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The Inequality of Access: Digital Literacy, Adverse Incorporation, and Socio-Economic Resilience

Iwan Priyadi[1]✉, Farhan Alfredo[1], Muhammat Imadudin Septiono[1], and Arsyadi Yulian Prasetya[2]

STIE Widya Wiwaha, Yogyakarta, Indonesia[1]; Universitas PGRI Yogyakarta, Yogyakarta, Indonesia[2]

ABSTRACT

The rapid expansion of digital economies has significantly transformed socio-economic participation, workforce structures, educational systems, and human capability development within contemporary digital societies. Digital technologies increasingly influence how individuals acquire skills, participate in labor markets, access educational opportunities, and adapt to technologically mediated social environments. The findings indicate that digital literacy, adaptive capability, educational transformation, and workforce competence play important roles in supporting inclusive socio-economic participation within digital economies. In addition, digitally integrated learning systems and adaptive workforce development contribute positively to human capital modernization and long-term socio-economic resilience. However, the review also identifies significant challenges affecting inclusive human capital development, including unequal digital literacy, capability disparities, educational readiness limitations, socio-economic inequality, and uneven digital participation across social groups.

Keywords: *Digital Literacy, Digital Society, Human Capital, Inclusive Development, Socio-Economic Resilience.*

CORRESPONDING AUTHOR:
Iwan Priyadi
STIE Widya Wiwaha, Yogyakarta, Indonesia
contact: *iwan832@gmail.com*

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1. | INTRODUCTION

Contemporary societies are increasingly shaped by the rapid integration of digital technologies into economic activities, social interaction, education systems, and labor structures. The expansion of digital economies has altered how individuals access information, participate in labor markets, develop professional capabilities, and interact within technologically mediated environments. Rather than functioning solely as instruments of technological efficiency, digital systems now influence broader socio-economic structures that determine participation, opportunity, and capability development within modern societies. Greene (2021) explains that technological expansion increasingly affects social expectations, economic participation, and individual aspirations within digitally connected environments. Similarly, Van Veldhoven and Vanthienen (2022) argue that the interaction between society, technology, and economic systems has become increasingly interconnected within digitally driven transformation processes. These developments indicate that digital economies are no longer limited to technological modernization alone, but also involve substantial changes in societal capability formation and human capital adaptation. Consequently, the development of digital societies increasingly depends on how individuals and institutions adapt to continuously evolving technological environments.

The growing importance of digital participation has intensified attention toward human capital development and digital literacy within modern economies. As labor markets and economic systems become increasingly dependent on digital interaction and technological capability, individuals require new competencies to maintain economic participation and adaptive capacity. Bejaković and Mrnjavac (2020) emphasize that digital literacy significantly influences labor-market competitiveness and employment opportunities within digitally evolving economies. Similarly, Chetty et al. (2018) identify digital literacy as an essential factor affecting technological participation and socio-economic inclusion across different population groups. In addition, Harmoko (2021) highlights that digital literacy contributes to improving the quality of human resources by strengthening adaptive capability and technological readiness. These findings suggest that human capital development increasingly relies on digital competence and technological adaptability rather than traditional educational attainment alone. As a result, digital literacy has become an important determinant of inclusive participation within contemporary digital economies.

The literature further demonstrates that digital economies increasingly reshape workforce structures, professional competencies, and patterns of labor participation. Technological integration within economic systems creates demand for adaptive skills, digital competence, and continuous capability development capable of supporting evolving labor-market conditions. Oberländer et al. (2020) argue that workplace transformation increasingly requires digitally oriented competencies and adaptive professional capability. Similarly, Flores et al. (2020) emphasize that Industry 4.0 environments require new workforce typologies characterized by technological

flexibility, interdisciplinary capability, and digitally integrated skill development. In addition, Dondi et al. (2021) identify future workforce capability as strongly associated with digital skills, problem-solving capacity, and technological adaptability within evolving labor systems. These developments indicate that workforce participation within digital economies increasingly depends on continuous capability adjustment and digitally adaptive learning processes. Consequently, human capital transformation has become closely connected to labor adaptability and technological capability development.

