Implementation of Digital Citizenship's Concept in Online Learning of Civic Education

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ABSTRACT

Online learning applied to citizenship education as a result of a Covid-19 pandemic gives a considerable challenge to the development of the student's character. With this of course raises a question˛ how can the character development of students be implemented only through online learning? By using research design Research and Development (R&D)˛ this research seeks to reveal an effort to develop the character of students in order to become a digital citizen in the middle of the Covid-19 viral pandemic through citizenship education learning. The results showed that the character development of the students through the implementation of digital citizen concept in online learning of citizenship education courses that are centered on students can be implemented effectively. This is because the learning of citizenship education implemented effectively is able to direct students to think critically to the contextual problems that occur˛ so that students can show the character as a digital citizen by embedding the basic values of religion, and culture in applying the science˛ technology and art with full sense of responsibility.

Keywords: Digital citizen, Online learning, Citizenship Education

1. INTRODUCTION

The Covid-19 pandemic that occurred in various parts of the world has had an impact in the form of changes in various sectors of life, including the education sector. With the Covid-19 pandemic, learning that was originally always carried out face-to-face must be carried out online. The results of the study say that digital learning is an effort to improve the skills of students who adapt to the demands of skills according to the latest trends [1]. This shows that in the midst of the Covid-19 pandemic like today, digital learning can be used as an alternative to improve the skills of students.

In Indonesia, currently online learning has become a trend in learning innovation, even though it has not been used as the main learning model. In learning social sciences (including Citizenship Education), digital learning is no more implemented to improve students' skills in solving social problems in the environment where students live. As with research that has been done, digital learning is an effort to develop learning based on living values education[2]. However, after the Covid-19 pandemic, online learning has become the main learning model at every level of education, including at the higher education level, so that learning outcomes in the Citizenship Education course can improve citizenship competence.

In accordance with the mandate of Article 35 of Law Number 12 of 2012 concerning Higher Education, each Tertiary Education Institution is required to contain Citizenship Education courses. This course is an effort to develop the personality of students in each Study Program which includes the development of intellectual intelligence, noble character, and skills [3]. In order to achieve this, it is necessary to carry out an innovation in Citizenship Education learning that can not only strengthen aspects of student knowledge, but aspects of attitudes and skills. However, Citizenship Education which is carried out in the midst of the Covid-19 pandemic is faced with a number of challenges in building student character because learning is carried out online. This is because the tendency of students to use technology is more spent using social media alone [4]. Therefore, these challenges need to be addressed

with innovations that can bring students' habits towards more productive use of technology.

In addition, the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015 concerning National Higher Education Standards confirms that the fulfillment of graduate learning outcomes is carried out through an interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative learning process. and is student-centered [5]. Therefore, basically in the implementation of Citizenship Education courses in higher education, it is necessary to use various approaches, strategies, and learning models where students are the center. In addition, it is also necessary to add some content that can strengthen student competencies or abilities that are in line with current developments, namely the mastery of new literacy to keep up with the development of the Industrial Revolution Era 4.0 in the form of data, technology and human literacy which includes digital literacy. This shows that digital learning is needed to improve critical thinking skills and student skills in solving various problems in the 21st century era [6].

Based on the foregoing, one way to assist students in mastering new literacy and focusing on student learning can be done by applying the concept of digital citizenship through Citizenship Education. This is because guidance in the use of technology is needed to improve the learning methods of civic education in addressing problems [7]. In line with the developments and demands as described above, since 2013 UPI has developed a learning system that addresses HOTS (High Order Thinking Skill) for UAS (Smester Final Exam) and implements computer-based UAS (CBT / computer based test) for Education courses Citizenship. This is none other than to measure the achievement of the competencies that have been determined in learning outcomes.

Based on this, a big question arises, how to shape the character of students to become digital citizens through online learning? The answer to this question will then become the goal in this research, which can describe an effort to develop student character so that they can become digital citizens in the midst of the Covid-19 virus pandemic through online learning Citizenship Education.

2. METHOD

Through the Research and Development research design, this study seeks to reveal the efforts to apply the concept of digital citizenship to students through online learning. The reason why this research design was chosen was the design of new products and procedures that had to be systematically field tested, evaluated, improved until certain criteria of effectiveness were found [8]. This research was conducted on students who participated in Citizenship Education learning at the Indonesian University of Education in the 2019-2020 school year. Through interview, observation and survey techniques, this research is considered able to reveal the stages of Citizenship Education learning in shaping the character of students to become Digital Citizens so that students are able to think critically about contextual problems that occur in the surrounding environment so that students can show character as digital citizens. by instilling basic religious and cultural values in applying and mastering science and technology and arts with a full sense of responsibility.

