Students' Digital Citizenship at Junior High School in Bandung Indonesia

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Abstract. The digital era brings challenges and problems to the lives of students as digital citizens, so it is necessary to develop digital citizenship through education in schools, especially through value-based Pancasila and Civic Education Leraning. The study's goal was to describe the digital citizenship practices that Bandung junior high school students had adopted through Pancasila and Citizenship Education Learning. The research method used a survey of class VIII students at the Motivating Middle School in Bandung. A questionnaire was used as the tool for data collection, and descriptive quantitative analysis was used for data analysis. The study's findings show that students' comprehension and awareness of digital citizenship fall under the "Very Good" category. Digital law, digital etiquette, rights and responsibilities, security, digital communication, and health and wellness are the aspects of digital citizenship that have been most thoroughly developed. This demonstrates the function of citizenship education as a discipline that seeks to develop students into good digital citizens by incorporating digital citizenship in instructional materials, procedures, and assessments.

Keywords: Digital citizenship · Pancasila and Citizenship Education · Junior High School

1   Introduction

4.0 industrial revolution is characterized by a cyber-physical system in which industry is beginning to interact with the virtual world through the use of already widespread human, machine, and data connectivity. The digital era and the internet of things are two names for this period. Based on data from the Indonesian Polling Survey and the Association of Indonesian Internet Service Providers shows that the composition of Indonesian internet users aged 10–24 years is 24.4 million people or 18.4% of the entire population of Indonesia. This shows that there is quite a large number of Generation Z who use the internet [1]. On the other hand, the results of the Digital Civility Index survey from Microsoft in February 2021 conducted in 32 countries and involving more than 16,000 respondents showed that Indonesia along with Russia, South Africa, and Mexico belonged to the group with the least civility (disrespectful) on the internet [2].

As a result of the digital age, Generation Z faces a number of challenges, including: 1) The move from traditional services to online; 2) The opening of personal cooperation

with other internet users without regard to national boundaries; and 3) The lack of access to traditional services. 3) The deterioration of Pancasila values, morals, and norms in Indonesian citizens' lives, including the rising prevalence of hoax, provocative, and other illegal behavior; 4) The shifting social ethics in interpersonal interactions, such as phubbing (Phone Snubbing) [3].

Digital citizenship that meets the principles of mutual respect, education and protection needs to be developed in schools. Digital access, digital commerce, digital communication, literacy in the digital age, digital etiquette, digital law, digital rights and responsibilities, digital rights and responsibilities in the digital age, and digital security are the nine facets of digital citizenship. Schools as community of character play an important role in efforts to develop digital citizenship, including through Citizenship Education Learning which has a vision of "nation and character building" and aims to develop "to be a good citizenship". The understanding and awareness of digital citizenship, which is gained by learning Pancasila and Citizenship Education, must thus be assessed among junior high school students in the city of Bandung [4].

The formulation of the study problem is how to characterize the Digital Citizenship of Learners produced through Pancasila and Citizenship Education at Junior High School in Bandung, Indonesia, taking into account the backdrop of the problem.

2 Theoritical Review

2.1 Civic Education

The definition of Civis Education is basically different in each country. Civic Education is education that is useful for preparing the younger generation (students) to become citizens who have the knowledge, skills and values that required to participate (participation) actively in society [5–8]. Education for democratic citizenship aims to increase people's abilities to participate responsibly and thoughtfully in political, economic, social, and cultural life [9–11].

Citizenship education consists of four parts: civic knowledge (knowledge of citizenship and democratic government), cognitive civic skills (cognitive civic skills), participatory civic skills (participatory civic skills), and civic disposition (virtues and attitudes that characterize democratic citizenship) [12].

2.2 Digital Citizenship

"The quality of an individual's response to membership in a community" is what digital citizenship is defined as (Teachthought.com). "The norms of appropriate, responsible behavior with regard to technology use" is what digital citizenship is. The formulation of Teachthought.com is more related to the use of social networks, while digitalcitizenship.net provides an understanding of Digital Citizenship in the context of the wider use of technology. According to the two definitions, digital citizenship appears to relate to an individual's behavior when communicating online, especially on social networks, by acting responsibly and in accordance with accepted moral and ethical standards (digitalcitizenship.net) [13].

Naturally, it takes a different education to become a healthy and respectable digital citizen. Students must be taught how to use networking sites politely and how to get diverse information on the internet in the classroom. The concept of digital citizenship needs to permeate not just academic curricula but also how we conduct business in the field of education [14]. Digital and information literacy, online safety, privacy and security, cyberbullying, relationships, etiquette and communication, creative credit and copyright, and digital footprint are among the topics that students need to learn about.

