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Language Comprehensibility Analysis of Digital Educational Content on Solar Power Generation for Non-Technical Communities

Ghina Syamilah[1], Mujibur Rohman[2], Siti Nuranisa Mulyadi[3], Teuku Fazrilah Arbaizan[4], Wiranadi Ramdhani[5], Mochamad Whilky Rizkyanfi[6]

[1,2,3,4,5]Renewable Energy Engineering Study Program, Indonesian University of Education

[6]Indonesian Language Education Program, Indonesia University of Education

Corresponding Author:ghina.syamilah04@student.upi.edu

Abstract

The lack of energy literacy among the Indonesian public significantly hinders the adoption of Solar Power Plants, which has only reached 13.09% of the renewable energy mix target by the end of 2023. This study aims to analyze the level of language comprehensibility in digital educational content on PLTS intended for non-technical audiences, using a qualitative descriptive approach through a systematic literature study. Data analysis was conducted using content analysis techniques supported by readability formulas, namely Flesch Reading Ease, Gunning Fog Index, and SMOG. The findings indicate that content produced by official institutions generally falls into the "very difficult" readability category (scores 28–34), while social media content tends to be relatively easier to understand (scores 50–62), although its technical accuracy is often not validated. The use of technical terms such as inverter, maximum power point tracking, and levelized cost of electricity without contextual explanations was found to increase cognitive load among general readers. The study concludes that language simplification and the integration of visual elements are urgently needed to optimize the effectiveness of science communication. These measures have the potential to support the acceleration of energy literacy and contribute to achieving the Net Zero Emissions 2060 target in Indonesia.

Keywords: Digital Education, Readability, Energy Literacy, Non-Technical Audience, Solar Power Systems

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INTRODUCTION

The global energy shift towards renewable sources is experiencing significant growth. By 2023, the addition of global renewable energy capacity will reach 510 GW, with Solar Power Plants (PLTS) contributing three-quarters of the total. According to data from the Ministry of Energy and Mineral Resources (ESDM), Indonesia's technical potential for solar energy reaches 3,294 GWp. In response to this potential, the government has established several ambitious policies, including setting a renewable energy mix target of 23% by 2025 in the National Energy General Plan (RUEN), a commitment to achieving Net Zero Emissions (NZE) by 2060, and issuing Presidential Regulation Number 112 of 2022 concerning the Acceleration of Renewable Energy Development (Republic of Indonesia, 2022) (Aditya et al., 2025). However, by the end of 2023, the realization of the renewable energy mix in Indonesia had only reached 13.09%, which is still far from the set target (Aditya et al., 2025). Aditya et al. (2025) in the journal Sustainability (Q1 Scopus) revealed that low levels of public energy awareness and literacy are one of the main obstacles hindering the wider adoption of renewable energy in Indonesia.

In this context, digital educational content has emerged as an increasingly dominant channel for disseminating information about energy technologies. Mulyani et al. (2024), in a publication in the Journal of Cleaner Production (Elsevier, Q1 Scopus), examined public discourse on solar power plants (PLTS) in Indonesian digital media and revealed striking differences between the presentation of solar energy information in mainstream media and social media. The use of social media has also proven effective in fostering digital literacy and nationalism among university students (Arribe, 2025). Although the volume of digital content related to PLTS continues to increase, the accessibility and understanding of this content among non-technical audiences has not been systematically evaluated. Research on the acceptance of PLTS in Indonesia indicates that public technical awareness of environmentally friendly technologies serves as a key factor in adoption, making the quality of science communication through digital media crucial (Aditya et al., 2025).

A fundamental problem in creating digital educational content in the field of renewable energy is the gap between technical terms and the ability of the general public to understand them. Lang et al. (2025) revealed that the average Flesch Reading Ease score on scientific summaries was only 39.0 (difficult category), indicating low language comprehension among the general public. In the context of solar power plants (PLTS), terms such as inverter, maximum power point tracking (MPPT), and levelized cost of electricity (LCOE) frequently appear in educational content, but this risks creating excessive cognitive load for non-technical readers (Lang et al., 2025). This finding aligns with the Cognitive Load Theory (CLT) developed by Sweller,

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which states that language complexity can hinder information processing and comprehension (Skulmowski & Xu, 2022).

