Elementary Teacher's Perception of Digital Citizenship Program in Mobilizing Schools During the Covid-19 Pandemic

Rhindra Puspitasari[(✉)], Dasim Budimansyah, Sapriya, and Rahmat

Universitas Pendidikan Indonesia, Bandung, Indonesia
rhindra.puspitasari@upi.edu

Abstract. The digitization of schools during the Covid-19 pandemic is important in the learning process carried out in the network. One of the flagship platforms of the Mobilization School is the successful digitization of schools. The expected digitization of schools in driving schools is the digitization of schools that lead to the formation of Pancasila student profiles. The digital citizenship program is an alternative solution in realizing the digitization of schools that leads to the formation of Pancasila student profiles. The implementation of digital citizenship programs for elementary school students is certainly not easy so it is important. This study aims to explore elementary school teachers' perceptions of digital citizenship programs during the Covid-19 pandemic. The research method used is quantitative descriptive with respondents of 45 teachers from 15 elementary school level driving schools in Temanggung Regency. Data collection techniques use questionnaires conducted with online surveys. The results of this study show two important things related to teachers' perceptions of digital citizenship programs, first; all elementary school teachers agree that the digital citizenship program is one of the solutions to form a wise character of social media for students, secondly; of the nine elements of digital citizenship that are most prominently understood by elementary school students according to teachers are digital access 80%, digital communication 90% and digital literacy 75%.

Keywords: Covid-19 Pandemic · Digital Citizenship · Mobilizing Schools

1 Introduction

Digitalization of schools has become a massive need during the Covid-19 pandemic. Learning is carried out remotely through digital platforms. A number of countries have been forced to temporarily close educational institutions in an effort to stem the spread of the COVID-19 pandemic [1]. As a result, more than 60% of the world's student population has to bear the impact. Based on real-time data released by UNESCO through the Global Monitoring of School Closures Caused by Covid-19 in the first week of July, more than one billion school-age children in 143 countries are forced to learn from home, [2] including more than 68 million students in Indonesia in March, the Ministry of Education and Culture of the Republic of Indonesia has issued a policy to temporarily

close all educational institutions and eliminate all face-to-face activities in educational institutions at all levels of education. During the mass of the pandemic, all learning activities were carried out online. The delivery of teaching materials, assignments, discussions, and evaluations is carried out online [3] by utilizing various online application platforms [4].

The online policy is regulated through the Circular Letter of the Ministry of Education and Culture No. 4 of 2020 and the Circular Letter of the Ministry of Education and Culture Number 15 of 2020 concerning Guidelines for Implementation Learning from Home in the Emergency Period of the Spread of Covid-19. There are at least three main points of the online learning policy, first, ensuring the fulfillment of students' rights to obtain educational services during the COVID-19 emergency; Second, learning activities are carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements. Third, learning activities and assignments may vary between students, according to their individual interests and conditions, including considering gaps in access/home learning facilities [4].

Regulations related to information technology-based online learning systems guarantee a wide range of reach that is very suitable for various levels of society that can be accessed in various places and times. The term online is an acronym for "online". This makes schools have to be able to organize [5] one of the online learning models or be carried out through the internet network which aims to expand access to higher quality education. During the pandemic, the need to provide excellent access to education to a wider and more diverse population through more flexible, effective and even inexpensive ways has driven changes in the education system. Through this online learning, it is hoped that it can make it easier for everyone to connect online and be able to access information and learning quickly and effectively. Schools are directed at digitization but still pay attention to the formation of the character of students.

