

Commercialization Of Learning Media In The Education Industry : A Systematic Literature Review

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Abstract: The development of digital technology has encouraged the widespread use of technology-based learning media in the education system. Along with these developments, the involvement of industry actors and educational technology (EdTech) companies is increasing, which has given rise to the tendency to commercialize learning media in the education industry. This study aims to systematically examine the forms, characteristics, and implications of commercialization of learning media in the context of education. The method used is Systematic Literature Review (SLR) with reference to the PRISMA guidelines. The data source was obtained from scientific articles published in the 2021–2025 period through the Google Scholar database. From the results of the literature selection process, 7 articles were obtained that met the inclusion criteria and were analyzed in depth. The results of the study show that digital learning media not only functions as a pedagogical tool, but also develops as an economic product influenced by market logic. The commercialization of learning media is characterized by the increasing role of industry actors, efficiency orientation, and competition between educational institutions. Although commercialization encourages innovation and learning efficiency, it also has the potential to shift basic values of education, such as social justice and the function of education as a public service. Therefore, a balance is needed between technological innovation and the maintenance of educational values so that the use of learning media remains oriented towards educational goals.

Keywords: *commercialization of education, digital learning media, EdTech, systematic literature review*

INTRODUCTION

Education is a very basic issue, because it is closely related to human development (Fathoni, 2021). Therefore, as long as humans are still alive, education will always be closely related in life. For this reason, education always attracts attention to be discussed, especially among managers of educational needs. Even when there are issues about the quality of human life, education is often one of the factors. Even global organizations such as the United Nations have an important role in paying attention to Education. so that education is not only the responsibility of the government, but also the responsibility of the community, even global organizations such as the United Nations have an important role in

paying attention to education. One of its visions, UNESCO, has a series of education-related policies, including "education for all" and "lifelong education". In facing the era of the Industrial Revolution 4.0, educational innovations are needed to create a generation with 21st-century skills, including critical thinking, creativity, collaboration, and communication (Indarta et al., 2021). Learning media can visualize abstract concepts interactively, engagingly, and effectively through three-dimensional (3D) visual experiences, simulations, and animations. Therefore, students can explore concepts in a fun and easy-to-understand way, thus increasing their motivation to learn (Alimuddin et al., 2023; Cuhazriansyah et al., 2023). There are challenges in implementing learning media to support interactive learning, including limited infrastructure and teachers' lack of pedagogical skills in integrating technology (Yulianti et al., 2023). Infrastructure limitations can be overcome by utilizing learning media owned by schools, teachers, or students, such as mobile phones and tablets. However, it also encourages teachers to explore further how technology can influence learning objectives (Rahmatullah & Kadarwati, 2023). Furthermore, we need to evaluate learning. Evaluation, namely assessing the success and effectiveness of learning media through formative evaluation (conducted at each stage to improve the development process) and summative evaluation (conducted after implementation to measure the media's effectiveness) (Sukma et al., 2023). Indonesia also has the same commitment in terms of education. This can be seen in the preamble to the 1945 Constitution, which emphasizes the importance of national education (Santoso et al., 2023) Article 31 (paragraph 1) of Law No. 20 of 2003 clearly states that every Indonesian citizen has the right to a decent education. Regarding the national education system, article 34 (paragraph 1) affirms that every citizen aged 6 years has the right to participate in a compulsory study program, which is required up to the age of 15 years in basic education. With the great commitment and the global community to the implementation of Education, the challenges in implementation are also increasingly complex. The development of digital technology has changed the way education is designed and organized, especially through the use of technology-based learning media.

However, this does not imply that using learning media will increase a person's intelligence, but rather that it helps them improve the quality of their learning (Sarosa et al., 2022). Skills enhancement is an excellent option for assisting students in acquiring knowledge (Hidayat et al., 2023). Independent learning can create excitement for students through practical situations, help them develop self-awareness, independence, and a sense of responsibility, hone soft skills, and develop learning abilities characterized by practical orientation, product orientation, and professional competency development orientation (Duc et al., 2022). Various digital learning media innovations are seen as solutions to improve access, efficiency, and quality of learning, both in primary education and in higher education (Novitandari & Harianto et al 2025). In practice, the use of technology and learning media cannot be separated from the involvement of industry and non-governmental organizations. A number of studies highlight the increasing involvement of non-governmental parties and the industrial sector in the development of learning platforms, the provision of digital content, and technology-based education services (Verelst et al 2025). This engagement has driven the birth of various digital Education models, such as EdTech platforms and proven online courses that are oriented towards the global market. The involvement of commercial parties in the development of technology-based learning media has influenced the way learning is carried out. A number of studies show that the use of learning media and technology has the potential to increase learning motivation Digital media and learning platforms provide various features that support the variety of material delivery and the flexibility of learning and the effectiveness of the learning process (Kesuma, 2025; Optimizing the use of media and learning technology, 2025). However, a number of literature also highlights the tendency of commercialization of education which has the potential to affect the orientation and values of education itself.

