Strengthening the Character of Civic Responsibility Through the Digital Literacy Movement

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ABSTRACT

Digital citizenship is an issue in citizenship studies, especially on how to educate and instill character in the younger generation so that they become responsible, intelligent, and wise citizens in the face of globalization. One of the important characters in the era of globalization is the character of responsibility. Teachers as educators must be able to place themselves in the digital era. Teachers must assist students in preparing for the new era. This paper presents how to build a responsible character for Java in the digital era. An alternative that can be cultivated to strengthen character is to instill a digital literacy culture so that internet users, especially teenagers, can be responsible when using the internet.

Keywords: digital literacy, responsibility, youth

1. INTRODUCTION

Globalization characterized by technological advances has confronted citizens of the country in the era of information disclosure. As a result of globalization, it creates new trends, especially those related to the values of life, the relationship between individuals and their environment, and new perceptions. almost all daily activities using technology. As a result of the use of technology in everyday activities spawned digital citizenship (digital citizenship).

Digital citizenship is an issue in citizenship studies, especially on how to educate and instill character in the younger generation so that they become smart and wise citizens in the face of globalization.

The form of strengthening character education in the flow of globalization must place students to have a commitment and remain consistent with the principle of the noble values of life, namely Pancasila. In this regard, the strengthening of character in citizens is a guide for digital users to live in a digital world.

According to the APJJI survey [1], in 2018 the number of Internet users in Indonesia in 2018 had reached 171.17 million out of 264.16 million Indonesians. This means that Internet users in Indonesia have reached 64.8% of the total population of Indonesia. From a geographical point of view, the largest Internet users are on the island of Java as much as 55.7%, in Sumatra 21.6%, Sulawesi, Maluku, Papua at 10.9%, and Kalimantan 6.6%, while in Bali and Nusa Tenggara the percentage is 5.2. %. This shows an imbalance in the use of the Internet.

Of all internet users dominated by millennials aged 15-19 years with a percentage reaching 91%, the second rank of ages who use the most internet is 20-24 years old with a percentage of 88.5%. The main reason for average internet usage is for communication, then social media is the second reason many are mentioned.

The more advanced the technology and the more it uses it does not guarantee that the internet is safe to use. APJJI said as many as 49% of Internet users are ever in the bully and of those only 5 cases, 25 % were reported to the authorities the rest just leave alone or respond to bullying. This phenomenon must be addressed properly. The need for character strengthening, especially the character of responsibility, where internet users must be able to be responsible for what is uploaded or accessed via the internet.

Based on the survey report from APJII, we know that a lack of civic responsibility from social media users results in criminal or dishonorable behavior. Civic responsibility is closely related to decision making. Meanwhile, the indicators of good citizens are citizens who are responsible for their obligations. The form of civic responsibility is that citizens can participate and play an active role in solving problems both personal and

community problems. Citizens' awareness and responsibility (civic responsibility) must be able to form awareness, independence, and a desire to maintain good community order.

Several digital phenomena such as hoaxes, cyberbullying, fraud show that the use of technology without ethics will encourage someone to act criminally whether they realize it or not. According to a report by the Indonesian Ministry of Communication and Information Technology (Kemkominfo), the spread of hoaxes has increased significantly. This was proven through the 771 hoaxes that the Ministry of Communication and Information had identified from August 2018 to February 2019 [2].

Press release no. 08 / HM / KOMINFO / 01/2019 regarding reports of negative content on social media until 2018 were recorded as many as 547,506 times. Until December 2018, the Sub-directorate for controlling internet content, Directorate of Control, Directorate General of Informatics Applications, Ministry of Communication and Information Technology showed 531,304 negative content reports on Twitter. while Facebook and Instagram were reported 11,740 times. Also, until December 2018 the handling of negative content included pornography categories totaling 898,108 content, gambling with 78,698 content, and fraud totaling 5,889 content [3].

