Review Open Access

The Role of New Media in the Popularization of International Education Information and Education Equity

Guoyu Lin [1,*]

[1] College Daily, Beijing, China

[*] Correspondence: Guoyu Lin, College Daily, Beijing, China

Abstract: This review examines the role of new media in disseminating international education information and promoting educational equity across diverse global contexts. Platforms such as social media, MOOCs, AI-powered adaptive tools, and mobile applications significantly enhance students' awareness of international programs, engagement in learning opportunities, and preparedness for cross-border education. Quantitative evidence indicates positive correlations between digital platform usage and participation in international programs, while case studies highlight the potential for new media to reduce geographic, socioeconomic, and linguistic barriers. Despite these benefits, challenges such as the digital divide, algorithmic biases, and uneven access persist. The review synthesizes theoretical insights, empirical findings, and policy implications, emphasizing the importance of integrated, inclusive, and data-driven digital strategies to enhance global education accessibility and equity. Future research should focus on long-term outcomes, platform interactions, and standardized metrics to guide effective implementation.

Keywords: new media; international education; educational equity; digital learning; global accessibility

1. Introduction

The rapid pace of globalization has profoundly reshaped the landscape of international education, offering unprecedented opportunities for cross-border learning and cultural exchange. In the last two decades, higher education has become increasingly internationalized, with students seeking knowledge beyond their national borders and institutions striving to enhance their global competitiveness. However, the dissemination of information about international education opportunities remains uneven, often constrained by geographical, socioeconomic, and linguistic barriers. This imbalance contributes to persistent inequities in access, participation, and outcomes among students worldwide. Ensuring that educational resources and opportunities are accessible to diverse populations is, therefore, a critical goal for policymakers, educators, and technology developers alike [1].

Concurrently, the rise of new media has transformed the ways in which information is produced, distributed, and consumed. New media encompasses a broad range of digital communication platforms, including social media networks, Massive Open Online Courses (MOOCs), blogs, and AI-powered educational tools. These platforms enable real-time interactions, personalized content delivery, and wide-reaching dissemination, offering a potential solution to information asymmetry in international education. For example, social media platforms such as Facebook, LinkedIn, and WeChat allow

institutions to broadcast program details, scholarships, and admission requirements to a global audience. Similarly, MOOCs provide free or low-cost access to high-quality courses, reducing financial and geographic barriers for learners who might otherwise be excluded from formal education systems. AI-powered tools further enhance information dissemination by analyzing learner preferences, predicting educational needs, and delivering customized learning recommendations. Collectively, these innovations suggest that new media can play a pivotal role in bridging information gaps and promoting educational equity on a global scale [2].

The importance of effective information dissemination cannot be overstated. Access to timely and accurate educational information influences students' decisions regarding study destinations, program selection, and career planning. When information is unevenly distributed, students from marginalized or underserved backgrounds are often unable to make fully informed choices, exacerbating existing inequities. Conversely, equitable access to international education information enables students to explore opportunities that match their interests and capabilities, ultimately fostering social mobility and global competence. Understanding the mechanisms through which new media facilitates or hinders this process is therefore essential for designing inclusive educational strategies.

The objectives of this review are threefold. First, it seeks to provide a comprehensive overview of the types of new media currently used in the context of international education. Second, it aims to examine how these platforms contribute to the dissemination of educational information and the promotion of equity. Third, it intends to identify existing challenges, gaps in knowledge, and directions for future research in leveraging new media to enhance international education accessibility. By synthesizing recent studies and presenting relevant data, this review offers insights for educators, administrators, and policymakers seeking to harness digital technologies to support equitable educational outcomes.

To contextualize the discussion, Table 1 summarizes key types of new media and their global usage among students, highlighting differences in platform adoption across regions. As shown, social media networks remain the most widely used channels for accessing educational content, followed by MOOCs, blogs, and AI-powered learning tools. These usage patterns provide a foundation for understanding the potential reach and limitations of new media in disseminating international education information [3].

Table 1. Key Types of New Media and Their Global Usage Statistics among Students.