The development of digital technology has driven significant changes in the delivery of education at various levels. Technology-based learning media, such as learning applications, e-learning platforms, interactive videos, and artificial intelligence-based systems, are increasingly used as a means of supporting the teaching and learning process. A number of studies show that the use of digital media can increase learning flexibility, student engagement, and the efficiency of material delivery

(Novitandari et al., 2025; Dedi Harianto et al., 2025; Sapta Kesuma, 2025). In higher education, the commercialization of learning media is also related to the demand for adaptation to technological developments. A study conducted by UIN Antasari (2024) shows that collaboration between universities and educational technology providers is becoming increasingly common. The collaboration provides opportunities for learning innovation, but at the same time poses challenges related to institutional reliance on paid platforms and certain commercial products. On the other hand, most of the research that discusses digital learning media still focuses on the effectiveness of the use of technology in improving learning outcomes. These studies tend to highlight the functional aspects of media, such as ease of use and their impact on learning motivation, while the economic and ideological dimensions of learning media development have received relatively little attention (Novitandari & Dedi Harianto et al 2025). This condition shows that there is a gap between pedagogical research and critical analysis of the commercialization of education. Therefore, a systematic literature review is needed to comprehensively examine the tendency of commercialization of learning media in the education industry.

METHODOLOGY

This study uses a systematic literature review (SLR) approach to systematically identify, evaluate, and synthesize various scientific publications that discuss the commercialization of learning media in the education industry. The SLR method was chosen because it is able to provide a comprehensive, transparent, and structured picture of the development of previous research, as well as minimize bias in literature review.

Data Source

The source of research data comes from the Google Scholar database, which was chosen because it has a wide coverage of scientific journal articles, proceedings, and academic publications in the field of Education and Educational technology. The articles analyzed are limited to publications in 2021-2025 to ensure the relevance of the digital and EdTech industry. The literature search process is carried out systematically by using keywords that are different from the research topic. Keywords used include:

Search Strategy

The literature search process is carried out systematically using keywords relevant to the research topic. Keywords used include:

1. Commercialization of learning media education
2. EdTech commercialization
3. Digital learning media marketisation
4. Technology and education market
5. As well as Indonesian equivalents such as the commercialization of learning media, digital education, and the education industry.

These keywords are used singly or in combination to obtain articles that are in accordance with the focus of the study.

Inclusion and Exclusion Criteria

To ensure the quality and relevance of the literature, this study applied the following criteria:

Criteria included:

1. Scientific articles that have gone through a peer-review process.
2. The article was published in the range of 2021–2025.
3. Research that focuses on digital learning media, EdTech, or commercialization of education.
4. Articles are written in Indonesian or English.
5. Full text or full abstract access is available.

Exclusion criteria:

1. Popular articles, opinions, or non-scientific sources.
2. Publications that do not go through the peer-review process.
3. Articles that address fields outside the context of formal education, such as health or manufacturing.

Duplicate articles that appear in the search process.

Literature Selection Process

The literature selection process was carried out by referring to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines which include the stages of identification, screening, eligibility, and inclusion. At the identification stage, 52 articles were obtained from search results on Google Scholar. Furthermore, screening was carried out based on titles and abstracts, so that 30 articles were eliminated because they were irrelevant or did not meet the inclusion criteria. At the eligibility stage, 22 articles were reviewed in full-text, and 15 articles were excluded because they did not specifically discuss commercialization in the context of education. Thus, a total of 7 articles were declared worthy and used as the main source in this systematic literature review.