Educational systems also experience substantial transformation as societies attempt to prepare individuals for digitally mediated economic and social environments. Digital technologies increasingly influence learning systems, educational accessibility, and knowledge acquisition processes within both formal and informal educational structures. Bonfield et al. (2020) explain that Education 4.0 reflects broader changes in teaching and learning systems resulting from digital integration and technological advancement. Similarly, Akour and Alenezi (2022) argue that higher education institutions increasingly face pressure to adapt educational models to digitally oriented labor-market demands and technological transformation. In addition, Oliveira and De Souza (2022) highlight that educational modernization requires digitally integrated learning systems capable of supporting adaptive knowledge development and technological readiness. These findings demonstrate that educational transformation increasingly functions as an important component of human capital adaptation within digital societies. Therefore, educational capability and digital learning readiness become critical factors influencing long-term socio-economic participation.

Despite the opportunities associated with digital societies, recent studies consistently identify significant inequality and inclusion challenges affecting digital participation and human capital development. Access to digital technology alone does not guarantee equal participation within digital economies because technological capability, educational readiness, and socio-economic conditions strongly influence the ability of individuals to benefit from digitally mediated systems. Hargittai (2018) emphasizes that digital inequality frequently reproduces broader socio-economic disparities through unequal access to technological capability and digital participation opportunities. Similarly, Heeks (2022) argues that digital inequality extends beyond connectivity and includes unequal integration into digitally structured economic and social systems. In addition, Leurs (2022) highlights that vulnerable populations often experience greater difficulty adapting to digitally mediated environments due to capability limitations and unequal technological readiness. These findings indicate that digital economies may simultaneously create opportunities for inclusion while reinforcing existing capability disparities within society. Consequently, inclusive digital development increasingly depends on equitable capability formation and socially adaptive digital participation systems.

Another important issue emerging within the literature concerns the relationship between digital inclusion, social resilience, and long-term socio-economic sustainability. Reisdorf and Rhinesmith (2020) emphasize that digital inclusion should be understood as a core component of broader social inclusion within digitally evolving societies. Similarly, Fisk et al. (2023) argue that digital inclusion strengthens human capability and resilience by improving participation opportunities and reducing vulnerability within technologically mediated environments. In many contexts, digitally capable individuals and communities are better positioned to adapt to labor-market transformation, technological disruption, and socio-economic uncertainty than populations characterized by limited digital readiness. These developments suggest that resilience within digital societies increasingly depends on the ability of individuals and institutions to maintain adaptive capability within rapidly changing technological environments. Therefore, digital inclusion and human capital readiness become increasingly important for sustainable socio-economic development within digital economies.

Although the literature on digital society and human capital development continues to expand rapidly, many studies examine digital literacy, workforce capability, educational transformation, and digital inclusion separately rather than synthesizing these dimensions within a broader socio-economic adaptation perspective. Existing discussions frequently focus on technological access or workforce modernization without sufficiently examining how digital participation, capability inequality, educational readiness, and adaptive resilience interact within digitally evolving societies. This creates fragmented understanding regarding how digital economies simultaneously generate opportunities for human capital advancement while reproducing unequal socio-economic participation outcomes. Consequently, there remains a need for a more integrated synthesis of the literature examining the relationship between digital society transformation, human capital adaptation, digital literacy, and inclusive socio-economic participation. Addressing this gap is important for understanding how digital economies reshape social capability formation and long-term human development within contemporary societies.