3. RESULT AND DISCUSSION

3.1. Related Work

This research was conducted on the implementation of Citizenship Education learning at the Indonesian Education University for the 2019-2020 Academic Year. The results of this study will be presented in two discussions.

3.1.1. Praksis Pembelajaran Online Pendidikan Kewarganegaraan

The existence of the Covid-19 pandemic has created new consequences in the implementation of learning, both at the primary, secondary and higher education levels. It is also a finding that many educators and students rely on technology to ensure continuous online learning during the Corona virus pandemic. The covid-19 pandemic has new consequences in the implementation of learning, both at the primary, secondary and higher education levels. It is also a finding that many educators and students rely on technology to ensure continuous online learning during the Corona virus pandemic [9]. Before the Covid-19 pandemic, the development of online learning had

already been developed, but this kind of learning has not been used as the main learning in Civic Education learning praxis. Because, not all infrastructure is ready to carry out online learning. Online learning is hindered by an infrastructure that is not ready for all students to implement [10]. Meanwhile, in practice the content of competencies that must be achieved and the assessment system in the Citizenship Education course is not only directed at the knowledge aspect. More than that, the competencies and assessments that must appear in the implementation of the Citizenship Education course must include aspects of attitude and skills [11]. Of course this should be an important concern in its implementation. The results of the study reveal that the skills domain of the Citizenship Education course at the University of Education of Indonesia must include aspects of Civic Knowledge related to aspects of student knowledge of the concepts of citizenship; Civic Disposition which deals with the attitude of students who must show Indonesianness; and Civic Skills which relate to student skills in solving problems around them, as illustrated in the following picture.
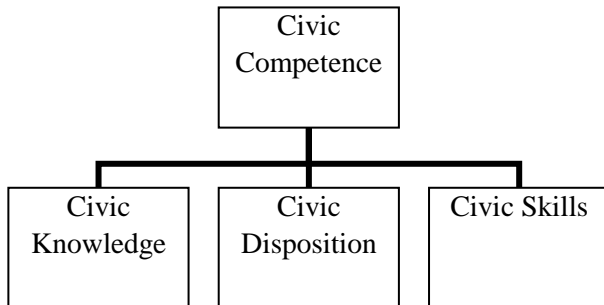

Figure 3.1. Citizenship Competence

Based on the image of civic competence above, it can be clearly illustrated that citizenship education courses do not only focus on the knowledge aspect. However, it needs to be equipped with aspects of attitude and skills from students. Therefore, learning civic education that is implemented needs to integrate the values that grow and develop in society as a learning resource for students [12]. This is intended so that the Citizenship Education course can provide a learning experience that is more contextual and can be reflected by students in everyday life. This is intended so that Citizenship Education courses

can provide a more contextual learning experience and can reflected by students in everyday life.

Meanwhile, based on the results of research that has been carried out by the author, Citizenship Education learning held at the Indonesian Education University has been adapted to the times and the situation of the Covid-19 pandemic, namely the development of digital-based citizenship education learning. The implementation of Citizenship Education learning which is carried out online aims to prepare students to become digital citizens. In addition to optimizing learning in the pandemic era, the application of the concept of digital citizens through online learning is due to the increasing moral degradation in the use of technology. This is confirmed by the results of other studies that the behavior patterns of children and adolescents in using the internet tend to provide their personal information on digital media, a large number of children and adolescents in Indonesia are exposed to pornographic content, intentionally or unintentionally, lack of parental supervision of digital activities. what children do also encourages "deviations" in internet use, bullying behavior, and the ease of issuing swear words on social media pages on the internet [13]. Therefore, to anticipate this, the implementation of citizenship education based on the concept of digital citizenship held at the University of Education of Indonesia is one of which is oriented towards the ability of students to use technology responsibly.

Furthermore, the findings in the research that has been carried out by the author can also be seen from the procedures developed by the Lecturer Teams for civic education courses in implementing online learning. Based on the results of the research that has been carried out, it can be explained that the stages of the online learning process include: 1) Preparing Semester Learning Plans (RPS) and teaching materials (materials, power points, learning videos); 2) Distribute Semester Learning Plans into virtual classes SPADA (Online Learning System) developed by the University of Education Indonesia; 3) Carry out lectures; and 4) Carry out an assessment. In general, the stages carried out are based on the need for learning objectives that are oriented towards making students become good young citizens. Meanwhile, to create student competence, a civic education content is needed which has been

the goal in preparing students to become active citizens [14]. In addition, the learning output of digital-based citizenship education greatly encourages students to become digital citizens who are sensitive to developing global issues through information and communication technology. This is reinforced by the results of research which states that if digital citizens can manage and use information about global developments, digital citizens will raise global awareness, so that digital citizens have a great opportunity to participate in addressing global issues [15]. Therefore, in the preparatory stages carried out by a team of lecturers who teach Citizenship Education at the Indonesian University of Education, they always integrate the concepts of digital citizenship in their various contents.