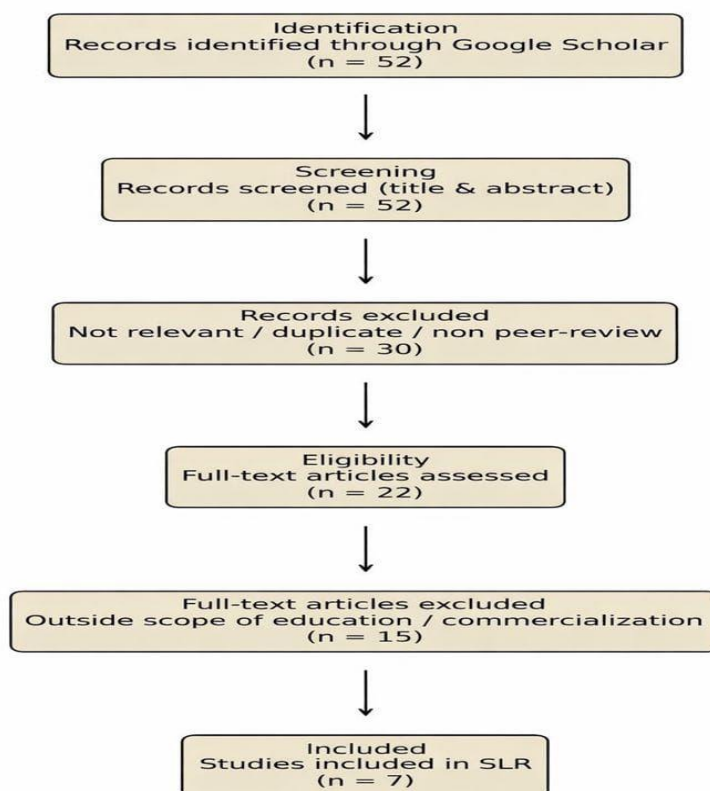


Figure 1 Diagram Prisma

Data Collection and Extraction Techniques

Data from selected articles are systematically extracted by recording important information which includes:

Author's name and year of publication

1. Context and level of education
2. Focus of research studies
3. Key findings related to the commercialization of learning media
4. Implications for educational practices and values

The extracted data is then compiled in the form of a summary table to facilitate the analysis process.

Data Analysis Techniques

Data analysis was carried out using a qualitative thematic analysis approach. Each article is analyzed to identify key themes related to:

1. Forms and characteristics of commercialization of learning media
2. The role of industry actors and EdTech companies in education
3. The impact of market orientation on educational processes and values

The results of the analysis are then synthesized to obtain a comprehensive understanding of the commercialization of learning media trends in the education industry.

RESULT AND DISCUSSION

1. Commercialization of Education as a Global Phenomenon

The results of the analysis of various literature show that the commercialization of education is a global phenomenon that develops along with the strengthening of market logic in the education system. A number of studies confirm that the dominance of the neoliberal paradigm has encouraged educational institutions to adopt managerial approaches and business practices in their management, where learners are implicitly positioned as consumers of educational services. Meanwhile, educational institutions play a role as service providers that must compete in the education market. The literature analyzed also reveals that education is no longer understood solely as a public service, but is increasingly treated as a competitive economic sector. Competition between educational institutions encourages the emergence of various differentiation strategies to attract user interest, one of which is through the use of digital learning media and subscription-based learning platforms as the main selling point. Literature findings show that the practice of commercialization does not only occur in higher education, but also extends to the primary and secondary education levels. Several studies reveal that schools are starting to adopt premium learning services, both in the form of exclusive digital content, interactive videos, and paid online learning platforms, this practice is generally positioned as part of a strategy to improve the quality of learning as well as an effort to strengthen the competitiveness of institutions in the midst of increasingly competitive education industry dynamics.

2. Commercialization as a Manifestation of Neoliberalism in Education

Based on the results of the literature review, the commercialization of learning media can be understood as a form of entry of neoliberal perspectives into the field of Education. A number of studies analyzed show that the principles of efficiency, productivity, competition, and profit orientation are increasingly influencing education policies and learning practices in

various institutions. In these conditions, education is no longer fully seen as a public service, but as a sector that follows market logic.

The findings also reveal that there is a change in the role of educational institutions. Educational institutions not only function as a space for knowledge development and character formation of students, but are also faced with the demands of being able to compete in an increasingly open and global education. This can be seen from the increasing use and promotion of digital learning media as part of the strategy to increase institutional competitiveness, both in terms of management efficiency and attractiveness for prospective education users. part of the strategy of increasing competitiveness, operational efficiency, and attractiveness for users or consumers of Education. The results of the study also show that there has been a change in the role of educational institutions. In this context, the success of education tends to be measured through quantitative indicators, such as the number of users, the level, participation, and cost efficiency. Measures like these are often more prominent than assessments of the quality of the learning process and the depth of students' understanding. This condition shows a shift in focus in education practice which is influenced by market considerations. The results of the study show that digital learning media, which was initially designed as a means of supporting the learning process, has undergone a shift in function. These media are not only used to help teaching and learning activities, but are also developed and marketed as products that have economic value. In this case, the role of educational technology companies and learning platform providers is increasingly prominent in influencing the direction of the use of learning media in educational institutions. This condition has the potential to affect the basic values of education. Some of the findings in the analyzed study show that excessive emphasis on efficiency and profit orientation can reduce attention to character formation, social justice, inclusivity, and the development of students' critical thinking skills, therefore the commercialization of learning media is not only related to technical and economic aspects, but also has ideological and ethical implications in the implementation of education.