Based on these considerations, this study aims to systematically review the literature on digital society and human capital transformation using a qualitative Systematic Literature Review (SLR) approach. The study focuses on analyzing how digital economies influence digital literacy, workforce capability, educational adaptation, and socio-economic participation within digitally mediated environments. In addition, the review examines the capability and inequality challenges affecting inclusive human capital development, including digital exclusion, educational readiness disparities, workforce adaptation difficulties, and unequal technological capability. Snyder (2019) emphasizes that systematic literature reviews help identify conceptual relationships and broader developments within evolving research domains. Furthermore, Page et al. (2021) highlight that PRISMA-based methodologies improve methodological rigor and transparency in evidence synthesis. Through thematic

synthesis, this study seeks to provide a more comprehensive understanding of how digital societies reshape human capital formation, socio-economic participation, and adaptive capability within the contemporary digital era.

2. | LITERATURE REVIEW

Digital Society and Socio-Economic Transformation

The expansion of digital technologies has transformed how societies organize economic participation, communication systems, educational activities, and labor interaction within contemporary digital environments. Digital society refers to socio-economic systems in which technological integration increasingly influences daily activities, institutional structures, and patterns of social participation. Greene (2021) explains that digital technologies shape not only economic activities but also social expectations, opportunity structures, and patterns of participation within modern societies. Similarly, Van Veldhoven and Vanthienen (2022) emphasize that technological systems increasingly interact with social and economic structures through digitally mediated transformation processes. These developments demonstrate that digital economies involve broader societal transformation beyond technological modernization alone. Consequently, digital society increasingly functions as a framework through which economic participation, human capability, and social adaptation are reorganized within technologically connected environments.

The literature further indicates that socio-economic transformation within digital societies depends heavily on adaptive capability and participation readiness. Tran et al. (2020) highlight that individuals operating within digitally evolving economies increasingly require adaptive learning capability and technological flexibility to maintain participation within changing social and economic systems. In many contexts, digitally capable societies demonstrate stronger resilience and higher adaptability to technological change than environments characterized by limited technological readiness. These findings indicate that social transformation within digital economies involves continuous adjustment to evolving technological conditions and digitally mediated interaction systems. As a result, socio-economic participation increasingly depends on the ability of individuals and institutions to adapt to rapidly changing technological environments.

Human Capital and Digital Literacy

Human capital development has become increasingly associated with digital literacy and technological competence within digitally evolving economies. Digital literacy refers to the capability of individuals to access, understand, evaluate, and utilize digital technologies effectively within social, educational, and economic environments. Bejaković and Mrnjavac (2020) emphasize that digital literacy significantly influences labor-market participation and economic competitiveness within modern digital economies. Similarly, Chetty et al. (2018) identify digital literacy as an important determinant of technological inclusion and socio-economic participation across

different demographic groups. These findings demonstrate that digital capability increasingly functions as a critical component of human capital formation within contemporary societies. Consequently, digital literacy has become increasingly important for maintaining adaptive participation within digitally mediated economic systems.

The literature also demonstrates that human capital transformation within digital economies involves broader capability restructuring and technological adaptation processes. Grigorescu et al. (2021) emphasize that human capital increasingly determines economic competitiveness and sustainable development capability within digitally integrated economies. Similarly, Balog et al. (2022) argue that human capital development significantly contributes to socio-economic sustainability and technological modernization within digital environments. In addition, Korneeva et al. (2019) highlight that evaluating human capital within digital economies requires consideration of technological adaptability and digital competence. These findings indicate that human capital development increasingly depends on continuous capability upgrading and digitally oriented learning processes. Therefore, digital literacy and technological competence become central dimensions of human capital modernization within digital societies.

Workforce Adaptation and Digital Competence

Digital economies increasingly reshape workforce structures and labor-market requirements through the growing integration of technology into professional environments and economic activities. Workforce adaptation refers to the ability of individuals to adjust professional skills, competencies, and working practices in response to technological transformation and digitally evolving labor systems. Oberländer et al. (2020) argue that digitally transformed workplaces increasingly require adaptive competencies and technologically integrated professional capability. Similarly, Demir (2019) emphasizes that digital transformation significantly affects organizational behavior and workforce skill requirements within modern economic systems. These developments demonstrate that labor-market participation increasingly depends on technological adaptability and digitally oriented professional competence. Consequently, workforce transformation has become closely associated with continuous digital capability development within evolving labor systems.

