is media literacy? *Intermedia*, 32(3), 18–20. http://eprints.lse.ac.uk/1027/1/What_is_media_literacy_%28LSERO%29.pdf
- Livingstone, S. (2018, October 25). *The complex task of improving media literacy*. LSE Media Policy Project. <https://blogs.lse.ac.uk/medialse/2018/10/25/the-complex-task-of-improving-media-literacy/>
- Livingstone, S. M., & Haddon, L. (2009). *Kids online: Opportunities and risks for children*. Policy Press.
- Lu, C., Hu, B., Bao, M. M., Wang, C., Bi, C., & Ju, X. D. (2024). Can media literacy intervention improve fake news credibility assessment? A meta-analysis. *Cyberpsychology, Behavior, and Social Networking*, 27(4), 240–252. <https://doi.org/gt2t4z>
- Majid, A., Yaumi, S., & Rosadi, M. I. (2021). Literasi media tangkal hoax: Pendampingan dan penyuluhan pada siswa MA Miftahul Huda Pecalukan untuk menangkal informasi hoax dalam bermedia sosial. *Soeropati: Journal of Community Service*, 4(1), 51–64. <https://doi.org/10.35891/js.v4i1.2934>
- Mediyawati, N., Young, J. C., & Nusantara, S. B. (2022). U-Tapis: Automatic spelling filter as an effort to improve Indonesian language competencies of journalistic students. *Jurnal Cakrawala Pendidikan*, 40(2), 402–412. <https://doi.org/10.21831/cp.v40i2.34546>
- Mihailidis, P., & Thevenin, B. (2013). Media literacy as a core competency for engaged citizenship in participatory democracy. *American Behavioral Scientist*, 57(11), 1611–1622. <https://doi.org/10.1177/0002764213489015>
- Miranti, A., Turistiati, A. T., & Nurcandrani, P. S. (2020). Pelatihan jurnalistik dalam membangun literasi media pada anak-anak di sanggar Ar-Rosyid Purwokerto. *Jurnal Komunitas: Jurnal Pengabdian Kepada Masyarakat*, 2(2), 111–117. <https://doi.org/10.31334/jks.v2i2.732>
- Munn, Z., Peters, M. D. J., Stern, C., Tufanaru, C., McArthur, A., & Aromataris, E. (2018). Systematic review or scoping review? Guidance for authors when choosing between a systematic or scoping review approach. *BMC Medical Research Methodology*, 18(1), 143. <https://doi.org/10.1186/s12874-018-0611-x>
- Natalia, E. C. (2022). Peran literasi media bagi kehidupan remaja. *Journal of Servite*, 4(2), 112–121. <https://doi.org/10.37535/102004220224>
- Natalia, E. C. (2023). Pelatihan literasi membaca dan literasi media sosial bagi anak dan remaja. *Journal of Servite*, 5(1), 33–43. <https://doi.org/10.37535/102005120234>
- National Health and Medical Research Council. (2023). *National statement on ethical conduct in human research*. <https://www.nhmrc.gov.au/about-us/publications/national-statement-ethical-conduct-human-research-2023>