University of Indonesia sociologist Lugina Setyawati Setiono said that digital citizenship not only provides citizens with rights related to internet access, it also gives citizens the obligation to use the internet wisely. He said "Digital Citizenship means the same as citizenship in general. People not only have the right to access the internet but also must use it

wisely, "said Lugina at the inauguration ceremony for Forum Medsos Sehat [4].

One of the alternatives in strengthening character in the era of globalization is through the digital literacy movement. The digital literacy movement is based on the fact that higher internet users increase the crime rate on social media. Lack of understanding regarding digital literacy is one of the causes of crime in internet use.

Media literacy and social character are two things that are interrelated with individual competence because of the relationship with personality and morals. Individual competence in the digital era is related to a person's ability to use media.

With digital literacy, helping people use the internet intelligently and responsibly to create smart and good digital citizenship. The construction of civic response utility will be seen through the definition of civic responsibility, and how digital literacy can strengthen the civic responsibility character in the digital era. This study discusses how digital literacy helps strengthen the character of civic responsibility in the digital era.

2. METHOD

This study uses a qualitative method. According to Sugiyono [5] , qualitative research methods are research methods used to examine the condition of natural objects, where the researcher is the key instrument, the data collection technique is done by triangulation, data analysis is inductive, and the results of qualitative

research emphasize the meaning more than generalization. . The data obtained in this study do not require a statistical test model using a certain formula.

Furthermore, this study is descriptive, which is a study used to obtain an accurate and complete picture of a symptom. According to Bungin [6], qualitative research is descriptive, meaning that it takes careful notes of all the symptoms (phenomena) they see and hear as well as read; and researchers must compare, combine, abstract, and draw conclusions.

While technique collecting data in this study is using Library Research. Technical literature is "literature research carried out by way of reading, studying, and noted the literature or reading material appropriate to the subject, then filtered and poured in a theoretical framework. (Kartini Kartono, Introduction to Research Methodology, ALUMNI, Bandung, 1998, p. 78). The library method looks for theoretical references from books, journals, research articles, and internet sites related to the specified case.

3. RESULTS AND DISCUSSION

3.1 Digital Literacy Movement as an Alternative to Character Education in the Digital Age

Paul Gilster first put forward the term digital literacy (digital literacy) in his book with the same title [8]. He argued that digital literacy is the ability to use technology and information from digital devices effectively and

efficiently in various contexts such as academics, careers, and everyday life [9].

Martin [10] states that digital literacy is the awareness, attitude, and ability of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyze, and synthesize digital resources, build new knowledge, create media expressions, and communicating with others, in the special context of special life situations, to allow constructive social action.

Literations of digital include the person's ability to read, understand, and view information on social media platforms and develop capabilities that analyze, discover, and use the media wisely so that the information received and sent weighs qualified.

Digital literacy is a person's ability to obtain and convey information to the public appropriately. Digital literacy helps citizens to access, sort, and understand the various types of information on social media that are used to improve the quality of their daily lives. So that information technology has a positive impact on human life and is expected to help participate in social, state, and political life by conveying aspirations through certain social media. In other words, digital literacy will create a life order in a

digital society with a creative and critical mindset.

Through social media, citizens can share their opinions responsibly for the sake of justice without harming other parties. Digital Literacy helps citizens face globalization well. Therefore, digital literacy must be developed in schools and society as part of strengthening character education for citizens, especially adolescents.

The approach that can be taken on digital literacy includes two aspects, namely the conceptual and operational approaches. The conceptual approach focuses on the cognitive and socio-emotional aspects of development, while the operational approach focuses on the technical ability to use media itself which cannot be ignored [11].
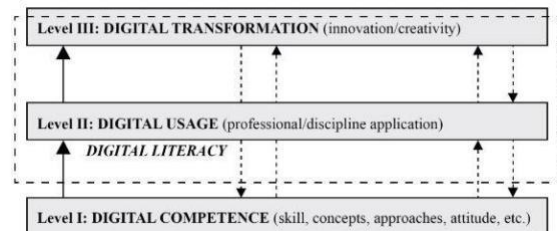

Figure 1. Principles of Digital Literacy Development According to Mayes and Fowler
Source: Ministry of Education and Culture, (2017)

According to Mayes and Fowler in the Ministry of Education and Culture [12] The principle of the development of digital literacy is tiered. There are three levels of digital literacy. First, digital competence which includes skills,

concepts, approaches, and behaviors. Second, the use of digital which refers to the application of digital competencies related to certain contexts. Third, a digital transformation that requires creativity and innovation in the digital world.