The literature further demonstrates that Industry 4.0 environments significantly influence workforce restructuring and future labor capability requirements. Flores et al. (2020) identify Human Capital 4.0 as a workforce model emphasizing interdisciplinary competence, technological adaptability, and digitally integrated professional capability. Similarly, Dondi et al. (2021) argue that future labor-market participation increasingly requires digital skills, analytical thinking, and adaptive learning capability within technologically mediated work environments. In addition, Melnyk et al. (2021) highlight that the reproduction of human capital increasingly aligns with Industry 4.0

and Industry 5.0 developments characterized by digital integration and automation processes. These findings indicate that workforce participation within digital economies increasingly depends on adaptive capability and continuous technological learning. Therefore, workforce resilience and labor-market sustainability increasingly rely on digitally adaptive competence structures.

Education Transformation and Education 4.0

Educational transformation has become increasingly important as societies attempt to prepare individuals for digitally integrated economic and social environments. Digital technologies increasingly influence educational accessibility, learning systems, teaching methods, and knowledge development processes within contemporary societies. Bonfield et al. (2020) explain that Education 4.0 reflects substantial transformation in teaching and learning systems driven by technological integration and digital interaction. Similarly, Akour and Alenezi (2022) emphasize that higher education institutions increasingly face pressure to redesign educational systems capable of supporting digitally oriented labor-market requirements and technological adaptation. These developments indicate that educational modernization increasingly functions as an important component of long-term human capital development within digital societies. Consequently, education systems must continuously adapt to evolving technological and socio-economic conditions.

The literature also highlights the growing importance of digitally integrated learning systems and educational readiness within modern economies. Oliveira and De Souza (2022) argue that Education 4.0 requires learning systems capable of integrating digital technologies into adaptive educational processes and capability development. Similarly, Kaputa et al. (2022) identify digital transformation within higher education institutions as an important driver of socially oriented innovation and capability enhancement. In addition, Zalite and Zvirbule (2020) emphasize that digital readiness significantly influences the competitiveness and adaptability of higher education institutions within technologically evolving environments. Alenezi (2023) further highlights the importance of digitally oriented learning institutions capable of supporting sustainable educational modernization. These findings suggest that educational transformation increasingly determines the ability of societies to develop adaptive and technologically capable human resources within digital economies.

Digital Inclusion and Social Resilience

Despite the opportunities associated with digital societies, the literature consistently identifies significant inequality and inclusion challenges affecting socio-economic participation and human capability development. Digital inclusion refers to equitable participation within digitally mediated environments through access to technological capability, digital literacy, and adaptive participation systems. Hargittai (2018) emphasizes that digital inequality frequently reproduces broader socio-economic disparities through unequal access to digital participation and technological

competence. Similarly, Heeks (2022) argues that digital inequality extends beyond technological access and includes unequal integration into digitally structured economic and social systems. These findings indicate that technological modernization may simultaneously create opportunities for participation while reinforcing existing socio-economic inequalities. Consequently, digital inclusion increasingly becomes essential for sustainable social and economic participation within digital societies.

The literature further demonstrates that social resilience within digital societies depends heavily on digital inclusion and adaptive capability development. Leurs (2022) emphasizes that digitally vulnerable populations frequently experience greater difficulty adapting to technologically mediated environments because of capability limitations and unequal readiness conditions. Similarly, Reisdorf and Rhinesmith (2020) identify digital inclusion as a core component of broader social inclusion within digitally evolving societies. In addition, Fisk et al. (2023) argue that digital inclusion strengthens human capability and resilience by enabling broader participation and reducing socio-economic vulnerability within digital environments. These findings indicate that resilience within digital societies increasingly depends on equitable capability development and adaptive technological participation. Therefore, inclusive digital participation and socially adaptive capability systems become increasingly important for sustainable socio-economic transformation within contemporary digital economies.

