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Downstreaming Digital Learning Media for Classroom Use: A Systematic Literature Review

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Abstract: The integration of digital learning media into classroom instruction represents a transformative shift in contemporary education, driven by rapid technological advancements and evolving pedagogical paradigms. This systematic literature review synthesizes current findings on the "downstreaming" of digital learning media in classroom settings, examining both the facilitators and impediments to effective implementation across many levels. Utilizing a PRISMA-guided methodology, nine peer-reviewed articles published between 2024 and 2025 were analyzed. The review reveals many trend towards the adoption of sophisticated, interactive, and immersive digital tools, including educational applications, interactive videos, Virtual Reality (VR), Augmented Reality (AR), and digital platforms, which significantly enhance student engagement, motivation, and learning outcomes. These technologies support personalized learning, foster collaboration, and make abstract concepts more concrete. However, challenges such as limited teacher digital competencies, suboptimal utilization, and structural inequities in access to technology persist. Key success factors for effective downstreaming include comprehensive student needs analysis, the application of instructional design models like ADDIE, and continuous professional development for educators. This review underscores the necessity of a holistic approach that aligns technological availability with pedagogical practices and learner-centric design to maximize the potential of digital learning media in creating inclusive and effective learning environments.

Keywords: Digital learning media, Classroom integration, Educational technology, Systematic literature review, Learning outcomes.

INTRODUCTION

Digital learning media is changing how things work in classrooms these days, mostly because technology keeps moving so fast. The idea of "downstreaming" it means taking those digital resources and fitting them into actual teaching situations, like what Anisa and others talked about in (2025), which helps connect big ideas from theory to what happens every day in school. Its not just dumping content online or something, but making sure it lines up with what the curriculum wants, what students need, how teachers are trained, and even the schools setup, according to (Ajani, 2024) Classrooms are

shifting away from old school paper and chalkboard stuff to more lively tech based ones, so figuring out good ways to mix in these tools seems really important for better learning results, like Fernandez-Sanchez and the rest said in (2022) or (Shkurti, 2025) That piece on how digital media fits with learning spots.

Recent studies point out how this stuff boosts student interest and grades at different levels, Rachmawati mentioned in (2025). Things like quiz games that feel fun, AR books, videos for lessons, or systems where kids learn on their own schedule, all show better remembering facts, getting concepts, even language skills, Sadulla noted in (2024). For example, kids with AR stuff read and understand better than just books, which makes sense for how multiple ways of seeing things help the brain, from Danaei and team in (2020) . It also lets learning be more personal, students go at their speed, teachers adjust based on data right away, Hasanah and others wrote about in (2023).

But there are problems with getting this downstreaming to work well, coming from bigger system issues, tech glitches, and people factors. Teachers might not have enough training or feel sure about fancy tools, so they stick to simple uses instead of the deeper ones that actually teach better, (Ajani, 2024), and (Saigar & Jamaludin, 2025) . Unequal access to gadgets or internet hits hard in poor areas or countryside schools, making gaps bigger (Mbaya & Ouma-Mugabe, 2024). Policies are not strong enough, not much training for pros, and some folks just resist changing, which slows everything down. It feels like these hurdles mean we need real plans that build skills, fit into lessons, keep checking progress, not just hand out tools.

This review looks at what studies say now about putting digital media into classes, both what helps and what blocks it. Looking at real experiments, how designs work, school habits, it picks out things that make it last and fair, like using ADDIE (Analysis, Design, Development, Implementation, Evaluation), ADDIE for planning steps, focusing on learners, feedback from data, (Xu, 2024) . Digital stuff can make working together easier, include more kids, check learning live in modern classes. Some people might see it as straightforward, others think its messier with all the barriers. It sort of aims to suggest policies and what to study next in education technologies,

METHODOLOGY

This study uses the Systematic Literature Review (SLR) method, that allows for the comprehensive and objective identification, evaluating a relevant literature. This approach makes sure a transparent and reproducible review. And just like (Pantic & Hamilton, 2024) Meta-Analyses (PRISMA) guidelines were applied to ensure the quality and completeness of reporting.

1. Research Design

This research is based on the principles of SLR, utilizing an "input-processing-output" approach to generate current findings regarding the implementation of digital learning media in classrooms. This process emphasizes accuracy, validity, and reliability in presenting academic findings (Yam, 2024).