The school program that drives school digitalization aims to shape the character of students who have a Pancasila student profile. Pancasila student profile is a character and ability that is built in daily life and brought to life in each individual student through the culture of educational units, intracurricular learning, projects to strengthen the profile of Pancasila students, and extracurriculars. The Pancasila student profile consists of 6 profiles including; have faith and piety in True Source, global diversity, work together, be creative, reason critically, independently. In the school program that drives digitalization which is directed at forming the profile of Pancasila students. School digitalization is very helpful for schools in the online learning process. Online learning has the following benefits; Bates and Wulf explained that online learning has a number of benefits, including: 1) Increasing the level of learning interaction between shiva and teachers (enhance interactivity), 2) Allowing flexibility of learning interactions, both place and time (time and place flexibility), 3) Reaching students more widely (potential to reach a global audience), 4) Make it easier to update and store teaching materials (easy updating of content as well as archivable capabilities) [3].

In fact, Indonesian people are already known as digitally literate people. Based on data [6], the number of internet users in Indonesia has reached 175.4 million users. More than 171 million internet users among them have utilized smartphones to access

the internet with an average access time duration of 4 h minutes per day from smartphones while the world's average internet access is only 3 h 22 min. Furthermore, the average duration of internet access through various devices is 7 h 59 min per day from various devices while the average world access duration is only 6 am 43 min. Currently, Indonesia is one of the countries with the largest increase in the population of internet users in the world. Indonesia only lost to India and China. Indonesia is ranked third with a growth in the internet user population of 17%. This figure is equal to 25.3 million new internet users in a year. The data indicates that most Indonesians have become accustomed to accessing the internet using various digital devices including smartphones for a long period of time. Especially with the current online learning from home policy, of course, the intensity of using smartphones or other digital devices for internet access will be carried out more often and for a long duration. From the data above, it shows that with the average smartphone user for a long time, it is important for teachers to instill the character of using smartphones wisely. Instilling character is certainly not an easy thing, one of which is through a digital citizenship program. This digital citizenship has 9 elements, including; [7].

1. Digital access is the openness and opportunities given to citizens who are more open in the world of digitalization. Where the technology offers more effective and efficient efficiency [8].
2. Digital commerce is now not only used to connect with old parks, and make one person who doesn't know become acquainted. But even digital commerce can be used to run a business and economy. Including in terms of transactions, buying and selling can also be done digitally effectively and efficiently. Payment problems, of course, can be done face to face, or what we know as COD, can be through transfers between accounts, or it can also be through mutual funds or joint accounts to guard against fraud.
3. Digital communication, while what is meant by digital communication is the exchange of information digitally. One of them is by utilizing social media. Speaking of social media, there are actually many types of options, there are Instagram, Facebook, WA, and many other alternative options.
4. Digital literacy is a digital interaction that utilizes existing technology. As for the purpose of digital literacy, that is, the use of more targeted, and wider dissemination [9].
5. Digital etiquette is a standard or rule applied to the digital world that aims to maintain harmony and not cause conflict or chaos in the wider community. In fact, the reality is that we know now that there are many comments from netizens who do not know the rules and origin of the sound.
6. Digital law is a form of accountability for what has been done in digital media. Where every social media user should already know and understand the legislation. It is hoped that after knowing the rules, digital users know to limit, their actions and movements will become more cautious.
7. Digital right and responsibility emphasize the space to express yourself comfortably, as long as it does not threaten the rights of others and does not degrade the rights of others.
8. Digital health and wellness the presence of the digital world is not just used to expand the network. But it can also be utilized to encourage healthier living. The digital

presence that exists, we can see a lot of information about health and encourage us to stay healthy, both physically and spiritually.

9. Digital security, where data and information shared digitally should be protected. Of course, in order to give birth to this security requires caution and knowledge. We know that now there are many hackers, we can also minimize the potential for such things to happen. Those are the nine elements of digital citizenship that are no less important to study and record. Make sure that we are more careful in utilizing social media without disturbing the tranquility and rights of others [10].

The explanation above shows that developing aspects of the digital citizenship component is important, and the first step that can be done is to know the perception of teachers towards digital citizenship programs in driving schools.

