Improving the Quality of Legal Awareness on Digital Citizenship in Citizenship Education Remotely

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Abstract. This study was to find out ways to strengthen legal digital citizenship in Citizenship Education which was conducted remotely. The study was using descriptive method which the data were collected through interview, observation, documentation, and literature studies. The study showed that to improve the quality of legal awareness in Citizenship Education course was by inculcating the values of Indonesian citizenship. Besides, digital citizenship was a form of building legal awareness which was conducted remotely. Hence, legal awareness in Citizenship Education could be built, so good citizens were realized in digital era.

Keywords: Digital citizenship · legal awareness · remote learning · citizenship education

1   Introduction

The development of information technology has stimulated the occurrence of digital citizenship concept that allows interaction without the barriers of distance and time. Stillwell et al. [1] stated that digital platforms have incorporated a spatial interaction model. Currently, information media is not just a social tool, but also a tool for social movements [2]. An interaction without distance barriers in digital citizenship has become an increasingly attention along with the distance learning model using digital platforms that occurs as one of the impacts of the Covid 19 pandemic.

Remote learning using digital platforms provides a cyberspace in communication and interaction. This space also becomes the existence of digital citizenship, where its interactions does not neglect the values and ethics in the physical space, especially in legal norms. Bilsky and Hermann [3] explained that there is a correlation of personal values with the acceptance of legal norms. In this case, digital platforms provide cyberspace that are expected to be able to mutually contribute to digital citizenship with the awareness on law and conducted in Citizenship Education remotely.

Digital citizenship that has legal awareness is a way to overcome the fading of values and ethics in accordance with the nation's personality. Because in the process of learning

citizenship education takes place in a remote scheme, this is an opportunity to strengthen the character of digital citizenship in accordance with the noble values of the nation. Yuan [4] stated that people will be able to channel that legal knowledge into students' practical actions as it is conducted in teaching activity. Therefore, digital citizenship can be realized in variety of well-planned and well-conceived plans and efforts.

Some studies that discussed legal digital citizenship, including Martzoukou [5]. Found that students' daily activities contributed to their digital ability to manage learning in Law course. Then, González claimed that there was a Marxist sociological contribution that analyzed the relationship of labour and digital exploitation as well as the role of sociotechnical society. Subsequent research by Steenkamp [6] also found that in development and management trends, there was a connectivity of underlying global trends with the value of citizens' awareness on technological developments. In addition, Botta and Wiedemann [7] found that the data in the digital economy resulted in regulatory dilemmas in the digital market.

In the previous studies, we thought that there was a lack of the study in terms of strengthening legal-conscious digital citizenship, especially through remote learning applied in Citizenship Education. Hidayah [8] stated that in Citizenship Education learning, the involvement of technology is unavoidable. Therefore, a study was needed to be carried out systematically to provide an explanation on the concept of digital citizenship improvement in terms of law awareness in Indonesia.

2   Problem of Research

We found rarely studies about the improvement of legal digital citizenship in Indonesia, especially through Citizenship Education conducted remotely. Previously, Janmaat [9] reminded that the IEA Citizenship Education study found a civic competency gap in the Citizenship Education class. Therefore, based on the results of previous research, it showed that there were variables that were empty in the digital citizenship space oriented on legal awareness through Citizenship Education conducted remotely.

3   Research Focus

Our focus was the improvement of legal digital citizenship in Indonesia through Citizenship Education conducted remotely. We expected that this study could benefit as a basis for further research that discusses the same topic as well as to contribute ideas for some future discussions about the improvement of digital citizenship oriented to legal awareness through Citizenship Education conducted remotely.

4   Methodology of Research

4.1   General Background of Research

This study was qualitative research with literature study. Arikunto [10] explained that qualitative research was research conducted to collect information about the status of an existing symptom, namely the state of the symptoms according to what they were

at the time of the research. This research was expected to provide an explanation of the concept of improving digital citizenship oriented to legal awareness in Indonesia, especially through Citizenship Education conducted remotely.

4.2 Data Processing

The data were obtained from interview, observation, documentation, and literature studies, while the analysis was conducted through data reduction (Fig. 1), presentation, and drawing conclusion [11].

5 Results of Research

The following is a chart of the results of the documentation study.

5.1 Inculcating Indonesian Citizenship Values to Improve Legal Awareness on Digital Citizenship

Based on the results of the documentation study, the improvement of digital citizenship oriented to legal awareness could be conducted by inculcating the values of Indonesian citizenship. It was revealed that improving digital citizenship functions to protect citizens in their digital world. In addition, digital citizenship was the attitude of the community to respect and obey the law with their own awareness without coercion.

Citizenship Education course had a role in instilling the values of Indonesian citizenship to produce digital citizenship oriented to legal awareness. The instilling of civic values in the context of digital citizenship was an effort to internalize the meaning and awareness of love for the homeland, pride in the nation and maintain the noble values of the nation.