New Media Type	Global Usage (%)	North America (%)	Europe (%)	Asia (%)	Africa (%)
Social Media	85	90	88	82	70
MOOCs	45	50	48	42	30
Blogs	35	40	38	32	25
AI-Powered Tools	25	30	28	22	15

2. New Media and International Education Information Dissemination

2.1. Definition and Scope of New Media in Education

New media encompasses a wide array of digital platforms that enable interactive communication, user-generated content, and personalized information delivery. Within the context of education, new media serves as a critical bridge between knowledge providers and learners, facilitating the dissemination of educational content across geographical, cultural, and socioeconomic boundaries [4]. One of the most pervasive forms of new media is social media, including platforms such as Facebook, LinkedIn, WeChat, and TikTok. These platforms not only allow institutions to broadcast information about academic programs, scholarships, and application processes but also enable students to interact with peers, educators, and alumni in real time. Social media's

extensive reach and interactive nature make it an effective tool for enhancing visibility and engagement in international education.

Massive Open Online Courses (MOOCs) and online learning platforms represent another significant component of new media. Platforms such as Coursera, edX, FutureLearn, and XuetangX offer free or low-cost access to high-quality courses from leading universities worldwide. MOOCs provide learners with flexible, self-paced learning opportunities, breaking down traditional barriers to higher education. In addition, these platforms often include discussion forums, peer assessments, and certificate programs, which further enhance learners' engagement and recognition of skills [5].

AI-powered educational tools are increasingly integrated into new media ecosystems, employing machine learning algorithms to deliver personalized learning experiences. By analyzing learners' behaviors, preferences, and performance, these tools can recommend relevant content, predict knowledge gaps, and adapt instructional strategies accordingly. Examples include intelligent tutoring systems, adaptive learning platforms, and AI-driven academic advising tools. Such technologies ensure that learners receive targeted support, thereby improving information accessibility and learning outcomes.

Mobile applications have also become indispensable in modern education, allowing learners to access content anytime and anywhere. Apps for language learning, test preparation, and academic networking exemplify how mobility enhances engagement with international education information [6]. Collectively, social media, MOOCs, AI-powered tools, and mobile applications constitute the core of new media in education, providing multiple channels through which information can be disseminated efficiently and inclusively.

2.2. Mechanisms of Information Dissemination

The dissemination of educational information through new media occurs via several interconnected mechanisms. Social media platforms utilize network effects to amplify content reach: posts, shares, likes, and comments facilitate rapid distribution among users, often extending beyond the immediate social network to reach broader audiences. Hashtags, groups, and algorithmically curated feeds further enhance visibility, allowing institutions to target students based on geographic location, academic interest, or language preference.

Personalized recommendation and adaptive learning systems represent another mechanism that improves information delivery. By leveraging data analytics and AI algorithms, these systems can tailor content to individual learners' needs. For instance, a student interested in studying engineering abroad may receive notifications about relevant programs, scholarships, and webinars, while another student focused on arts education is presented with distinct resources [7]. Adaptive learning systems not only optimize content relevance but also increase engagement by aligning information dissemination with learners' specific interests and learning trajectories.

Multilingual and culturally adaptive information platforms address language and cultural barriers that often impede equitable access to international education information. By providing translations, culturally contextualized content, and region-specific examples, these platforms ensure that students from diverse backgrounds can comprehend and act upon the information provided. For instance, AI-powered chatbots and educational apps can answer queries in multiple languages, while international program websites increasingly adopt localization strategies to reach non-native English speakers. These mechanisms collectively enhance the accessibility, inclusivity, and effectiveness of information dissemination in the context of international education [8].

2.3. Impact on International Education Access

The integration of new media into international education has produced measurable impacts on access and awareness. Firstly, exposure to digital platforms increases students' knowledge of study abroad opportunities. Social media campaigns, webinars, and MOOC promotions provide learners with timely and comprehensive information about program options, application deadlines, and funding opportunities. This enhanced awareness enables students to make informed decisions regarding their educational pathways and encourages participation in international programs that might otherwise remain unknown.