2   Research Method

This research is descriptive quantitative to determine the picture of teachers' perceptions of digital citizenship programs in driving schools during the Covid-19 pandemic. The respondents in this study were teachers of SD mobilizing schools in the Temanggung district area as many as 45 people from 15 Mobilizing Schools at the first batch of elementary schools. The data collection used is a questionnaire or questionnaire that is distributed to informants through online surveys (social media and electronic mail). The survey data obtained were then analyzed using descriptive statistics. Data analysis was carried out with the analysis descriptive, through three stages, namely data reduction, data display, and drawing and verifying conclusions. Analyzing the data is done by means of survey data and described based on the existing picture, then see according to the phenomena that exist in the field. So that conclusions are drawn after the data is analyzed and verified.

3   Results and Discussion

The results showed that the characteristics of teachers at the first batch of driving elementary schools in Temanggung Regency with criteria of male sex were 33.33% and women 66.66%. The most vulnerable age is between the ages of 25–34 years. Of the respondents, as many as 45 teachers all agreed that the digital citizenship program is one of the solutions to shape the character of students to be wise in social media, the results of which can be seen from Table 1 below;

The data above shows that teachers' perceptions of digital citizenship programs are 100% affirmative. This is caused by the teacher's observation so far that with the existence of smartphones, elementary school children are more friendly with gadgets. Children also begin to show bad behaviors such as bullying their friends with social media, accessing information from the internet that is not supposed to be for their developmental age. This is certainly very concerning for mr. and mrs teachers in schools if the children are not educated, their character becomes a wise digital citizenship. Seeing the nine elements in digital citizenship as shown in Fig. 1 is one of the inspirations for posters in schools [11].

Table 1. Characteristics of Respondents

Gender	n	%
Man	15	33,33%
Woman	30	66,66%
N	45	100,00%
Age	**n**	**%**
25–34	25	55,55%
35–44	15	33,33%
45–54	5	11,11%
N	45	100,00%
Teacher	**n**	**%**
1st grade teacher	15	33,33%
Grade 4 Teacher	15	33,33%
PJOK Teachers	15	33,33%
n	45	100,00%
Perceptions of Digital Citizenship Programs	**n**	**%**
Agree	45	100,00%
Disagree	0	0,00%
n	45	100,00%

The poster above is very helpful for schools to socialize digital citizenship programs so that children understand that using gadgets must be smart and wise. This is certainly in accordance with the purpose of civic education, which is to form good and smart citizens. This study also found that at the elementary school level in the first batch of driving schools in Temanggung Regency, of the 9 elements of digital citizenship that are most prominently understood by elementary school students according to teachers, digital access is 80%, digital communication is 90% and digital literacy is 75%. Which can be seen in the bar chart below (Fig. 2).

The data above shows that teachers' perceptions are based on the results of their observations of elementary school students, of the nine components of digital citizenship, the most prominent are digital access, digital communication and digital literacy. This is because new elementary school students use smartphone and PCs on a limited basis according to their level of physical and mental development and their family background. According to teachers, students who have a parental background with a middle and upper economy and a high level of parental education are more proficient in the nine components of digital citizenship compared to children with a background of parents whose economic level is middle to lower and the level of education is less.