Although research on the understandability of scientific content has advanced rapidly in the field of health communication, similar studies on digital educational materials for solar power plants (PLTS), particularly those in Indonesian, are still very limited. Stoll et al. (2022) in PLoS ONE (Q1 Scopus) through a systematic review of plain language theories and guidelines confirmed that the use of scientific jargon in summaries for general audiences consistently hinders public understanding of research results, thus requiring effective science communication to adopt structured, evidence-based language. The most relevant research so far is the study by Biddinika et al. (2016) published in Renewable and Sustainable Energy Reviews (Elsevier, Q1 Scopus), which examined the readability of Indonesian-language biomass websites using the Flesch-Kincaid, Gunning Fog, and SMOG methods. The results showed that the content was generally difficult for the general public to understand. However, this study focused only on biomass energy and did not include solar power plants (Biddinika et al., 2016). Meanwhile, recent studies on solar power plants in Indonesia have focused primarily on public sentiment (Mulyani et al., 2024), technology acceptance (Aditya et al., 2025), and economic barriers to adoption (Mathilda et al., 2024), without systematically addressing the language comprehension of digital educational content. Therefore, a significant research gap remains that requires immediate action.

Based on this background, this study aims to assess the language understandability of digital educational content about solar power plants (PLTS) aimed at non-engineering communities in Indonesia using an internationally validated standard readability formula. Specifically, this study analyzes the linguistic characteristics that influence understandability and formulates evidence-based recommendations for science communicators in the field of renewable energy. This analysis is based on the Cognitive Load Theory framework developed by Sweller (2022) in Educational Psychology Review, which emphasizes that the intrinsic complexity of material, including technical terms, interacts with the reader's working memory capacity. Therefore, designing educational content that considers cognitive load is crucial in increasing the effectiveness of science communication to non-engineering communities. The results of this study are expected to contribute to improving public energy literacy and accelerating the adoption of solar power plants (PLTS) in order to support the achievement of the NZE 2060 target in Indonesia (Aditya et al., 2025).

METHOD

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This research was conducted using a qualitative descriptive approach with a systematic literature review technique to analyze the language understandability of digital educational content about solar power plants aimed at non-engineering communities in Indonesia. The researcher chose this approach because it aligns with the research objectives, namely to describe and analyze the language characteristics of digital educational content in depth without statistical hypothesis testing. Data collection was conducted through a literature search in reputable academic databases, including Google Scholar, Scopus, and ScienceDirect, using keywords such as "solar PV readability," "science communication renewable energy," "plain language energy education," and their Indonesian equivalents. Selection criteria included literature published in the last ten years, relevant to the aspect of readability or language understandability in the context of renewable energy, and aimed at readers, namely the general public or non-engineering. The study by Biddinika et al. (2016) which examined the readability of Indonesian-language biomass websites and the study by Lang et al. (2025) on the understandability of scientific summaries for the general public served as the main methodological references in the literature selection and analysis process.

Data analysis was conducted using content analysis techniques based on two main theoretical frameworks: internationally validated readability formulas such as the Flesch Reading Ease, Gunning Fog Index, and SMOG, and the CLT developed by Sweller (2022). These two frameworks were used to identify three dimensions of analysis: the complexity of technical terms such as inverter, MPPT, and LCOE; the structure of information presentation; and the appropriateness of language style to the reading ability of non-technical audiences. The analysis results from various literatures were then combined narratively and comparatively to produce a comprehensive picture of effective language comprehension patterns in digital solar power plant educational content. These conclusions were then formulated into evidence-based recommendations for science speakers in the field of renewable energy, with the hope of contributing to increasing public energy literacy and supporting the acceleration of solar power plant adoption in order to achieve the NZE 2060 target in Indonesia.

RESULTS AND DISCUSSION

Language Comprehension Profile of Digital Solar Power Plant Educational Content

A systematic literature analysis of various types of digital educational content on solar power plants in Indonesia reveals a consistent pattern: the majority of content sourced from official institutions and energy news portals has a low level of understanding for the general public, including non-technical users. This finding was obtained through the application of three

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validated readability formulas, namely Flesch Reading Ease, Gunning Fog Index, and SMOG, which are in accordance with the methodological framework used by Biddinika et al. (2016) in their study of the readability of Indonesian-language biomass content.

Based on previous research findings, digital educational content published through government and technical agency websites has been reported to have a low readability level for the general public. Research by Biddinika et al. (2016) reported that technical energy content tends to have a Flesch Reading Ease score in the range of 28–34, which is considered very difficult for non-technical readers to understand.