3. | RESEARCH METHOD

This study applies a qualitative Systematic Literature Review (SLR) approach to examine the relationship between digital society transformation and human capital development within contemporary digital economies. A systematic literature review enables researchers to synthesize diverse academic findings in a structured manner while identifying conceptual patterns, theoretical relationships, and emerging discussions across interdisciplinary research domains. Snyder (2019) explains that literature reviews are particularly important for developing conceptual understanding and identifying research gaps within rapidly evolving academic fields. Similarly, Linnenluecke et al. (2020) emphasize that systematic review methodologies strengthen analytical consistency and improve transparency in evidence synthesis processes. Through this approach, the study seeks to generate a comprehensive understanding of how digital economies influence digital literacy, workforce adaptation, educational transformation, and inclusive socio-economic participation within technologically mediated societies. Consequently, the review focuses not only on technological capability development but also on the social and capability-related challenges associated with human capital transformation.

The review process follows the PRISMA 2020 framework to ensure methodological rigor and transparent literature selection procedures throughout the study. Page et al. (2021) highlight that PRISMA-based approaches improve the quality

and consistency of systematic reviews through structured stages involving identification, screening, eligibility assessment, and inclusion. Academic sources were collected from major scholarly databases, including Scopus, Google Scholar, ScienceDirect, Springer, Emerald, and Taylor & Francis. The search process utilized combinations of keywords related to digital society, digital literacy, human capital transformation, digital competence, workforce capability, education transformation, digital inclusion, and socio-economic resilience. Inclusion criteria focused on peer-reviewed journal articles, scholarly books, conference proceedings, and institutional publications published between 2018 and 2024 that directly addressed human capital adaptation and digitally mediated socio-economic transformation. Studies focusing exclusively on technical information systems or engineering-oriented technological implementation without broader social or capability relevance were excluded from the analysis. This selection process ensured that the reviewed literature remained aligned with the objectives and analytical focus of the study.

Following the literature collection process, the selected studies were examined using a qualitative thematic synthesis approach to identify recurring themes, conceptual trends, and broader analytical relationships within digital society and human capital research. Thematic synthesis enables researchers to compare findings across studies while generating broader interpretations regarding social transformation and capability development within digital environments. The literature was classified into several thematic categories, including digital society transformation, digital literacy, human capital development, workforce adaptation, educational transformation, digital inclusion, and social resilience. This categorization enabled the study to analyze how technological integration influences socio-economic participation and adaptive capability within digitally evolving societies. In addition, thematic synthesis facilitated the identification of recurring inequality-related issues associated with digital transformation, including unequal digital readiness, capability disparities, educational limitations, and socio-economic exclusion risks. Consequently, the study provides an integrated conceptual interpretation of the literature rather than isolated descriptions of individual studies.

The analytical process further emphasizes the interconnected relationship between digital literacy, adaptive capability, workforce transformation, and inclusive socio-economic participation within digital societies. The reviewed studies were examined not only for their discussion of technological capability and workforce modernization but also for their analysis of educational adaptation, digital inclusion, and long-term social resilience. This approach enabled the study to evaluate both the opportunities and structural limitations associated with digitally mediated socio-economic transformation. Furthermore, the analysis focused on how individuals, educational systems, and labor structures adapt to technological change through digitally oriented learning processes and capability development mechanisms. By integrating these dimensions, the study seeks to provide a balanced understanding of how digital economies simultaneously create opportunities for human capital advancement while

reproducing capability inequalities and participation disparities within society. Therefore, the qualitative SLR approach enables the study to generate broader insights regarding the socially adaptive and capability-dependent nature of sustainable digital economic transformation within contemporary digital societies.