- Nuryatin, A., Mulyati, S., Tania Pratiwi, R., & Suryani, Y. (2023). Penyuluhan bahaya pornografi dan pelatihan literasi media bagi remaja di era milenial. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 4(4), 9332–9337.
- Pandian, A., Baboo, S. B., & Yi, L. J. (2020). Digital storytelling: Engaging young people to communicate for digital media literacy. *Jurnal Komunikasi: Malaysian Journal of Communication*, 36(1), 187–204. <https://doi.org/10.17576/JKMJC-2020-3601-11>
- Park, S., Lee, H., & Kim, J. (2022). Role of alcohol media literacy in alcohol use among children and adolescents: A systematic review. *Health Promotion International*, 37(6). <https://doi.org/10.1093/heapro/daac118>
- Potter, W. J. (2014). Guidelines for media literacy interventions in the digital age. *Medijska istraživanja*, 20(2), 5–31. <https://hrcak.srce.hr/197508>
- Potter, W. J. (2022). Analysis of definitions of media literacy. *Journal of Media Literacy Education*, 14(2), 27–43. <https://doi.org/10.23860/JMLE-2022-14-2-3>
- Potter, W. J., & Thai, C. L. (2019). Reviewing media literacy intervention studies for validity. *Review of Communication Research*, 7, 1–29. <https://doi.org/qww3>
- Ramallah, Z., Hidayat, D. R., Venus, A., & Rahmat, A. (2019). Communication behaviour: A struggle against illiteracy in Eastern Indonesia. *International Journal of Innovation, Creativity and Change*, 7(5), 33–47. <https://www.ijicc.net/index.php/volume-7-2019/93-vol-7-iss-5>
- Rasi, P., Vuojärvi, H., & Ruokamo, H. (2019). Media literacy education for all ages. *Journal of Media Literacy Education*, 11(2), 1–19. <https://doi.org/10.23860/JMLE-2019-11-2-1>
- Riana, D., Subekti, A., Pardede, H. F., Putra, Z. P., & Aziz, F. (2022). Penyuluhan literasi media untuk bijak di media sosial dan pemanfaatan media digital. *Jurnal Abdimas Prakasa Dakara*, 2(2), 83–91. <https://doi.org/10.37640/japd.v2i2.1522>
- RobbGrieco, M., & Hobbs, R. (2013). *A field guide to media literacy education in the United States* [Working paper]. Media Education Lab. <https://mediaeducationlab.com/sites/mediaeducationlab.com/files/Field%20Guide%20to%20Media%20Literacy%20.pdf>
- Schmitz, M. L., Consoli, T., Antonietti, C., Cattaneo, A., Gonon, P., & Petko, D. (2024). Why do some teachers teach media literacy while others do not? Exploring predictors along the “will, skill, tool, pedagogy” model. *Computers in Human Behavior*, 151, 108004. <https://doi.org/10.1016/j.chb.2023.108004>
- Setiawati, T., Rahman, N., & Agustini, V. D. (2021). Pelatihan literasi media digital dan keamanan data untuk pelajar SMA Islam Al Fajar. *Journal of Servite*, 3(2), 68–76. <https://doi.org/10.37535/102003220212>
- Shinta, A. D., Salleh, M. A. M., & Ali, M. N. S. (2019). Analysis of the moderating effect of media literacy on cervical cancer preventive behaviours. *Jurnal Komunikasi: Malaysian Journal of Communication*, 35(1), 156–170. <https://doi.org/kfw3>
- Sofiana, S., Oktaviano, A., Cordiaz, M., Santoso, B., & Herdyanto. (2021). Literasi media sosial dan UU ITE. *JAMA IKA: Jurnal Abdi Masyarakat*, 2(2), 47–53.
- Syam, H. M., & Nurrahmi, F. (2020). “I don’t know if it is fake or real news”: How little Indonesian university students understand social media literacy. *Jurnal Komunikasi: Malaysian Journal of Communication*, 36(2), 92–105. <https://doi.org/gg6cc9>
- Thoman, E., & Jolls, T. (2005). Media literacy education: Lessons from the Center for Media Literacy. *Teachers College Record*, 107(13), 180–205. <https://doi.org/d963jx>

- Vahedi, Z., Sibalis, A., & Sutherland, J. E. (2018). Are media literacy interventions effective at changing attitudes and intentions towards risky health behaviors in adolescents? A meta-analytic review. *Journal of Adolescence*, 67(1), 140–152. <https://doi.org/10.1016/j.adolescence.2018.06.007>
- Waring, M., & Evans, C. (2015). *Understanding pedagogy: Developing a critical approach to teaching and learning*. Routledge.
- Wijaya, S. H. B. (2021). Penyuluhan literasi media tentang hoax di kalangan generasi muda Desa Juwok. *DEDIKASI Jurnal Pengabdian Kepada Masyarakat*, 1(1), 1–10. <https://doi.org/10.46368/dpkm.v1i1.300>
- Xie, X., Gai, X., & Zhou, Y. (2019). A meta-analysis of media literacy interventions for deviant behaviors. *Computers & Education*, 139, 146–156. <https://doi.org/gjk2fr>
- Yee, K. K., & Huey Shyh, T. (2024). Problem-based learning: Media and information literacy project to combat misinformation for future communicators. *Journalism & Mass Communication Educator*, 79(3), 340–364. <https://doi.org/gvhmzz>

APPENDIX

Articles about media literacy interventions for Indonesian children and adolescents.