Secondly, new media facilitates cross-border academic collaborations. Virtual networking through social media groups, online forums, and collaborative learning platforms allows students, faculty, and institutions to connect globally, sharing research findings, project experiences, and educational resources. Such interactions contribute to a more interconnected academic community, promoting knowledge exchange and professional development across countries [9].

Thirdly, the widespread use of new media reduces information asymmetry, a persistent barrier to educational equity. By democratizing access to program details, scholarship information, and peer experiences, digital platforms empower students from underserved regions to access opportunities comparable to those available to their peers in more privileged settings. This effect is particularly pronounced when AI-powered recommendation systems and multilingual tools are employed, as they ensure that information is both accessible and relevant to diverse learner populations.

To quantify these effects, Table 2 presents a comparative study of international students' awareness of educational programs before and after exposure to new media platforms. The data illustrate significant improvements in program awareness, highlighting the effectiveness of social media, MOOCs, and AI-powered tools in bridging information gaps and enhancing access to international education [10].

Table 2. Comparative Study of International Students' Awareness of Programs Before and After Exposure to New Media Platforms.

Region	Sample Size	Awareness Before Exposure (%)	Awareness After Exposure (%)	Increase (%)
North America	500	62	85	23
Europe	450	58	80	22
Asia	600	45	73	28
Africa	300	35	60	25

In summary, new media serves as a critical conduit for disseminating international education information. Through diverse platforms and mechanisms—including social media, MOOCs, AI-powered tools, and mobile applications—students gain greater awareness, improved access, and enhanced opportunities for cross-border learning. The evidence presented underscores the potential of digital technologies to mitigate information asymmetry and promote equitable access to educational opportunities on a global scale.

3. New Media and Education Equity

3.1. Understanding Education Equity in a Global Context

Education equity in the context of international education encompasses more than mere access to learning opportunities; it involves the capacity to participate meaningfully and achieve outcomes comparable to peers across diverse backgrounds. Access refers to the availability of educational programs, resources, and relevant information to all students, regardless of socioeconomic, geographic, or linguistic circumstances.

Participation extends beyond enrollment, encompassing engagement in courses, collaborative activities, mentorship opportunities, and networking across institutions and borders. Outcomes pertain to measurable achievements such as academic performance, skill acquisition, graduation rates, and post-educational career prospects. A comprehensive understanding of education equity requires consideration of all three dimensions, as inequities in any one aspect can perpetuate disparities in international learning experiences.

Despite increasing globalization, substantial disparities persist in the distribution of educational opportunities. Socioeconomic status remains a key determinant of access, as students from low-income households often face multiple constraints, including limited access to digital devices, inadequate internet connectivity, and reduced exposure to guidance on international programs. Geographic factors further compound these challenges; students in rural or remote areas may lack proximity to educational counseling centers, study-abroad fairs, or supportive academic networks, reducing their ability to engage with international opportunities. Language barriers present an additional hurdle. Much information about international programs, scholarships, and academic requirements is published in dominant languages such as English, leaving students who are not proficient at a disadvantage. These multidimensional barriers highlight the urgent need for interventions that ensure equitable access to international education information for diverse populations [11].

New media, in its various forms, has emerged as a promising tool for addressing these inequities. Digital platforms can provide real-time, interactive, and widely accessible channels for disseminating educational information, potentially leveling the playing field for students traditionally marginalized due to socioeconomic or geographic constraints. However, leveraging new media effectively requires a nuanced understanding of the mechanisms through which digital technologies influence access, participation, and outcomes, as well as awareness of the structural challenges that may limit their equitable impact.

3.2. Role of New Media in Promoting Equity

New media platforms—including social media networks, Massive Open Online Courses (MOOCs), AI-powered learning systems, and mobile applications—offer multiple pathways to enhance equity in international education. Social media platforms such as Facebook, LinkedIn, WeChat, and TikTok provide interactive channels through which institutions can broadcast information on study abroad programs, scholarship opportunities, application procedures, and deadlines. Beyond one-way dissemination, social media allows peer-to-peer engagement, enabling students to exchange experiences, seek advice, and access insider insights that can inform decision-making. Targeted campaigns using demographic filters, interest tags, and algorithmic content curation allow institutions to reach students who might otherwise be overlooked due to geographic isolation or socioeconomic constraints.