2. Literature Review Process

The SLR process involves a series of stages as follows:

a. Identification and Scope of Topic:

The research focuses on "Downstreaming Digital Learning Media for Classroom Use". Research questions were formulated to guide the search, such as:

- "How is digital learning media adapted and implemented in real classroom environments?"
- "What are the trends and evolution of digital learning media adoption in classrooms between 2024-2025?"
- "How does implemented digital learning media affect pedagogical practices and student learning outcomes?"
- "What are the main challenges and facilitating factors in integrating digital learning media into classroom ecosystems?"

b. Literature Search Strategy:

An initial search was conducted through major scientific databases such as Google Scholar, Scopus, Web of Science, and Publish or Perish.

Keywords used included a combination of: "digital learning media", "classroom use", "downstreaming", "educational technology integration", "SLR", and "systematic literature review".

The initial search provided us a large number of articles. In the first phase, approximately 100 articles were identified from various search platforms.

The publication time frame focused on articles published between 2024-2025 to ensure relevance to the most current technological and educational developments.

c. Inclusion and Exclusion Criteria:

Inclusion Criteria:

- Peer-reviewed journal articles explicitly discussing the application or "downstreaming" of digital learning media in a classroom context.
- Studies presenting conceptual analysis, empirical findings, reviews, or case studies relevant to the integration of digital media in formal learning environments.
- Publications in English or Indonesian.

Exclusion Criteria:

- Articles whose primary focus is solely on digital technology without an analysis of pedagogical implications or direct classroom application (e.g., articles on software development or general technical infrastructure).
- Articles discussing digital media only in non-educational contexts or corporate training not relevant to formal classroom settings.
- Articles published outside the 2024-2025 timeframe.

d. Article Selection Process:

- Initial Screening: From the 100 articles found, an initial screening was performed based on titles and abstracts. At this stage, a significant number of articles were removed for not meeting the strict inclusion and exclusion criteria. For example, articles focusing only on the technical aspects of digitalization or general theory without a classroom application context were discarded.
- Eligibility Assessment: Articles that passed the initial screening were then read in full text. This assessment focused on the depth of analysis regarding the "downstreaming" of digital learning media, its challenges, opportunities, and its impacts on pedagogical practices and learning outcomes. This process further resulted in the removal of articles that, upon full reading, proved irrelevant or insufficiently substantial.
- Final Inclusion: After a rigorous screening process, a smaller but highly relevant number of articles, specifically 9 articles, were finally selected for analysis. This selection process was documented using a PRISMA Flow Diagram (Tugwell & Tovey, 2021) (Figure 1).

e. Data Extraction and Synthesis:

Relevant data (authors, year, type of digital media, context of application, main findings,) were extracted. Subsequently, the data was thematically synthesized to identify patterns, recurring themes, differences, and gaps focusing on the role of digital learning media implementation in classrooms. The output may include the identification of trends, common challenges, effective strategies, or research gaps that contribute to the development of knowledge in this field.