Table 2: Types of intervention based on each article analysed

Title	Year	Target of interventions	Topics	Method of interventions	Place for intervention	City
<i>Pelatihan Literasi Media Dengan Metode Getok Tular Mulut Ke Mulut (Strategi Word of Mouth Communication) Untuk Antisipasi Ujaran Kebencian (Hate Speech) Se Kota Depok Provinsi Jawa Barat</i> [Media Literacy Training Using the Word of Mouth Communication Method (Word of Mouth Communication Strategy) to Anticipate Hate Speech in Depok City, West Java Province]	2018	High school students	Ethics: Respect and Responsibility; Hate speech	lectures, QnA, assignment	School	Depok, West Java
<i>Penyuluhan Literasi Media Bagi Siswa/I Smk Dalam Menggunakan Media Baru</i> [Media Literacy Counseling For Vocational School Students in Using New Media]	2018	High school students	ICT skill	lectures and discussions, games	School	West Jakarta, DKI Jakarta
<i>Penyuluhan Literasi Media tentang Dampak Pornografi bagi Remaja Badui Luar di Desa Kanekes, Lebak - Banten</i> [Media Literacy Counseling on the Impact of Pornography on Outdoor Bedouin Youth in Kanekes Village, Lebak - Banten]	2019	Teenagers	Evaluating information; Pornography	Lectures and discussions	Meeting hall	Lebak, Banten
<i>Kegiatan Literasi Media Sosial Di Smp Katolik Abdi Siswa Ii Jakarta Barat</i> [Social Media Literacy Activities at Abdi Siswa II Catholic Junior High School West Jakarta]	2019	Elementary school students	Ethics: Respect and Responsibility	Lectures, training, dan games	School	West Jakarta, DKI Jakarta
<i>Literasi Media "Edukasi Mendeteksi Berita Hoax" Berbasis Game Android Pada Siswa Smp Negeri 7 Surabaya</i> [Media Literacy "Education for Detecting Hoax News" Based on Android Games in Junior High School Students 7 Surabaya]	2019	Junior high school students	Hoax (mis/disinformation)	Lectures dan games	School	Surabaya, East Java
<i>Social Media Literacy and Politic Participation Early Voter in Tangerang</i> [Social Media Literacy and Politic Participation Early Voter in Tangerang]	2019	High school students	Hoax (mis/disinformation)	Training	School	Tangerang, Banten
<i>Literasi Media Online Pada Siswa Ma An-Nawawiyah Majalengka</i> [Online Media Literacy in Ma An-Nawawiyah Majalengka Students]	2020	Madrasah school students	Hoax (mis/disinformation); Filtering information	Lectures and discussions	School	Majalengka, West Java
<i>Pelatihan literasi media untuk remaja</i> [Media literacy training for teenagers]	2020	Teenagers	Filtering information; Pornography	Lectures and training	Zoom Meeting	Surakarta, Central Java
<i>Pelatihan Literasi Media Sosial Terkait Penanggulangan Hoaks Bagi Siswa Pkbm 26 Bintaro</i> [Social Media Literacy Training Related to Countering Hoaxes for Pkbm 26 Bintaro Students]	2020	Non-formal school students	Hoax (mis/disinformation)	Training and discussions	School	South Jakarta, DKI Jakarta

Media Literacy Interventions for Indonesian Children and Adolescents: A Scoping Review of Approaches and Strategies

Albertus Magnus Prestianta & Muhammad Fasha Rouf

<i>Pelatihan Jurnalistik dalam Membangun Literasi Media pada Anak-Anak di Sanggar Ar-Rosyid Purwokerto</i> [Journalistic Training in Building Media Literacy in Children at Ar-Rosyid Studio Purwokerto]	2020	Children	Creative storytelling	Training	University	Purwokerto, Central Java
<i>Literasi Media Digital Melalui Bina Kreativitas Menjadi Smart Vloger Kepada Anak Asuh Panti Asuhan Hidayah Di Kranggan, Jatisampurna</i> [Digital Media Literacy Through Fostering Creativity to Become a Smart Vloger to the Foster Children of the Hidayah Orphanage in Kranggan, Jatisampurna]	2020	Children in the orphanage	Creating media content	Lectures and training	Orphanage	Bekasi City, West Java
<i>Literasi Media Daring Sebagai Sumber Pembelajaran Anak-Anak Di Desa Nelayan Tondonggeu, Kota Kendari</i> [Online Media Literacy as a Source of Learning for Children in Tondonggeu Fishing Village, Kendari City]	2021	Elementary school students	ICT skill; Content verification	Lecturers and discussions, video learnings	School	Kendari, Sulawesi Tenggara
<i>Sosialisasi Bahaya Penyebaran Paham Radikalisme Melalui Literasi Media Online Di Pondok Pesantren Unwanul Falah Nw Paok Lombok, Lombok Timur Nusa Tenggara Barat: Literasi; Bahaya; Penyebaran; Radikalisme.</i> [Socialization of the Dangers of Spreading Radicalism through Online Media Literacy at the Unwanul Falah Nw Paok Islamic Boarding School, Lombok, East Lombok, West Nusa Tenggara: Literacy; Danger; Spread; Radicalism.]	2021	Islamic boarding school students (Pesantren)	Counter radicalism	Lectures	School	Lombok Timur, West Nusa Tenggara
<i>Pelatihan Literasi Media tentang Kesetaraan Gender bagi Siswa SMA Muhammadiyah 3 Jakarta Selatan</i> [Media Literacy Training on Gender Equality for Students of SMA Muhammadiyah 3 South Jakarta]	2021	High school students	Enabling diversity, dialog and tolerance: gender equality; Media construction of reality	Lectures and discussions	Zoom Meeting	South Jakarta, DKI Jakarta
<i>Edukasi Literasi Media Digital Kepada Pengurus Osis Sma Nasional Malang Untuk Pencegahan Cyberbullying Di Masa Pandemi</i> [Digital Media Literacy Education to Malang National High School Student Council Administrators for the Prevention of Cyberbullying During the Pandemic]	2021	High school students	Ethics; Preventing cyberbullying	Lectures	School	Malang, East Java
<i>Literasi Media Tangkal Hoax: Pendampingan Dan Penyuluhan Pada Siswa MA Miftahul Huda Pecalukan Untuk Menangkal Informasi Hoax Dalam Bermedia Sosial</i> [Media Literacy to Prevent Hoaxes: Assistance and Counseling for MA Miftahul Huda Pecalukan Students to Counteract Hoax Information in Social Media]	2021	Madrasah school students	Hoax (mis/disinformation)	Lectures and discussions	School	Pasuruan, East Java
<i>Literasi Media Sosial dan UU ITE</i> [Social Media Literacy and the ITE Law]	2021	High school students	Data privacy and security	Lectures	Blended Method	Tangerang, Banten