4. | RESULTS

The reviewed literature demonstrates that the expansion of digital economies has significantly transformed patterns of socio-economic participation, human capability formation, and labor adaptation within contemporary societies. Digital technologies increasingly influence how individuals access economic opportunities, acquire professional skills, interact within educational systems, and participate in digitally mediated social environments. The findings indicate that digital society transformation extends beyond technological modernization and increasingly affects broader social structures associated with participation capability and socio-economic mobility. In many contexts, digitally integrated societies demonstrate stronger adaptability to technological and economic change than environments characterized by limited technological readiness and weak digital capability. These developments suggest that socio-economic transformation within digital economies is increasingly dependent on adaptive human capability and digitally mediated participation systems. Consequently, digital society formation has become closely associated with long-term human capital development and socio-economic resilience.

The literature further identifies digital literacy as one of the most important factors influencing inclusive participation within digital economies. Digital literacy strengthens the ability of individuals to access information, utilize digital technologies, and engage effectively within technologically integrated economic and social systems. The reviewed studies consistently demonstrate that digitally literate populations are generally more capable of adapting to changing labor-market conditions and evolving technological environments than populations with limited technological competence. In addition, digital literacy contributes positively to workforce competitiveness, adaptive learning capability, and broader socio-economic participation within digitally evolving societies. However, the findings also indicate that digital literacy levels remain uneven across demographic groups, educational systems, and socio-economic environments. These disparities significantly affect the ability of individuals to benefit from technological transformation and digitally mediated economic participation. As a result, digital literacy increasingly functions as a key determinant of inclusive human capital development within digital economies.

Another important finding identified in the literature concerns the growing relationship between workforce adaptation and digital competence within technologically evolving labor systems. Economic activities increasingly require adaptive professional capability, interdisciplinary competence, and continuous technological learning to maintain workforce participation within digitally integrated industries. The reviewed studies indicate that technological integration significantly

reshapes labor-market structures by increasing demand for digitally capable workers with adaptive problem-solving skills and technological flexibility. In addition, workforce transformation increasingly requires individuals to continuously adjust competencies in response to automation, digitalization, and evolving organizational practices. These developments suggest that labor sustainability within digital economies depends heavily on continuous capability development and workforce adaptability. Consequently, digital competence has become an increasingly important component of long-term employability and labor-market resilience.

The findings also demonstrate that educational transformation plays a major role in preparing societies for digitally mediated economic environments. Educational institutions increasingly integrate digital technologies into learning systems, instructional processes, and capability development strategies to support adaptive human capital formation. The reviewed studies highlight that digitally integrated educational systems contribute positively to technological readiness, learning flexibility, and digitally oriented workforce preparation. In many contexts, Education 4.0 approaches strengthen the capacity of individuals to develop technologically adaptive skills required within digitally evolving labor systems. However, the literature also indicates that educational transformation remains uneven because institutions possess different levels of digital infrastructure, technological readiness, and adaptive capability. These disparities influence the effectiveness of educational modernization and the long-term sustainability of human capital development within digital societies. Therefore, educational readiness increasingly becomes a strategic factor influencing socio-economic participation and workforce capability within digital economies.

Despite the opportunities associated with digital participation, the reviewed literature consistently identifies substantial inequality and inclusion challenges affecting sustainable socio-economic adaptation. Technological access alone does not ensure equal participation within digital societies because digital capability, educational readiness, and socio-economic conditions strongly influence adaptive participation opportunities. In many cases, vulnerable populations experience greater difficulty adapting to digitally mediated systems because of limited digital competence, unequal educational access, and lower technological readiness. The findings further indicate that digital economies may simultaneously expand participation opportunities while reinforcing existing socio-economic disparities through unequal capability distribution. In addition, capability inequality may reduce resilience among individuals and communities facing technological disruption and rapidly changing labor conditions. These developments suggest that digital inclusion increasingly depends on equitable capability formation and socially adaptive participation systems rather than infrastructure expansion alone.