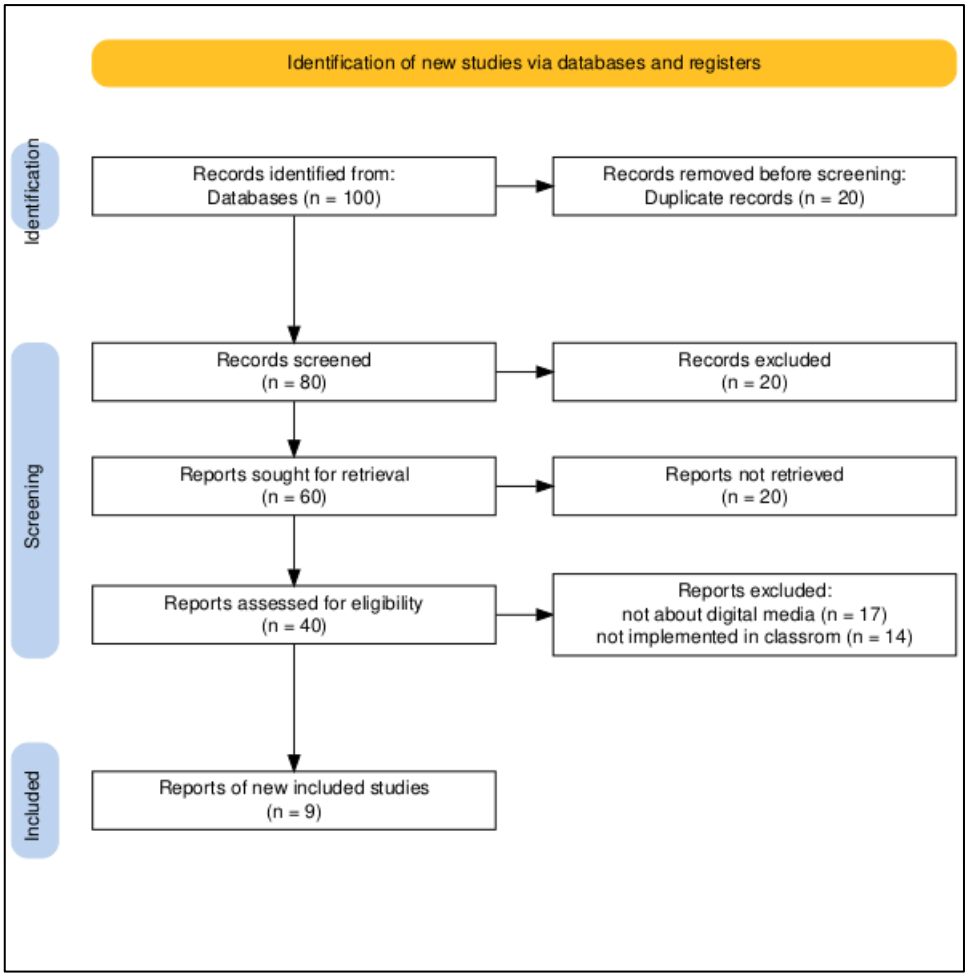

Figure 1. Flow Diagram PRISMA

RESULT AND DISCUSSION

The systematic literature review looked at nine articles from 2024 and 2025 and its reveals compelling insights into the "downstreaming" of digital learning media across elementary, junior, and senior educational levels. , where these tools are adapted for classrooms. Overall, the articles point out how digital stuff can really change learning, making it more engaging and helping with outcomes (Shkurti, 2025)

Table 1 Results

No	Article Title	Year	Media Used	How Used in Classroom	Focus/Findings
1.	Innovative Digital Learning Media to Enhance Student Engagement and Learning Outcomes in Elementary Schools	2025	Educational applications, interactive videos, simple Virtual Reality (VR), educational games	Integrated to accommodate learning characteristics of elementary school students	Focus: Improving student engagement, motivation, and learning outcomes in elementary schools

2.	Interactive Learning Media for Better Learning Outcomes in Elementary School: A Systematic Literature Review	2025	Interactive learning media (general)	Used to improve students' learning outcomes in elementary school through interactive engagement	Focus: Addressing teachers' lack of digital competencies and its impact on learning outcomes in elementary schools
3.	Maximizing the Potential of Digital Learning Media in Primary Education: Insights from a Systematic Literature Review	2024	Technology-based learning (general)	Utilized to evaluate effectiveness and address suboptimal use due to limited teacher understanding and skills	Focus: Effectiveness of digital media in primary education learning processes, particularly in the Industrial Revolution 4.0 era
4.	Belajar Sambil Bermain: Cara Sekolah Mendukung Motorik Kasar Anak Usia Dini	2025	Augmented Reality (AR) storybooks, educational games, interactive applications	Utilized to stimulate cognitive development optimally and effectively in early childhood education	Focus: Stimulation of early childhood cognitive development through digital educational media like AR
5.	Pemanfaatan Augmented Reality Sebagai Media Pembelajaran Terhadap Keaktifan Belajar Siswa Dalam Pendidikan Modern	2024	Augmented Reality (AR)	Enhancing learning experience by presenting additional information in the physical environment, making abstract concepts concrete	Focus: Increasing student learning activity in modern education through AR, responding to the digital environment demand
6.	Media Digital dan Interaktif: Metodologi Pendidikan Interaktif Berbasis Platform Digital	2024	Digital platforms, interactive media (general)	Reconstructing educational methodologies to be interactive and digital-based to face changing times	Focus: Urgency of digital platform-based interactive educational methodologies, addressing traditional education conservatism
7.	Effective Strategies In Learning Media Development In The Digital Era	2025	Digital technology and interactive platforms	Applying instructional design models (ADDIE), integrating	Focus: Synthesizing effective strategies for developing digital learning media, driven

				content, and utilizing digital platforms for effective media development	by technological transformation
8.	The Ways in Which Digital Media Interact with Learning Environments, Educational Institutions	2025	Digital tools, digital platforms	Creating interactive learning experiences, supporting collaboration, and improving access to educational resources	Focus: How digital media transforms teaching and learning, improving instruction and effective technology use in schools
9.	A Systematic Review of Self-Regulated Learning Approach through Digital Learning Media in Enhancing Students' EFL Speaking Competences	2024	Digital learning media (general)	Employing self-regulated learning approaches to enhance students' English as a Foreign Language (EFL) competencies	Focus: Role of digital learning media in continuous learning and enhancing EFL speaking competences through self-regulated learning