Table 1 the role of educational institutions

Author (Year) N=7	Key findings	Focus of the study
Verelst et al. (2025)	Education is increasingly influenced by commercial actors who bring market logic, so that education practices tend to be directed towards efficiency and economic interests	The Role of Actors in K-12 Education
UIN Antasari (2024)	Higher education faces challenges due to the entry of market orientation that encourages institutions to compete and adopt technology as a sustainability strategy	Commercialization of higher education in the era of technology 4.0
Novitandari et al. (2025)	Digital learning media is widely used and shows the tendency to be developed as ready-to-use products with economic value	Technology-based learning media in Primary education

Hariato et al. (2025)	Application-based learning media is considered effective, but its use is often associated with aspects of efficiency and optimization of the use of technology	The effectiveness of application-based media
Squirting (2025)	Media innovation and learning technology are influenced by factors of economic benefits, ease of use, and system sustainability.	Learning media innovation (SLR)
Hasanah et al. (2024)	The commercialization of education has the potential to shift educational values, such as social justice and the function of education as a means of character building.	Commercialization of Education and its implications
Friedman, L.W & Friedman, H.H (2021)	Analyze business models in industries	Business model analysis

Several studies confirm that the commercialization of education is characterized by the entry of commercial actors who bring market logic into the education system. Verelst et al. (2025) show that K–12 education is increasingly influenced by economic interests, so educational practices tend to be directed towards efficiency and competitiveness. Similar findings were also conveyed by Hasanah et al. (2024) who emphasized that market orientation has the potential to shift basic values of education, such as social justice and character building functions. Literacy shows that digital learning media not only functions as a pedagogical tool, but also develops as an industrial product that has economic value. Novitandari et al. (2025) revealed that digital media is widely developed in the form of ready-to-use products, while Harianto et al. (2025) assessed that the effectiveness of application-based media is often associated with the efficiency of using technology. This indicates a paradigm shift from learning media as an educational means to an educational commodity. From the perspective of innovation, Kesuma (2025) emphasized that the development of learning media is greatly influenced by economic benefits, ease of use, and system sustainability. Meanwhile, Friedman and Friedman (2021) highlight the importance of business model analysis in the education industry, which reinforces the argument that educational technology innovation is inseparable from the commercial strategies implemented by educational service providers. Although various studies have discussed the commercialization of education and the development of technology-based learning media, there are still limited studies that specifically integrate the analysis of the commercialization of learning media in the context of the education industry in a systematic manner. Most studies focus on the effectiveness or innovation of technology, without examining in depth the ideological implications and educational value that comes with it. Therefore, this study seeks to fill this gap through a systematic literature review. Based on the results of a systematic literature review, it can be concluded that the commercialization of learning media is a phenomenon that is inseparable from the development of the education industry. Technology-based learning media plays a dual role as an educational means and economic product, so it requires caution in maintaining educational values so that they are not completely reduced by market interests.

CONCLUSION

Based on the results of a systematic literature review, it can be concluded that the commercialization of learning media is an inseparable phenomenon from the development of the education industry in the digital era. Technology-based learning media has undergone a shift in function, from just a tool to support the learning process to a product that has economic value and is widely marketed. The involvement of industry actors and EdTech companies strengthens the market orientation in the development and utilization of learning media at various levels of education. The results of the study also show that the commercialization of learning media has a double impact. On the one hand, commercialization encourages innovation, efficiency, and learning flexibility. However, on the other hand, excessive market orientation has the potential to shift fundamental values of education, such as equal access, social justice, and the formation of students' character. Therefore, educational institutions need to be critical and selective in adopting technology-based learning media.

Authorship Contribution Statement

Siti Anida Apriyani: Conceptualization, research design, data collection, data analysis and interpretation, manuscript preparation, statistical analysis.

Mufidah: Critical revision of the manuscript, technical/material support, supervision, final approval.

Specific Contribution Details:

Concept and Design: Mufidah and Siti Anida Apriyani collaborated on designing the learning media prototype and determining the methodology for testing its effectiveness in the classroom.

Data Collection: Siti Anida Apriyani was fully responsible for implementing the media in the field and collecting questionnaire results and student scores.

Data Analysis/Interpretation: Mufidah conducted primary data analysis, while Nida provided in-depth interpretation of learning outcomes from a pedagogical perspective.

Manuscript Preparation: Siti Anida Apriyani prepared the entire original draft of the research manuscript.

Critical Revision of the Manuscript: Mufidah conducted an in-depth review, refined the argument structure, and enhanced the language quality of the manuscript.

Technical or Material Support: Nida provided the software or platform necessary for the development of this learning media.

Supervision: Mufidah supervised the research process to ensure it adhered to academic standards and research ethics.

Final Approval: Mufidah and Nida have read and approved the final version of the manuscript for submission to the journal.

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