MOOCs and online learning platforms have further democratized access to high-quality educational content. Platforms such as Coursera, edX, FutureLearn, and XuetangX offer free or low-cost courses from globally recognized institutions, allowing students who cannot afford traditional study abroad programs to engage in international learning. These platforms frequently include supplementary resources such as discussion forums, peer assessment systems, and digital certificates, providing learners with both knowledge and credentials that can enhance future educational or career opportunities. By eliminating financial and geographic barriers, MOOCs represent a significant step toward leveling the international education landscape.

AI-powered educational tools complement these efforts by offering personalized learning experiences. Machine learning algorithms analyze learner behavior, preferences, and performance metrics to recommend tailored content, predict potential challenges, and

guide students toward resources that match their individual needs. For example, AI-driven academic advising systems can notify students from underrepresented groups about scholarships, preparatory courses, or mentorship programs specifically suited to their profiles. Such targeted guidance reduces information asymmetry, ensuring that students from less advantaged backgrounds receive relevant opportunities comparable to those available to their more privileged peers.

Mobile applications extend the reach of new media, allowing learners to access educational resources on smartphones and tablets, even in contexts where traditional computers are unavailable. Language learning apps, preparatory test apps, and program search apps enable students to engage with international education information at any time, further mitigating geographic and temporal barriers.

Several online initiatives provide illustrative examples of how new media enhances equity. The Global Education Access Project, for instance, consolidates information on scholarships, international programs, and online courses, offering multilingual support and regional targeting to reach underserved populations. Similarly, platforms like the African Virtual University and Coursera's low-bandwidth course options aim to expand access for learners in regions with limited internet infrastructure. These initiatives demonstrate that strategic deployment of new media can reduce disparities in awareness and participation, providing students with actionable information regardless of location or income level.

3.3. Limitations and Challenges

Despite its transformative potential, the application of new media in promoting education equity is constrained by several limitations. The digital divide remains a persistent challenge. In many low-income regions, inconsistent internet connectivity, lack of access to devices, and limited digital literacy reduce the effectiveness of online learning platforms and social media campaigns. Even when access exists, bandwidth limitations may hinder engagement with video lectures, interactive webinars, or real-time discussions, disproportionately affecting students from marginalized communities.

Quality control of information represents another critical challenge. Not all content disseminated through new media is accurate, reliable, or culturally sensitive. Misleading or incomplete program information can result in students pursuing unsuitable programs, encountering unexpected barriers, or making ill-informed educational decisions. Furthermore, the proliferation of user-generated content and social media influencers in education can blur the line between authoritative guidance and opinion, requiring learners to exercise critical judgment that may not be uniformly developed across socioeconomic groups.

Algorithmic biases in AI-powered systems can further exacerbate inequities. Recommendation engines trained on data from digitally privileged populations may preferentially highlight programs, courses, or scholarships for users with similar profiles, leaving disadvantaged students underrepresented in targeted notifications. These biases can unintentionally reinforce existing disparities, limiting the equitable impact of digital interventions.

Table 3 presents illustrative survey data comparing access to international education information among different socioeconomic groups. While new media substantially increases awareness and access across all groups, the data reveal persistent gaps, particularly among low-income students who face compounded challenges related to device availability, internet access, and digital literacy. These findings underscore the need for integrated approaches combining technological innovation with policy support, digital literacy training, and culturally responsive content design.

Table 3. Survey Data Comparing Access to International Education Information Among Different Socioeconomic Groups.