Furthermore, from the results of the research that has been carried out, it is found that the preparation for the implementation of lectures is carried out first through a series of Forum Group Discussions (FGD) which involve all lecturers who teach Citizenship Education courses. The focus of preparation is directed towards the compilation of a digital-based learning implementation plan, so that the learning implementation plan must focus on student independence in learning. This is because the independence of students also reflects the character and character of the Indonesian nation that must be possessed as a provision for facing challenges in the future [16]. Thus, students will play an active role in learning because the implementation of learning is carried out with a student-centered.

In addition, the implementation of learning is packaged by prioritizing student centered learning based on Living Values Education so that students are able to have skills in doing critical analysis based on life values elaborated with predetermined materials. This is confirmed by the results of the research that the education model of the values of life in teaching materials is an integration of the values of life in teaching materials presented in teaching materials which include introduction, keywords, concept maps, subject matter, discussion, the values of life, conclusion, reflection on the application of values, and references [17]. In practice, this learning model has a significant effect on the development of civic competence. This is then integrated into

the content of teaching materials used in the formation of digital citizens in online learning civic education courses in the hope that students will have the three expected civic competencies, namely Civic Knowledge, Civic Disposition and Civic Skills.

Furthermore, with regard to the distribution of materials, teaching materials and the assessment system into the SPADA virtual classroom, it is carried out by providing clarity of information and instructions regarding the material, learning media and the assessment system to be carried out. This greatly determines the learning outcomes that will be obtained at each meeting. In addition, the distribution of teaching materials and materials is made as attractive as possible so that students are not bored in carrying out learning, so that the assessment system that has been implemented is able to measure students' Civic Skills and Civic Disposition in presenting responses or assignments for independent lectures that have been carried out independently.

Based on the description above, the learning praxis of Citizenship Education at the University of Education of Indonesia during the Covid-19 pandemic emphasizes the application of the concept of digital citizenship to students so that they can become citizens who are expected to solve the problems of the nation and state in the future. For example, one of the findings in Indonesia's current problems is the spread of hoax news as a result of the unwise use of technology. The learning implementation developed is student-centered learning, using the support of information and communication technology, integrating issues around the covid-19 pandemic that is developing in various media, emphasizing efforts to solve problems surrounding the covid-19 pandemic issues that are developing in various media, emphasizing efforts to prepare students to have competence as digital citizens in the issues and hoaxes surrounding the Covid-19 pandemic that are developing in various media, and are able to encourage students to always be aware of their role as digital citizens. It can be schematically depicted in the following figure:
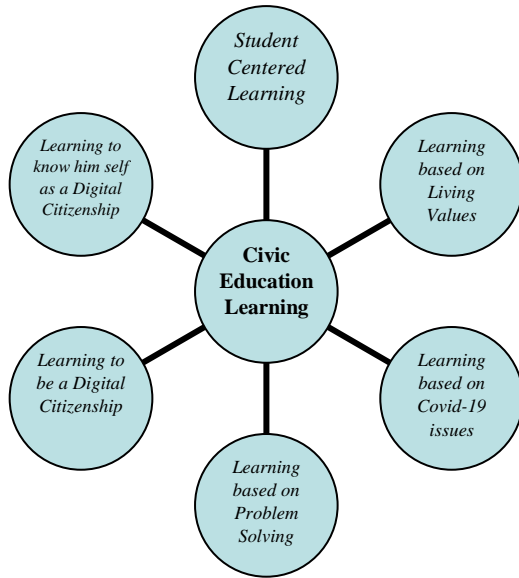
Figure 3.2. Praxis of Citizenship Education Learning at the Indonesian University of Education

Based on the research results above, it can be said that the practical application of the concept of digital citizenship through digital-based Citizenship Education puts forward several indicators including: (1) student-centered learning methods; (2) using information and communication technology support; (3) integrating the issues surrounding the covid-19 pandemic that is developing in various media; (4) emphasizes efforts to solve problems surrounding the Covid-19 pandemic issues that are developing in various media; (5) emphasizes efforts to prepare students to have competence as digital citizens in the issues and hoaxes surrounding the Covid-19 pandemic that are developing in various media; and (6) able to encourage students to always be aware of their role as digital citizens.

3.1.2. Results of the Application of the Digital Citizen Concept through Online Learning of Citizenship Education

In essence, Citizenship Education Learning must adapt to the times. At this time, the development of the times is digital based, which requires humans to have competence in the digital field. The current situation is that there is a Covid-19 pandemic which demands learning to be carried out online. As the results of the study show that

the implementation of educational policies during the emergency period of the corona virus disease requires educators to make learning innovations, namely digital literacy-based independent learning [18]. Therefore, it makes Citizenship Education learning to be done online as well as to prepare digital citizens by paying attention to citizenship competencies, namely Civic Knowledge, Civic Disposition and Civic Skills.