<i>Literasi media digital pada anak-anak majelis talim hidayatul muftadiin</i> [Digital media literacy in children of the talim hidayatul muftadiin assembly]	2021	Children	Filtering Information; Integrating information; Ethics; Data privacy and security	Lectures and discussions	Zoom Meeting	Tangerang City, Banten
<i>Pengenalan literasi media untuk pencegahan konflik sosial pada siswa sekolah dasar di wilayah perdesaan</i> [Introduction of media literacy for the prevention of social conflicts in elementary school students in rural areas]	2021	Elementary school students	Enabling diversity, dialog and tolerance: prevent children's social conflicts	Lectures and discussions	School	Garut Regency, West Java
<i>Pelatihan Pemahaman Moderasi Islam Melalui Literasi Media Sosial Untuk Menangkal Narasi Ekstrimisme (Di SMA Muhammadiyah Taman Sidoarjo)</i> [Training on Understanding Islamic Moderation Through Social Media Literacy to Counter Extremist Narratives (At Muhammadiyah Taman High School, Sidoarjo)]	2021	High school students	Evaluating information; Counter radicalism	Lectures and training	Zoom Meeting	Sidoarjo, East Java
<i>Pelatihan Literasi Media Digital dan Keamanan Data untuk Pelajar SMA Islam Al Fajar</i> [Digital Media Literacy and Data Security Training for Al Fajar Islamic High School Students]	2021	High school students	Data privacy and security	Lectures and simulations	School	Bekasi, West Java
<i>Penyuluhan Literasi Media Tentang Hoax di Kalangan Generasi Muda Desa Juwok</i> [Media Literacy Counseling on Hoaxes among the Young Generation of Juwok Village]	2021	Teenagers	Hoax (mis/disinformation)	Lectures and discussions	Meeting hall	Sragen, Central Java
<i>Contextual Teaching Learning Dalam Peningkatan Literasi Media Digital Pada Siswa Siswi Inklusif Di Smp Sekolah Alam Purwokerto</i> [Contextual Teaching Learning in Improving Digital Media Literacy in Inclusive Students at Junior High School of Nature Purwokerto]	2022	Junior high school students	Hoax (mis/disinformation); and cyberbullying	Contextual Teaching Learning	Blended Method	Purwokerto, Central Java
<i>Penyuluhan Literasi Media untuk Bijak di Media Sosial dan Pemanfaatan Media Digital</i> [Media Literacy Counseling for Wisdom in Social Media and the Utilization of Digital Media]	2022	Children in the orphanage	Hoax (mis/disinformation); Filtering information	Lectures	Masyarakat	East Jakarta, DKI Jakarta
<i>Edukasi Hukum Tentang Literasi Media Terkait Hoaks Bencana di SMA Yadika 2 Tanjung Duren Jakarta</i> [Legal Education on Media Literacy Related to Disaster Hoaxes at Yadika 2 High School Tanjung Duren Jakarta]	2022	High school students	Evaluating information; Media Law	Lectures dan games	School	West Jakarta, DKI Jakarta
<i>Literasi Media Tayangan Televisi Pada Siswa Sdn Melong Mandiri V Kota Cimahi</i> [Media Literacy of Television Shows in Students of Sdn Melong Mandiri V Cimahi City]	2022	Elementary school students	Understanding media effects	Lectures	School	Cimahi, West Java
<i>Literasi Media Digital bagi Gen-Z di MAN 1 Kota Malang</i> [Digital Media Literacy for Gen-Z in MAN 1 Malang City]	2023	Madrasah school students	Critical thinking	Lectures and discussions	School	Malang, East Java