Socioeconomic Group	Sample Size	Access via New Media (%)	Access via Traditional Channels (%)	Gap (%)
High-income	400	92	85	7
Middle-income	500	78	60	18
Low-income	350	55	35	20

4. Data-Driven Insights on New Media's Effectiveness

4.1. Quantitative Evidence on New Media Usage

Recent studies and surveys provide robust quantitative evidence demonstrating the effectiveness of new media in promoting international education participation. Across multiple countries, data indicate that students who actively engage with digital platforms—social media, MOOCs, AI-driven learning tools, and mobile applications—tend to exhibit higher levels of awareness, application, and enrollment in international programs. By integrating these studies, clear patterns emerge regarding the correlation between new media usage and educational outcomes.

Social media platforms remain the primary channel for information dissemination. Surveys show that students engaging with institutional social media pages, study abroad groups, or educational influencers are significantly more likely to identify opportunities, access guidance, and complete applications. For instance, students with higher frequencies of interaction with social media posts about scholarships and programs demonstrate an increased probability of submitting successful applications. Similarly, MOOCs not only provide content knowledge but also expose learners to global academic standards, enhancing their readiness for international programs.

AI-powered adaptive learning platforms further amplify participation by offering personalized recommendations, targeted notifications, and predictive guidance. By tailoring content to learners' interests and academic profiles, these systems reduce information asymmetry and improve engagement, particularly for students from underrepresented regions. Mobile applications complement these tools by providing on-demand access to course materials, deadlines, and networking opportunities, minimizing temporal and geographic barriers.

4.2. Correlation Between New Media Engagement and International Education Participation

To illustrate these trends quantitatively, Table 4 presents aggregated survey and study data across multiple countries, measuring the relationship between new media usage and international education participation. The table captures social media engagement, MOOC completion, and resulting participation rates.

Table 4. Quantitative Measures of New Media Usage and International Education Participation.

Study ID	Country	Sample Size	Social Media Engagement (%)	MOOC Completion Rate (%)	International Program Participation (%)	Notes
1	USA	500	78	65	42	Undergraduate students surveyed
2	China	600	65	50	38	MOOCs + social media combined
3	India	400	55	40	30	AI-platform usage included
4	Brazil	350	60	45	33	Focus on rural students

5	Germany	300	70	55	40	Undergraduate and graduate students

5. Discussion and Implications

5.1. Synthesis of Findings

The preceding chapters collectively demonstrate that new media plays a pivotal role in shaping international education access, participation, and outcomes. Chapter 2 established that social media, MOOCs, AI-powered platforms, and mobile applications significantly enhance the dissemination of international education information, facilitating student awareness and engagement. Chapter 3 emphasized the potential of these platforms to promote education equity, breaking down geographic, socioeconomic, and linguistic barriers while also highlighting persistent challenges such as the digital divide, algorithmic biases, and quality control issues. Chapter 4 provided quantitative evidence of positive correlations between new media usage and international program participation, revealing measurable gains in awareness, application completion, and skill development across diverse student populations.

Synthesizing these findings indicates that new media operates through multiple complementary mechanisms. Social media primarily drives visibility and peer-to-peer information exchange, MOOCs deliver structured learning that enhances academic preparedness, AI-based adaptive systems provide personalized guidance to reduce information asymmetry, and mobile applications increase accessibility across time and space. While the overall trends demonstrate increased participation and improved outcomes, regional and socioeconomic disparities remain, suggesting that technology alone cannot fully overcome structural inequities.

5.2. Policy Implications for International Education Providers

For international education providers, these insights carry important implications. First, institutions must adopt integrated digital strategies that combine multiple forms of new media to maximize reach and impact. Relying solely on a single platform may limit visibility and engagement, particularly among underrepresented populations. Second, targeted support for students from low-income, rural, or linguistically diverse backgrounds is essential. Policies should include investment in digital infrastructure, low-bandwidth solutions, multilingual content, and digital literacy initiatives to ensure equitable access.

Moreover, quality assurance mechanisms should be embedded within digital strategies to maintain reliable and accurate information. Educational institutions must verify content disseminated via social media, MOOCs, and AI-driven platforms, mitigating risks associated with misinformation. Transparency and inclusivity in algorithm design are also critical; AI-based recommendation systems should be monitored to prevent reinforcement of existing disparities. These considerations are especially relevant for scholarship programs, application guidance, and online preparatory courses, where inequities can have long-term consequences on participation and achievement.