Family parenting patterns also play a role in shaping children's character according to the components in the digital citizenship program. Children who are used to getting an example from the surrounding environment wisely will grow up to be wise children.
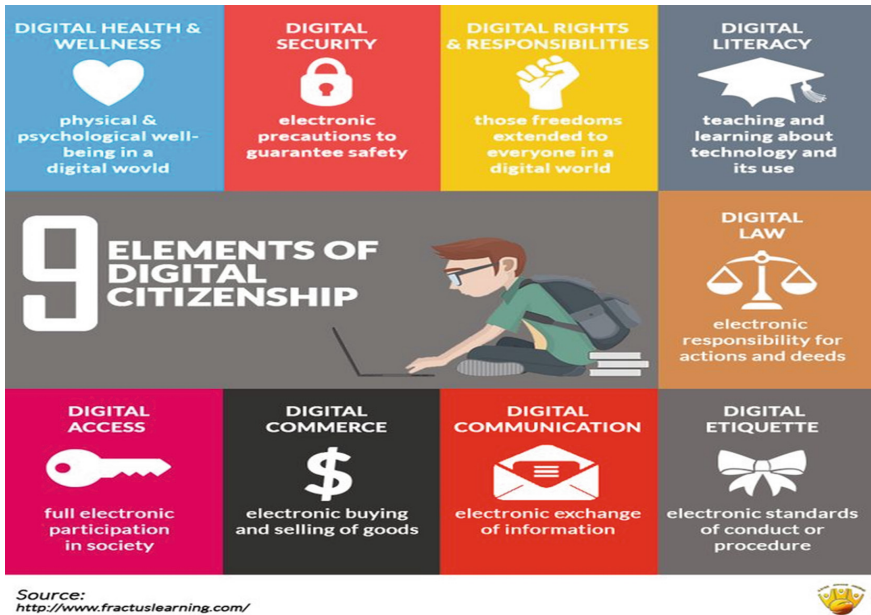
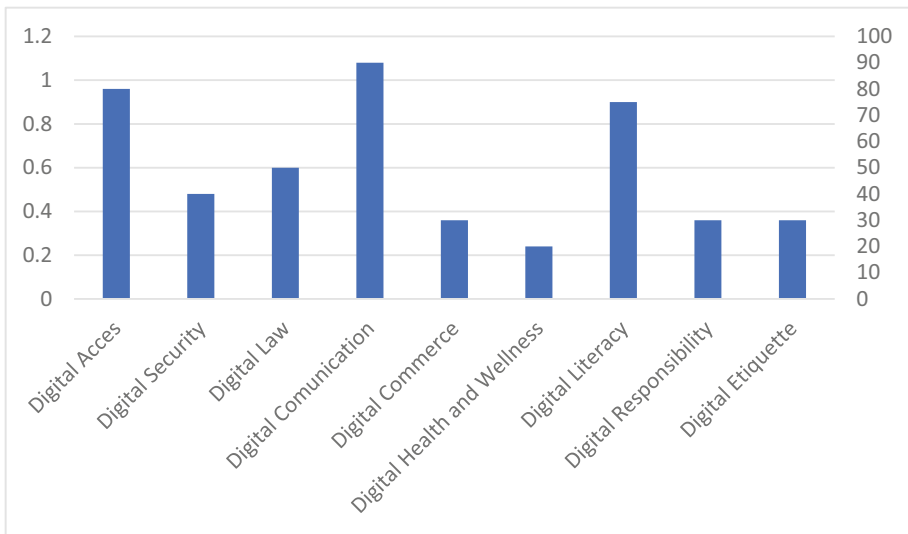**Fig. 1.** Nine Elements of Digital Citizenship

Fig. 2. Survey Results 9 Elements of Digital Citizenship for Elementary School Students Driving Batch 1 Temanggung Regency 2022

Children who are accustomed to the habituation of being intelligent in social media will also shape their character into social media savvy. In line with this, the study of digital citizenship is one part of the development of civic education in the digital era, so that

after seeing the perceptions of Mr. And Mrs. Teachers, it is hoped that in the future they can further develop digital-based project learning that is interesting and fun to shape children's character [12].

4 Conclusion

The results of this study show two important things related to teachers' perceptions of digital citizenship programs, first; all elementary school teachers agree that the digital citizenship program is one of the solutions to shape the wise character of social media for students, secondly; of the 9 elements of digital citizenship that are most prominently understood by elementary school students according to teachers are digital access 80%, digital communication 90% and digital literacy 75%. According to teachers, students who have a parental background with a middle and upper economy and a high level of parental education are more proficient in the nine components of digital citizenship compared to children with a background of parents whose economic level is middle to lower and the level of education is less.

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