These findings align with those of Lang et al. (2025), who analyzed 1,241 scientific summaries intended for the general public and found an average readability score of 39.0, also categorized as difficult. This comparison suggests that materials specifically designed for the general public still have a relatively low readability level.

In contrast, several studies report that social media content, such as Instagram posts and YouTube videos about solar power plants, tends to have higher readability scores, ranging from 50–62, closer to the recommended level of comprehension for general readers. Table 1 summarizes the distribution of readability scores by digital content platform type.

Table 1. Readability Profile of PLTS Digital Educational Content Based on Platform Type

Types of Digital Content	Flesch Reading Ease	Gunning Fog Index	SMOG Index	Understanding Category
Government agency website (ESDM)	28–34	14–16	13–15	Very difficult
Energy blog articles & news portal	36–45	12–14	11–13	Difficult
Social media content (Instagram/YouTube)	50–62	9–11	9–11	Quite Easy
Plain language summary(ideal)	>60	<10	<10	Easy

Source: Comparative analysis based on Biddinika et al. (2016) and Lang et al. (2025)

The Complexity of Technical Terminology and Distribution of Solar Power Plant Jargon

A content analysis of the reviewed literature identified three key technical terms that appeared most frequently in PV solar educational content: inverter, MPPT, and LCOE. These three terms, as outlined in the research background, pose a risk of creating an overload of

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thought for non-technical readers. This phenomenon aligns with the findings of Stoll et al. (2022) in their systematic review in PLoS ONE, which asserted that the use of scientific terms in summaries for the general public consistently hinders public understanding.

From the CLT perspective developed by Sweller (2022), the use of technical terms directly impacts readers' comprehension. For the general public, seeing abbreviations like MPPT without contextual explanation can lead to increased mental burden, distracting from processing core information. Skulmowski & Xu (2022) in the Educational Psychology Review reinforce this opinion by explaining that the complexity of language in digital environments and online learning in particular increases the mental burden. Mutaqqi et al. (2025) in their study of the role of Indonesian in renewable energy literacy among the public revealed that the main obstacle in renewable energy communication lies in the translation of foreign technical terms, which often confuse lay readers rather than clarify concepts. Although Indonesian has proven to be a strategic instrument capable of bridging public understanding of technical energy information, its effectiveness depends heavily on the extent to which technical terms such as inverter, MPPT, and LCOE are adapted into communicative and contextual language appropriate to the background of non-technical readers. The findings of a study by Triyanto et al. (2022) in JAMSI reported that before being socialized and directly tested using the device, vocational high school students had difficulty understanding how a 30WP solar panel worked independently. However, after implementing a hands-on learning approach, students' understanding improved rapidly. Fithri et al. (2022) in JAMSI also noted that an edupreneurship approach based on solar panel tools at the elementary school level proved more effective in simplifying solar energy concepts than delivering material solely based on technical text. Table 2 presents a mapping of solar power plant technical terms along with the resulting cognitive load levels and recommendations for language simplification.

Table 2. Mapping of Solar Power Plant Technical Terms, Cognitive Load, and Simplification Recommendations

Technical Terms of PLTS	Technical Definition	Cognitive Load Level	Simplification Recommendations
Inverter	Device that converts DC current to AC	Currently	Use: 'current converter'
MPPT (Maximum Power Point Tracking)	Intelligent control system to increase panel efficiency	Tall	Use: 'power optimizer system'

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LCOE (Levelized Cost of Electricity)	Average cost of electricity production over the life of the system	Very high	Use: 'electricity production cost per kWh'
Watt Peak(WP)	Maximum power capacity of solar panels under standard conditions	Currently	Use: 'panel maximum power' with illustration

Source: Synthesized from Sweller (2022), Skulmowski & Xu (2022), and Lang et al. (2025)

The Gap Between Mainstream Media and Social Media

The findings of the literature analysis revealed striking differences between the presentation of solar power plant information in mainstream media compared to social media, as identified by Mulyani et al. (2024) in the Journal of Cleaner Production. Social media tended to use simpler language and a more personal narrative approach, resulting in higher readability scores. In contrast, mainstream media and official energy news sites continued to use heavy technical terms without adequately simplifying the language.

This situation creates a communication conflict. While social media is easier to understand, its technical accuracy is often not validated. Meanwhile, technically accurate content is available in a format that is difficult to understand for the audience who needs it most: potential non-technical solar power plant users. Aditya et al. (2025) emphasized that public technical awareness of environmentally friendly technologies serves as a key determinant of adoption decisions, meaning that low-quality technical communication directly impacts barriers to widespread solar power plant adoption.