Being aware on digital citizenship through Citizenship Education course was one of the forums to increase students' legal awareness in the Citizenship Education even
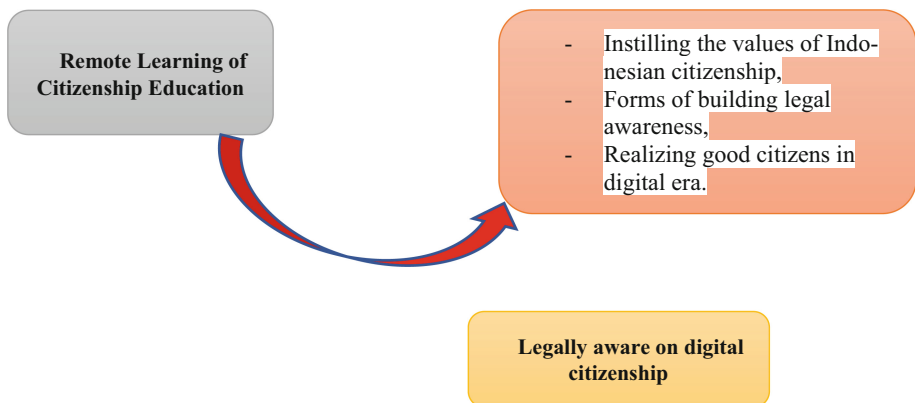

Fig. 1. Improving Legal Awareness on Digital Citizenship in Indonesia through Citizenship Education conducted Remotely. Source: Research data

with remote scheme. By using this method, students could have the opportunity for self-development and broad national insight, so a sense of nationalism could arise.

5.2 Legal Awareness on Digital Citizenship is a Form of Building Legal Awareness

Based on the results of the documentation study, digital citizenship was a form of building legal awareness. Through remote learning, Citizenship Education acts as a facilitator of law learning for students based on knowledge skills about digital citizenship. Simply said that digital citizenship was a different legal awareness activity unit, namely by making Citizenship Education a pedagogic study of students' legal awareness.

The results of the documentation study also showed that legal digital citizenship was essentially a social activity, so legal products could be obeyed in the daily life. Through remote learning in Citizenship Education, there would be a development and formation of digital citizenship oriented to law.

Citizenship Education is a civic disposition of the community that is useful in improving critical and sensitive to legal issues. The results of the documentation study also showed that with these aims and objectives, learning was expected to provide a complete knowledge and understanding about digital citizenship with legal awareness.

5.3 Being a Goof Citizen in Digital Age Through Digital Citizenship in Citizenship Education Course

It was also revealed that through remote learning, legal awareness in digital citizenship education could be built, so good citizens could be realized. By referring to the concept of the digital era, remote learning for Citizenship Education using a technology platform was expected to provide a form of understanding, obedience, and community compliance with legal norms.

The realization of good citizens in the digital era in the context of digital citizenship by having legal awareness in a nutshell was realizing how people psychologically gave an assessment of the laws they applied in their daily lives, so they could behave in accordance with legal ethics. Hence, the results also showed that this way could strengthen the democratic culture in Indonesia.

6 Discussion

The findings in this study were similar to previous studies described previously. In this case, there are three points that can be arisen: (a) inculcating the values of Indonesian citizenship to improve digital citizenship oriented to legal awareness in Indonesia through Citizenship Education course, (b) legally aware on digital citizenship as a form to build legal awareness through Citizenship Education remotely. (c) Digital citizenship oriented to law awareness was built to form good citizens in digital era.

Citizenship Education course aims to produce good citizens, where it teaches values and norms that apply to students, so legal character can be formed [12]. For this reason, Citizenship Education is important to build legal awareness of citizens who can

participate and be responsible for implementing the law. Practically, it takes the role of educators with appropriate learning methods, so legal awareness grows in students in digital era, because the independence of citizens in digital era is important [13].

Improving digital citizenship as a consequence of legal awareness is a compulsory in digital era. The phenomenon of black campaigns, hate speech, and hoaxes on social media emphasizes the importance of digital literacy [14].

In social media, the spread of hoaxes can occur quickly in just a matter of minutes and spreading to millions of users, so the government is expected to intervene in limiting this with various digital learning policy initiatives [15]. Remote learning, digital learning, and e-learning have re-shaped education in various ways [16]. Practically, Hung [17] suggests the use of *weblogs* in strengthening digital citizenship learning. Weblogs have advantages in teaching, because they allow a combination of text, photos, videos, and discussion forums in an interactive learning frame. In addition, weblogs are very effective in sharing information and discussion between students and teachers, so civic knowledge can be gained in the classroom and becomes a real-life experience for students.

Digital literacy is an important element in remote learning; it can resemble digital skills, digital rights and responsibilities, and digital participation [18]. These aim to create good citizens who are aware of the law in digital era. Hawamdeh [19] noted the importance of integrating digital citizenship practices, such as digital rights, digital security, and digital ethics into distance learning curricula.

Romlah [20] stated that in the modern era, a sense that has a leadership side is needed to assert national identity. Apart from the disadvantages of remote learning (i.e., the use of a learning management system (LMS)) was due to unstable internet [21].

The concept of digital citizenship is considered to have a positive effect on remote learning [16]. Those with a high interest in technology find it easier in the remote learning implementation. On the other hand, Gleason and von Gillern [22] suggested the use of social media in learning can support the development of digital citizenship, so a good citizen and awareness on law can be realized.

7   Conclusions

Inculcating the values of Indonesian citizenship was another of improving legal awareness of digital citizenship. In addition, this way was a form of process in building legal awareness. Through remote learning, legal awareness could be built, so good citizens can be realized in the current digital era. The results of the study also indicated that the improvement of legal digital citizenship in Indonesia through remote learning of Citizenship Education could strengthen democratic culture in Indonesia.

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