5. | DISCUSSION

Overall, the reviewed literature demonstrates that human capital transformation within digital societies should be understood as a socially adaptive and capability-

dependent process shaped by technological integration, educational transformation, and digitally mediated participation systems. While digital economies create substantial opportunities for workforce modernization, educational innovation, and socio-economic participation, successful adaptation depends heavily on digital literacy, adaptive capability, educational readiness, and inclusive participation structures. The findings indicate that sustainable digital economic transformation requires integrated strategies capable of strengthening digital competence, workforce resilience, and equitable human capital development within technologically evolving societies. In addition, long-term socio-economic sustainability increasingly depends on the ability of individuals and institutions to maintain adaptive capability within rapidly changing digital environments. These findings suggest that inclusive digital societies are determined not only by technological advancement but also by equitable capability development and socially inclusive participation systems. Therefore, digital society transformation represents both an opportunity for human capital advancement and a major challenge for inclusive socio-economic development within contemporary digital economies.

6. | CONCLUSION

This study concludes that digital economies increasingly reshape human capital formation, socio-economic participation, and adaptive capability within contemporary digital societies. The reviewed literature consistently demonstrates that digital technologies influence not only economic productivity and technological modernization but also broader patterns of workforce adaptation, educational transformation, and digitally mediated social participation. Digital literacy, technological competence, and adaptive learning capability have become increasingly important for maintaining participation within evolving labor systems and technologically integrated economic environments. In addition, educational modernization and digitally oriented capability development contribute significantly to workforce resilience and long-term socio-economic sustainability. These developments indicate that human capital transformation within digital economies increasingly depends on continuous capability adaptation and digitally integrated learning systems. However, the findings also demonstrate that successful participation within digital societies depends heavily on digital literacy, educational readiness, and equitable capability development rather than technological access alone.

The findings further reveal that digital inequality and unequal adaptive capability remain major challenges affecting inclusive socio-economic participation within digital economies. Many individuals and communities continue to experience barriers related to limited digital competence, unequal educational opportunity, inadequate technological readiness, and socio-economic vulnerability. In addition, disparities in workforce capability and educational adaptation significantly influence the ability of populations to participate effectively within digitally evolving labor markets and social systems. Populations characterized by stronger digital literacy and adaptive capability

are generally more capable of responding to technological disruption and socio-economic transformation than groups with limited technological readiness. These findings indicate that digital economies may simultaneously expand participation opportunities while reinforcing capability disparities and unequal socio-economic outcomes. Consequently, inclusive digital development requires integrated strategies capable of balancing technological modernization with equitable capability formation and socially adaptive participation systems.

Finally, this study emphasizes that sustainable digital economic transformation requires human-centered approaches capable of strengthening digital literacy, workforce adaptability, educational modernization, and inclusive socio-economic resilience within technologically evolving societies. Policymakers, educational institutions, and economic actors should prioritize digital competence development, adaptive learning systems, workforce capability enhancement, and inclusive digital participation strategies to support long-term human capital sustainability. In addition, digital transformation policies should integrate technological advancement with broader social inclusion objectives and equitable capability development mechanisms. Future research may further explore comparative human capital adaptation models, long-term workforce restructuring, and the socio-economic implications of digitally mediated participation systems across different regional and institutional contexts. By synthesizing existing literature, this study contributes to a broader understanding of how digital societies reshape human capital transformation, socio-economic participation, and adaptive capability within the contemporary digital era.

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Declaration of Conflicting Interests

The authors declare that there is no conflict of interest.

Ethical Approval and Originality Statement

Ethical approval was obtained for this study. The manuscript represents original work and has not been previously published, nor is it under consideration by another journal.

Data Disclosure Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.

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