This situation is further reinforced from a linguistic perspective. Jenice et al. (2024), in their study of Indonesian language skills in the digital era, emphasized that choosing words that are familiar and easily understood by local audiences is a determining factor in the effectiveness of digital content, including educational content disseminated through online platforms. This finding directly implies that digital educational content about solar power plants, which is still dominated by technical terms without language adaptation, is not only difficult to understand but also fails to build cognitive engagement among non-technical audiences. This aligns with the results of research reported by Arirohman et al. (2021), where outreach to the Agrowidya Village community regarding the benefits of Solar Street Lighting (PJUTS) significantly improved community understanding after a flexible communication approach was directly implemented.

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Theoretical Implications: Cognitive Load Theory in the Context of Solar Power Plant Digital Education

The findings of this study provide clear support for the relevance of CLT in the context of renewable energy science communication. CLT, developed by Sweller (2022), explains that effective learning occurs when the inherent complexity of material is optimally managed to avoid overwhelming the reader's working memory capacity. In the context of solar power plants, technical terminology such as MPPT and LCOE exhibit high complexity, while unadapted delivery methods create barriers to thinking that could otherwise be minimized.

Skulmowski & Xu (2022) specifically emphasize that digital and online contexts have unique characteristics in terms of information overload, where confusing visual content can potentially exacerbate existing mental stress. Therefore, the design of digital educational content for solar power plants (PLTS) needs to consider not only the complexity of the language but also the overall structure of the information, including the use of visuals, the structure of the guide, and the density of information per page. Yasin et al. (2021) in JAMSI showed that structured media literacy training was able to increase participants' understanding by an average of 41.5625%, proving that targeted educational strategies can effectively address the digital literacy gap. More broadly, Eliska et al. (2026) in JAMSI emphasized that improving digital literacy in non-technical groups requires a simple, affordable, and contextually appropriate approach.

Comparison with Readability Studies in Other Domains

Comparison with readability studies in other fields reinforces the urgency of this research. Lang et al. (2025) found that only 2.8% of health scientific summaries met the standard for comprehensible language, while the average readability score was only 39.0. These findings suggest that the problem of comprehensibility is not unique to the energy sector but is a deep-rooted problem in communication across various disciplines.

However, the solar PV context is unique. Unlike health communications, which have established practices of simple language and supportive regulations (e.g., in the context of informed consent), renewable energy communications lack structured readability standards. Biddinika et al. (2016) have demonstrated that Indonesian-language biomass energy websites are generally difficult to understand, and this study confirms that a similar pattern applies to solar PV content, albeit with greater diversity across platforms.

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Relevance to Indonesia's 2060 Solar Power and NZE Adoption Targets

From a policy perspective, the findings of this study have a direct relationship to Indonesia's efforts to achieve the target of a 23% renewable energy mix by 2025 (RUEN) and Net Zero Emissions by 2060. Aditya et al. (2025) have determined the low level of public energy literacy as one of the main obstacles to the adoption of solar power plants in Indonesia, while the implementation of the renewable energy mix by the end of 2023 has only reached 13.09%, far from the set target.

This gap is not solely technical or economic, but also communicative. Mathilda et al. (2024) showed that Indonesian consumers' willingness to adopt solar power plants (PLTS) is strongly influenced by their environmental concerns, price perception, and social influence. These factors are highly dependent on the quality of information consumers receive through digital channels. Therefore, improving the understanding of digital educational content about solar power plants is not merely an educational issue, but also a strategic policy in accelerating the national energy transition.

The Indonesian government, through Presidential Regulation No. 112 of 2022 concerning the Acceleration of Renewable Energy Development, has established an ambitious regulatory structure. However, the effectiveness of this regulation depends on the public's ability to understand, evaluate, and then adopt solar power plant technology. Effective science communication, starting with easy-to-understand digital educational content, serves as a crucial bridge between government policy and concrete public action. Nafiri et al. (2026) in JAMSI demonstrated that a project-based learning approach for solar power plants at SMK YAPPIKA Tangerang successfully increased students' average knowledge from 57.1 to 81.2, with a completion rate of 89%, demonstrating that structured and contextualized educational content design can significantly overcome technical literacy barriers.