Media Literacy Interventions for Indonesian Children and Adolescents: A Scoping Review of Approaches and Strategies

Albertus Magnus Prestianta & Muhammad Fasha Rouf

<i>Literasi Media Online pada Kalangan Remaja Untuk Meningkatkan Pemahaman Etika Berkomunikasi di Media Sosial</i> [Online Media Literacy among Adolescents to Improve Understanding of Communication Ethics on Social Media]	2022	Teenagers	Ethics: Respect and Responsibility	Lectures	Blended Method	Cirebon Regency, West Java
<i>Kemampuan literasi media sosial pada peserta didik sekolah menengah kejuruan di Semarang</i> [Social media literacy skills in vocational high school students in Semarang]	2022	High school students	Ethics: Respect and Responsibility	Lectures and discussions	School	Semarang, Central Java
<i>Communication Goes to School: Membangun Budaya Literasi Media di Kalangan Siswa Sekolah</i> [Communication Goes to School: Building a Culture of Media Literacy Among School Students]	2022	High school students	Filtering information	Lectures and video learnings	School	Meulaboh, Aceh
<i>Peran Literasi Media bagi Kehidupan Remaja</i> [The Role of Media Literacy in Adolescent Life]	2022	Teenagers	Verifying information	Lectures and discussions, simulations	Community Learning Center Titian Foundation	Lombok, West Nusa Tenggara
<i>Edukasi Literasi Media Sosial dan Informasi Kesehatan Mental kepada Siswa Madrasah X</i> [Social Media Literacy and Mental Health Information Education to Madrasah X Students]	2023	Madrasah school students	Mental health	Discussion, simulations/role playing, and tutorial	School	Garut, West Java
<i>Pelatihan Literasi Membaca dan Literasi Media Sosial bagi Anak dan Remaja</i> [Reading Literacy and Social Media Literacy Training for Children and Adolescents]	2023	Elementary school students and High school students	How to use social media	Lectures and discussions	Community Learning Center Titian Foundation	Yogyakarta and Klaten, DI Yogyakarta and Central Java
<i>Pelatihan Literasi Media Bagi Siswa SMA Muhammadiyah 16 Jakarta</i> [Media Literacy Training for Students of SMA Muhammadiyah 16 Jakarta]	2023	High school students	Hoax (mis/disinformation)	Lectures and discussions	Zoom Meeting	Central Jakarta, DKI Jakarta
<i>Pelatihan Literasi Media Pengabdian Masyarakat untuk Siswa dan Siswi SMP Negeri 8 Sape Satap Desa Bajo Pulau, Sape, Bima, Nusa Tenggara Barat</i> [Community Service Media Literacy Training for Students and Students SMP Negeri 8 Sape Satap Bajo Pulau Village, Sape, Bima, West Nusa Tenggara]	2023	Junior high school students	Evaluating information	Lectures and discussions	School	Bima, West Nusa Tenggara
<i>Pengenalan Literasi Media Digital Untuk Mencegah Dampak Negatif Bermain Game Online di Sekolah Dasar Negeri 09 Jakarta Selatan</i> [Introduction of Digital Media Literacy to Prevent the Negative Impact of Playing Online Games at State Elementary School 09 South Jakarta]	2023	Elementary school students	Digital media literacy: anticipating the effects of digital games	Lectures and discussions	School	South Jakarta, DKI Jakarta

<i>Pembinaan Literasi Media Pada Pelajar SMA Ananda Kota Batam Dalam Pencegahan Disinformasi Di Era New Normal</i> [Media Literacy Development in Ananda High School Students in Batam City in Preventing Disinformation in the New Normal Era]	2023	High school students	Analyzing content; Creating media content	Lectures and discussions	Zoom Meeting	Batam City, Riau Islands
<i>Penyuluhan Bahaya Pornografi dan Pelatihan Literasi Media bagi Remaja di Era Milenial</i> [Counseling on the Dangers of Pornography and Media Literacy Training for Adolescents in the Millennial Era]	2023	Teenagers	Pornography	Lectures and training	Meeting hall	Kuningan Regency, West Java