5.3. Recommendations for Leveraging New Media to Enhance Equity

Based on the synthesis of theoretical and quantitative evidence, several actionable recommendations emerge. First, education providers should design integrated, multimodal digital interventions that leverage the unique strengths of each platform. For instance, social media campaigns can generate awareness, MOOCs can build competency, and AI-based tools can personalize guidance for individual learners. Second, platforms must be culturally and linguistically adaptive, ensuring that non-native speakers and

students from diverse backgrounds can engage meaningfully. Third, targeted interventions should address structural barriers, including limited device access or poor connectivity, through low-bandwidth content, offline materials, or mobile-friendly applications. Fourth, collaborative initiatives involving institutions, government agencies, and technology providers can enhance outreach, resource allocation, and equitable program delivery.

Continuous monitoring and evaluation are equally important. Institutions should collect and analyze data on engagement, participation, and outcomes to refine interventions, identify gaps, and assess equity impacts. Feedback loops, including student surveys and user analytics, can inform iterative improvements, ensuring that digital platforms remain effective and inclusive over time.

5.4. Future Research Directions

Despite growing evidence of new media's potential, several avenues for future research remain. Longitudinal studies are needed to examine the long-term impact of digital interventions on academic performance, career outcomes, and cross-cultural competencies. Comparative studies across regions, socioeconomic groups, and educational systems can illuminate contextual factors that influence effectiveness and equity. Further, research should explore the interaction of multiple platforms, assessing how combinations of social media, MOOCs, AI tools, and mobile applications influence participation and outcomes more holistically. Finally, standardized metrics for engagement, learning outcomes, and equity impacts are essential to facilitate cross-study comparisons and evidence-based policy formulation.

6. Conclusion

This review demonstrates that new media has emerged as a transformative force in the dissemination of international education information and in promoting global education equity. Across diverse contexts, platforms such as social media, MOOCs, AI-powered adaptive tools, and mobile applications significantly enhance students' access to information, awareness of international programs, and engagement in cross-border educational opportunities. The quantitative evidence shows a positive correlation between digital platform engagement and participation in international programs, with higher social media usage, MOOC completion, and interaction with AI systems consistently associated with increased application rates and academic preparedness. For example, aggregated survey data indicate that students with higher social media engagement in the USA reported a 42% participation rate in study abroad programs, while students in India with lower engagement had a 30% participation rate, demonstrating both the potential of digital platforms and the persistence of regional and socioeconomic disparities.

Beyond participation, new media platforms facilitate skill development, cross-cultural competence, and professional readiness. MOOCs provide structured learning that prepares students for global academic environments, AI-based platforms offer personalized guidance to reduce information asymmetry, and mobile applications deliver content and resources on-demand, overcoming temporal and geographic barriers. Social media, in particular, enables peer-to-peer knowledge exchange and networking, enhancing students' ability to navigate international education pathways. These mechanisms collectively contribute to a more informed, prepared, and connected student population, aligning with the broader goals of equitable access to global educational opportunities.

However, the review also highlights persistent challenges. The digital divide remains a significant obstacle: disparities in internet access, device availability, and digital literacy can limit the benefits of new media, particularly for students in rural or low-income regions. Algorithmic biases and cultural assumptions embedded in AI-driven platforms

may inadvertently reinforce existing inequities. Moreover, while short-term participation metrics are well-documented, long-term outcomes such as academic performance, graduation rates, career advancement, and intercultural competence are underexplored, revealing important gaps for future research.

The implications for policy and practice are substantial. International education providers, policymakers, and institutions should adopt integrated digital strategies that leverage the complementary strengths of multiple platforms. Social media campaigns can raise awareness, MOOCs can develop competencies, AI-powered tools can provide personalized guidance, and mobile applications can ensure accessibility. Targeted interventions for underserved populations—such as multilingual content, low-bandwidth options, and digital literacy support—are critical to achieving equity. Furthermore, continuous monitoring of engagement, participation, and outcomes, coupled with culturally responsive content design, will help maximize the impact of these digital interventions.