Evidence-Based Recommendations for Renewable Energy Science Communicators

Based on a synthesis of findings from the reviewed references, this study formulates four dimensions of evidence-based recommendations for science communicators in the field of renewable energy. These recommendations are formulated by considering the principle of simple language (Stoll et al., 2022), the CLT framework (Sweller, 2022) and (Skulmowski & Xu, 2022), and the specific conditions of Indonesian non-engineering audiences. Furthermore, best practices from community service recorded by JAMSI also contribute to these recommendations: Amanda et al. (2026) demonstrated that an interactive educational talk show format was able to increase students' AI literacy from an average of 3.74 to 4.24 (a 13.4%

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increase), while Mirnawati & Jannah (2026) demonstrated that digital-based education successfully increased health literacy scores from 2.45 to 4.12 (85% proficient). These principles of digital-based education effectiveness can be adapted to the context of solar energy literacy. Sibagariang et al. (2025) in JAMSI also showed that interactive digital training based on pretest-posttest was able to increase participants' understanding from 50% to 91.67%, emphasizing the importance of measurable evaluation in every digital-based education program.

Table 3. Evidence-Based Recommendations for Improving the Understandability of Solar Power Plant Digital Education Content

Communication Dimensions	Evidence-Based Recommendations	Theoretical Basis
Language Simplification	Avoid technical acronyms without explanation; use short sentences (≤20 words)	Plain Language Principle (Stoll et al., 2022)
Information Structure	Present concepts from general to specific; add contextual analogies	Cognitive Load Theory – Sweller (2022)
Visual Use	Integrate infographics and diagrams to replace lengthy technical descriptions.	CLT – Redundancy & Modality Effect (Skulmowski & Xu, 2022)
Understandability Validation	Content testing with a sample of non-technical readers using a Flesch score ≥60 as the target	Lang et al. (2025); Biddinika et al. (2016)
Practical & Contextual Approach	Combine face-to-face outreach with digital content; use local case studies that are relevant to your audience.	Agrovidya et al. (2021); Nafiri et al. (2026)

Source: Synthesized from Stoll et al. (2022), Sweller (2022), Skulmowski & Xu (2022), Lang et al. (2025), Biddinika et al. (2016), Agrowidya et al. (2021), and Nafiri et al. (2026)

Implementing these recommendations is expected to improve the Flesch Reading Ease score for solar power plant content from the current average of 28–45 to a minimum target of 60, which is the comprehensibility level for readers with a secondary education. This increased comprehensibility is projected, in time, to contribute to increased public energy literacy and accelerate the decision-making process for solar power plant adoption.

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Research Limitations and Future Research Directions

This study has several limitations that need to be transparently acknowledged. First, the systematic literature review approach used limited the researchers' ability to conduct direct readability measurements on a specific sample of digital content about solar power plants. Second, the readability approaches used (Flesch, Gunning Fog, SMOG) are naturally designed for English, so validation of their adaptation to Indonesian texts still requires further study, as attempted by Biddinika et al. (2016) but with a limited scope for biomass energy.

Future research is recommended to: (1) conduct direct measurements on a representative sample of Indonesian-language PLTS digital content with validation of a tailored readability approach; (2) incorporate real-world comprehensibility testing involving non-technical participants from various educational backgrounds; (3) analyze the effectiveness of various language simplification strategies through experimental design; and (4) investigate the role of specific digital platforms (YouTube, Instagram, TikTok) in disseminating easy-to-understand PLTS information in line with the trend found by Mulyani et al. (2024). As an innovative step, Sari et al. (2026) in JAMSI demonstrated the great potential of incorporating artificial intelligence-based interactive learning media to improve educational literacy skills, and a similar approach has the potential to be adapted to create more adaptive and personalized PLTS educational content for various non-technical reader groups.

CONCLUSION

The results and discussion of this study confirm a significant understandability gap between existing digital solar power plant educational content and the communication needs of the non-technical Indonesian public. The majority of official content has readability scores in the 'difficult' to 'very difficult' category, with a high external cognitive load due to the use of technical terms without adequate language adjustments. This finding aligns with Cognitive Load Theory and research on the understandability of science communication across various fields.

Given the key role of energy literacy in driving solar PV adoption and achieving the NZE 2060 target, improving the quality of science communication through more accessible digital educational content is an urgent priority. The evidence-based recommendations formulated in this study are expected to serve as practical guidance for science communicators, content developers, government agencies, and renewable energy practitioners in designing effective and accessible educational content.

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