3.2 Building Civic Responsibility with Digital Literacy

Civic responsibility means active participation in the public life of a community in an informed, committed, and constructive manner, with a focus on the common good [13].

Good digital citizens have the right and responsible behavior in using technology. citizens responsible for digital include digital literacy, etiquette, online security, and recognition of public versus private information. Students should be encouraged to utilize technology responsibly and promote ethical digital citizenship. Three principles were developed by Mark Ribble to teach digital users how to use technology responsibly to become digital citizens: respect, educate, and protect [14]. Each point has its meaning:

Respect means understanding etiquette and law to respect other digital users, where each digital user has their privacy. Educate: provide literacy and convey information appropriately and accordingly. Protect: comply with rights and

responsibilities by not spreading fake news and other crimes for the safety of fellow digital users.

Responsible digital citizens who can use technology appropriately and understand every action taken in the digital world will have an impact on the surrounding environment and understand that privacy and freedom of speech both in the digital world and do does not need to be done with full awareness.

The solutions that can be offered in this study among others are 1) the approach to the individual, 2) literacy movements in the family, society, both within the organization and supported by the government.

First, the approach to individuals has an important meaning for learning. In a class, there are various kinds of student personalities, a teacher must be able to position himself in dealing with different student characters. A teacher must help students foster a sense of love and interest in digital literacy through reading, writing, and listening as the first step in the learning process and the next step in understanding, accessing and interpreting something intelligently in solving problems. So that it gives birth to a digital state citizen having a strong foundation of responsible character. The Ministry of education and culture has been issued a program National Literations Movement in 2015. Movement of the National Literacy (GLN) as part of

the implementation of the Regulation of the Minister of Education and Culture No. 23 of 2015 on Growth Budi Character [15].

Digital literacy can be used as a cutting edge alternative to learning, this refers to the opinion of O'Brien & Scharber in Puspito [16]. The use of digital materials is not only lightening but also generates other, authentic ideas about digital materials. There are other uses, namely fostering a sense of fondness for reading outside of class hours, fostering self-confidence as a good reader, and increasing the use of up-to-date reference sources. Besides, it must be supported by a literacy-friendly school atmosphere. For example, making rotating ma ding between classes to foster student awareness.

Second, the literacy movement in the family, the community either within the organization or not, and d Ukung late by the government. Strengthening the character of civic responsibilitypnofamily environment through literacy movements can be started from the role of parent. Father and mother create a unique atmosphere in the family environment. In society, the digital literacy movement can be recitation groups, PKK, Youth Organization, organizations, communities, etc.

Currently,manyliteracy movement communities have emerged. One of them is the JAPELIDI community. JAPELIDI (a network of literacy activists) as a community provides positive content as a stimulus and collaborates with government and non-government agencies to create digital citizens who have high literacy levels to produce ethical and responsible citizens.

4. CONCLUSION

Based on the research results, it can be concluded that: First , digital literacy is important to strengthen the character of civic responsibility. Digital literacy needs to be supported by schools, families, and communities. Besides, the digital literacy movement also needs to involve community groups both under government and non-government.

Second, digital iteration creates a society that has a critical and intelligent mindset to give birth to citizens who have strong civic responsibility characters. With the intensification of the literacy movement, it is hoped that the young generation of internet users will be able to practice civic responsibility in everyday life and the digital world. The success of building a literacy culture is an indicator of achievement in education while strengthening the character of digital citizens.

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character development, especially in this era of globalization.

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