Trends in Digital Learning Media Adoption and Evolution

The period under review indicates a robust trend towards the integration of digital learning media, largely driven by rapid technological advancements and the necessity for educational systems to adapt to a digitally native generation (Ningtyas, Rosila, & Kamal., 2024). There is a clear move beyond basic digital tools to more sophisticated and immersive technologies. For instance, the use of educational applications, interactive videos, simple Virtual Reality (VR), and educational games is increasingly prevalent in elementary schools to boost student engagement and motivation (Rachmawati, 2025). Similarly, Augmented Reality (AR) is emerging as a significant medium, not only for early childhood cognitive development through AR storybooks and interactive applications but also for making abstract concepts more concrete and understandable for students in modern education . These developments reflect a shift towards interactive and experience-based learning, moving away from traditional, often passive, educational methodologies .

The broader adoption of digital media is also a response to the acceleration of technological transformation, necessitating effective strategies for media development . This includes employing structured instructional design models such as ADDIE (Analysis, Design, Development, Implementation, Evaluation) to ensure that the developed digital media effectively meets student needs and curriculum objectives (Anisa, et la, 2025). The overarching goal is to leverage digital media to create interactive learning experiences, foster collaboration, and improve access to educational resources across all levels of education .

Media Used and Their Classroom Application

A variety of digital learning media are being deployed in classrooms, each tailored to specific educational goals and learner characteristics.

- Elementary School Focus: In elementary education, the emphasis is on enhancing student engagement and motivation. (Rachmawati 2025) highlights the effectiveness of educational applications, interactive videos, simple VR, and educational games in accommodating the learning characteristics of young students. These tools are used to create stimulating

environments that improve learning outcomes by making lessons more appealing and understandable. (Aryfien et al. 2025) further support the role of interactive learning media in elementary schools, particularly in addressing the digital competency gap among teachers, which in turn positively impacts student learning outcomes. (Nisrina et al. 2024) also emphasize the importance of effective technology-based learning in primary education, noting its potential to maximize learning amidst the challenges of suboptimal teacher utilization. The integration of AR storybooks and interactive applications specifically targets early childhood cognitive development, transforming learning into an engaging, playful experience.

- Augmented Reality (AR) in Education: AR is identified as a potent tool for increasing student activity and making abstract concepts tangible . This technology is utilized to overlay digital information onto the real world, providing enriched learning experiences. For instance, in subjects where visualization is key, AR can render complex models or scenarios interactive, thereby improving comprehension and retention. Its application spans from early childhood cognitive stimulation to more general modern educational contexts where student engagement is critical .
- Digital Platforms and Interactive Media: Beyond specific technologies, general digital platforms and interactive media are fundamental to reconstructing educational methodologies. These platforms serve as central hubs for delivering diverse digital content, facilitating communication, and managing learning activities. (Shkurti 2025) underscores their role in creating interactive learning environments, fostering collaboration among students, and expanding access to educational resources, thereby transforming how teachers instruct and students learn.
- Self-Regulated Learning (SRL) with Digital Media: In the context of English as a Foreign Language (EFL) speaking competencies, digital learning media facilitates self-regulated learning approaches. This application allows students to take ownership of their learning process, utilizing digital tools to practice, receive feedback, and monitor their progress independently. This not only enhances language proficiency but also cultivates lifelong learning skills, addressing the need for continuous learning irrespective of location or circumstances.

Key Challenges and Facilitating Factors

Despite the clear benefits, the downstreaming process is not without its impediments. A recurring challenge is the limited understanding and skills of teachers in effectively utilizing digital technologies. This skill gap often leads to suboptimal integration of digital media, hindering its full potential in the classroom. Structural inequities, such as disparities in access to devices and reliable internet connectivity, particularly in under-resourced areas, also pose significant barriers to equitable digital learning implementation.