The conditions above are a challenge for teachers of the Citizenship Education course at the University of Education of Indonesia in realizing Citizenship Education learning according to the times, the Covid-19 pandemic situation, and civic competence. This means that learning civics education must be able to develop the personality of students as real Indonesians [19]. The findings show that the implementation of Citizenship Education learning at the Indonesian University of Education has been able to shape students into digital citizens with Indonesian personalities.

The results of online-based Citizenship Education learning in applying the concept of digital citizenship in the Covid-19 pandemic situation have been felt by students, first, namely the Citizenship Education learning process integrating efforts to strengthen personality as a whole human being in a situation of development in the digital era, so that they know they can become digital citizens who are well. In other research, Citizenship Education learning centered on students by integrating the values of life through the use of technology is able to develop the competence of the students themselves [20]. This means that the adjustment of the times in civic education has been successfully carried out by integrating existing values, so that students are able to strengthen their personality as a whole Indonesian human being.

Second, the learning process of Citizenship Education connects with the religious values and cultural backgrounds possessed by students, this is very important in the application of the concept of digital citizenship because religious and cultural values can filter the negative impacts that exist in digital development and maintain Pancasila values as the ideology of the Indonesian state. The results of the study show that ethnopedagogy-based Citizenship Education can be used as a vehicle for cultural education and national character that is able to develop

multicultural civics competences for students in higher education [21]. In addition, this is an important foundation so that students are able to become digital citizens based on local wisdom values.

Third, the online-based Citizenship Education learning process accustoms and teaches students to have a responsible attitude, think critically, rationally, ethically, aesthetic, dynamic, democratic, love the motherland, competitive, disciplined, active, polite, and honest. In other studies, the importance of applying the concept of digital citizenship is to balance the influence of the times with the importance of love for one's own homeland [22]. This means that students must think globally but still stand on the values of local wisdom.

Fourth, through online-based Citizenship Education learning is invited to critically identify news in online media, so that students can distinguish between true news and hoax news. In the era of the Covid-19 pandemic like today, it is very possible for hoax news to occur. Therefore, citizenship education plays a very important role in shaping the character of digital citizenship in students so that they are able to think critically about various phenomena that occur [23].

Based on the results of the research above, it can be said that the results of implementing the concept of digital citizenship through online learning Citizenship Education put forward several indicators including: (1) oriented towards efforts to consolidate student personality as a whole human being in facing the development of the digital era; (2) oriented to the basic religious and cultural values of students in facing the development of the digital era; and (3) oriented towards the attitude of good and smart digital citizens.

3.2. Our Contribution

This research can contribute to the development of digital-based learning in the general compulsory courses of Citizenship Education throughout Indonesia. In addition, this research also complements previous research conducted by Feriansyah which raised the concept of digital citizenship as an instrument of global citizenship [15]. As it is known, Citizenship Education in Higher Education is very important in preparing young citizens or prospective scholars

who will become the next generation of the Indonesian nation according to their expertise in their respective fields. In the formation of global citizens, it is necessary to have the concept of digital citizenship offered to digital-based Citizenship Education learning. Therefore, the Citizenship Education course can be used as an instrument in the formation of global citizens so that they have the basics of digital citizenship in them.

3.3. Paper Structure

The preparation of this paper is presented in several sections. The first part (introduction) presents the rationale and reasons related to the importance of applying the concept of digital citizenship in Citizenship Education learning in the Covid-19 pandemic era which will then be further investigated with relevant methods. The second part presents the relevant methods used to reveal practical conditions and the results obtained in implementing the digital citizen concept in digital-based Citizenship Education learning. In the third part, the results of the research are presented which are complemented with presentations related to the contribution of this research to previous research related, so that it is expected to be able to establish continuity with one another. In the last section, a conclusion is presented that will provide an explanation of the essence of the research results that have been carried out.

4. CONCLUSION

Feriansyah [15] in his research, he raised the importance of the concept of digital citizenship to serve as an instrument of global citizenship. The results of his research state that if digital citizens can manage and use information about global developments, then digital citizens will raise global awareness, so that digital citizens have a great opportunity to participate in addressing global issues. The issues raised in this study are related to the results of the research conducted by the author. The results show that the development of student character through the application of the concept of digital citizenship in online learning of the student-centered Citizenship Education course

can be carried out effectively. This is because learning Citizenship Education which is implemented effectively is able to direct students to think critically about contextual problems that occur ¸ so that students can show their character as digital citizens by instilling basic religious and cultural values in applying and mastering science and technology and the arts. with great responsibility.

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