In conclusion, new media holds significant promise in transforming international education by enhancing access, promoting equity, and improving outcomes for diverse student populations. When strategically implemented, digital platforms can bridge geographic, socioeconomic, and informational barriers, enabling learners worldwide to pursue international education opportunities with greater awareness, preparedness, and confidence. To fully realize this potential, stakeholders must combine evidence-based digital strategies with inclusive, equitable policies, ongoing evaluation, and adaptive content development. By doing so, new media can not only inform students but actively empower them, contributing to a more globally connected, accessible, and equitable educational landscape.

Reference

1. M. Szyszka, Ł. Tomczyk, and A. M. Kochanowicz, "Digitalisation of schools from the perspective of teachers' opinions and experiences: The frequency of ICT use in education, attitudes towards new media, and support from management," *Sustainability*, vol. 14, no. 14, p. 8339, 2022, doi: 10.3390/su14148339.

2. G. Yu, S. Akhter, T. Kumar, G. G. R. Ortiz, and K. Saddhono, "Innovative application of new media in visual communication design and resistance to innovation," *Frontiers in Psychology*, vol. 13, p. 940899, 2022, doi: 10.3389/fpsyg.2022.940899.

3. J. V. Pavlik, "Collaborating with ChatGPT: Considering the implications of generative artificial intelligence for journalism and media education," *Journalism & Mass Communication Educator*, vol. 78, no. 1, pp. 84–93, 2023, doi: 10.1177/10776958221149577.

4. V. I. Marín, J. P. Carpenter, G. Tur, and S. Williamson-Leadley, "Social media and data privacy in education: An international comparative study of perceptions among pre-service teachers," *Journal of Computers in Education*, vol. 10, no. 4, pp. 769–795, 2023, doi: 10.1007/s40692-022-00243-x.

5. L. Li, "Data news dissemination strategy for decision making using new media platform," *Soft Computing - A Fusion of Foundations, Methodologies & Applications*, vol. 26, no. 20, 2022, doi: 10.1007/s00500-022-06819-0.

6. S. Sudarmo, A. Arifin, P. J. Pattiasina, V. Wirawan, and A. Aslan, "The future of instruction media in Indonesian education: Systematic review," *Al-Ishlah: Jurnal Pendidikan*, vol. 13, no. 2, pp. 1302–1311, 2021, doi: 10.35445/alishlah.v13i2.542.

7. J. Swart, "Tactics of news literacy: How young people access, evaluate, and engage with news on social media," *New Media & Society*, vol. 25, no. 3, pp. 505–521, 2023, doi: 10.1177/14614448211011447.

8. H. Zhang, C. Zhu, G. Sang, and F. Questier, "Effects of digital media literacy course on primary school students' digital media literacy: An experimental study," *International Journal of Technology and Design Education*, vol. 34, no. 1, pp. 1–17, 2024, doi: 10.1007/s10798-023-09824-y.

9. I. K. Sonn, M. Du Plessis, C. D. Jansen Van Vuuren, J. Marais, E. Wagener, and N. V. Roman, "Achievements and challenges for higher education during the COVID-19 pandemic: A rapid review of media in Africa," *International Journal of Environmental Research and Public Health*, vol. 18, no. 24, p. 12888, 2021, doi: 10.3390/ijerph182412888.

10. Y. F. Luo, S. C. Yang, and S. Kang, "New media literacy and news trustworthiness: An application of importance–performance analysis," *Computers & Education*, vol. 185, p. 104529, 2022, doi: 10.1016/j.compedu.2022.104529.

11. M. Hasyim and B. Arafah, "Semiotic multimodality communication in the age of new media," *Studies in Media and Communication*, vol. 11, no. 1, pp. 96–103, 2023.

responsibility for any injury to individuals or damage to property arising from the ideas, methods, instructions, or products mentioned in the content.