To mitigate these challenges, several facilitating factors and strategies have been identified. Conducting a thorough student needs analysis is crucial for developing relevant and impactful digital learning media. The application of systematic instructional design models like ADDIE ensures that media development is structured, goal-oriented, and effective. Furthermore, integrating content that aligns with curriculum objectives and utilizing interactive platforms can significantly enhance engagement and learning outcomes. The need for continuous teacher professional development and robust policy frameworks is also implicitly highlighted as essential for overcoming resistance to change and ensuring sustained adoption of digital learning media.

Discussion

The systematic review clearly demonstrates that digital learning media is not merely a supplementary tool but a foundational element transforming contemporary education. The "downstreaming" process, which involves careful adaptation and implementation of these media into classroom settings, is critical for realizing their full pedagogical potential. The effectiveness of this process is contingent upon a holistic approach that considers not only technological availability but also pedagogical alignment, teacher competency, and learner-centric design.

The prevalence of diverse digital media, from interactive applications and educational games in elementary settings to AR and digital platforms across various levels, signifies a paradigm shift towards more dynamic and personalized learning experiences. These tools are instrumental in fostering

student engagement, making abstract concepts more concrete, and supporting self-regulated learning, which are all vital for developing 21st-century skills.

However, the findings also highlight a significant disconnect between the potential of digital learning media and its actualized impact due to human and infrastructural factors. Teachers' digital competencies remain a critical bottleneck, underscoring the urgent need for targeted training and ongoing professional development initiatives. Without adequately prepared educators, even the most innovative digital tools may remain underutilized or improperly integrated, leading to suboptimal educational outcomes. Moreover, issues of equitable access to technology and reliable internet connectivity must be addressed to prevent widening educational disparities 8.

The integration of instructional design models, such as ADDIE, as highlighted by (Anisa et al. 2025), provides a structured framework for the effective development and deployment of digital media . This systematic approach ensures that digital learning solutions are not just technologically advanced but also pedagogically sound and aligned with learners' needs. Future research and implementation efforts should prioritize these structured design processes, alongside continuous evaluation and feedback mechanisms, to refine and optimize the use of digital learning media in classrooms.

Ultimately, successful downstreaming requires a multi-faceted strategy involving educational policymakers, technology developers, and educators themselves. This includes developing comprehensive policies that support digital integration, investing in robust technological infrastructure, and providing continuous professional development for teachers. By addressing these factors collaboratively, educational institutions can maximize the potential of digital learning media to create inclusive, engaging, and effective learning environments for all students, from early childhood to higher education.

CONCLUSION

The systematic literature review confirms that the "downstreaming" of digital learning media into elementary, junior, and senior classroom settings is a critical and evolving area within contemporary education. The analyzed articles consistently highlight the transformative potential of various digital tools ranging from interactive applications and educational games to more advanced Augmented Reality (AR) and Virtual Reality (VR) in enhancing student engagement, motivation, and academic achievement. These media are instrumental in creating dynamic, interactive learning environments that cater to diverse learning styles, making abstract concepts more tangible, and supporting self-regulated learning approaches. The shift towards technology-enhanced classrooms is a direct response to the rapid advancements in digital technology and the need to prepare students for the demands of the 21st century.Despite the evident benefits and growing adoption, the effective integration of digital learning media faces significant challenges. A prominent barrier identified across multiple studies is the limited digital competency and understanding among educators, which often leads to the suboptimal utilization of available technologie. Furthermore, issues related to equitable access to devices, reliable internet connectivity, and inadequate policy frameworks contribute to disparities in educational outcomes. These findings underscore that successful downstreaming is not merely about introducing technology but requires a comprehensive strategy that addresses pedagogical, infrastructural, and human factors. To maximize the potential of digital learning media, a multi-faceted approach is essential. This includes prioritizing continuous professional development for teachers to enhance their digital literacy and pedagogical skills in integrating technology. The application of structured instructional design models, such as ADDIE, is crucial for developing and implementing digital media that are pedagogically sound and aligned with curriculum objectives and learner needs. Moreover, educational stakeholders must collaborate to develop robust policies, invest in equitable technological infrastructure, and foster a culture that embraces innovation and adaptability in education. By addressing these factors, educational institutions can effectively leverage digital learning media to create inclusive, engaging, and effective learning environments that truly prepare students for a rapidly changing world.

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Authorship Contribution Statement
Rohmawan: Conceptualization, methodology design, data analysis, writing—original draft preparation.
Munawaroh: Reviewing and editing, supervision of the research process and manuscript.
Febrianti: Article searching and initial screening of identified literature.
Rohmalita: Article searching and initial screening of identified literature.

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