Digital access, digital commerce, digital communication, literacy, etiquette, digital law, rights and responsibility, digital health and wellness, and security are the nine elements that make up digital citizenship. The nine components are categorized according to the three guiding principles of respect, education, and protection [4]. The three concepts of respect, education, and protection are divided into nine elements. Heater also emphasized Aristotle's ideas, which are increasingly revealing the truth that digital citizenship is not only focused on digital knowledge (digital knowledge), digital skills (digital skills), but also on digital ethics (digital etiquette), which is a crucial component of having a positive outlook and behaving appropriately in society. Based on his conscience, the digital age [15].

In order to re-actualize in the digital age with all of its benefits and problems as well as the requirement of acquiring digital citizenship, one must do the following: enhancing Pancasila in Action, incorporating digital ethics education in schools, and fostering a culture of digital citizenship in the classroom; 4) Contextual-Scientific-Living Values: A 21st Century Learning Approach Self-regulated learning and blended learning in education [13].

3 Methods

3.1 Research Methods

To describe the views, opinions, behaviors, or characteristics of the population, this study employed the survey method, which is defined as "research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people." [16]. Using a comparatively small sample size, survey research is done to gather data or information about a wide population. A survey was carried out as part of this research to gather data or information about the students' digital citizenship as they studied Pancasila and citizenship education at SMPN Bandung City. A cross-sectional survey was employed in this study because information was gathered from a sample of a planned population. Because the data gathered mirrored the outcomes of the complete distributed sample, which contained numerous potential responses in a single questionnaire, information was gathered at one moment in time and a single variable description was carried out [17, 18].

3.2 Participant

The subjects of the research were grade VIII students at the Motivating Junior High School in Bandung City in 2021 based on the Decree of the Director General

of Early Childhood Education, Basic Education, and Secondary Education Number 6555/C/HK.00/2021 concerning the Establishment of the Education Unit for Implementing the Motivating School Program. By considering representation and best practices, in this study, 4 junior high schools were taken, namely SMPN 2, SMPN 12, SMPN 19, and SMP 54 Bandung City. Minimum sampling using Krejcie and Morgan tables, where for a sample of 1,300 with a significance level of 90, the minimum sample that can be used is 245. In this study, the number of samples 260 has exceeded the minimum sample.

A questionnaire given to students was the data collection tool utilized in this study to determine how well students understood and were aware of digital citizenship in their Pancasi-la and Citizenship Education classes.

Google Form was used to distribute the survey. Quantitative descriptive analysis using percentages was employed in the data analysis to determine how frequently respondents' responses and field phenomena were processed using SPSS version 25.

4 Result and Discussion

Based on the results of the questionnaire, it was found a picture of the understanding and awareness of digital citizenship of students as follows.

Based on the Table 1, more than half of the students stated that they always understood and implemented digital citizenship, less than half said they often said, but there were still a small number who said they rarely, even never. The components of digital citizenship that are instilled in students through Civics learning that are dominant (more than half of students answered) are digital security, digital law, digital etiquette, digital rights and responsibility, digital communication, and digital health and wellness. The component of digital citizenship that is still lacking is digital commerce, in fact there are still many who say never.

Table 1. Overview of Digital Citizenship Understanding and Awareness of Junior High School in Bandung City

No	Components of Digital Citizenship	Always	Opten	Rarely	Never
1	Digital Access	42,9	31,1	19,7	0,4
2	Digital Commerce	27,0	436	24,7	4,6
3	Digital Communication	57,9	29,7	11,2	1,2
4	Digital Literacy	34,0	49,7	23,2	0
5	Digital Etiquette	66,0	26,3	5,4	2,3
6	Digital Law	77,2	20,1	2,7	0
7	Digital Rights and Responsibility	65,6	28,6	5,4	0,4
8	Digital Health and Wellness	52,9	36,9	11,2	0
9	Digital Security	78,8	28,6	2,3	2,5
		56,0	31,0	11,0	2,0

Based on the results of the frequency analysis processed through SPSS version 25, there are the results of the acquisition of data on understanding and awareness of Digital Citizenship of Learners as follows:

Referring to the histogram above, the mean value for the implementation of the understanding and awareness of digital citizenship of students is 30.76. By classifying the categories of 4 answer options from 9 statement items, the following classification is obtained:

Based on this classification, it can be said that, according to students' perceptions of understanding and awareness of digital citizenship, students are classified in the "Very Good" category, so it seems that the process of implementing understanding and awareness of digital citizenship through Pancasila and Citizenship Education Learning at Junior High School in Bandung already high.

Based on the research data, the following points can be analyzed. First, Pancasila and Civic Education as subjects that aim to be a good citizenship should in the digital era be directed at the goal of achieving to be a good digital citizenship, because junior high school students are digital natives of generation Z (ages 8–18 years) or also called "Net Generation". This generation was born when the internet has grown rapidly in human life. They were born without knowing the period of life without internet, computers, and mobile phones [2]). Therefore, it is necessary to develop digital citizenship so that students can become good citizens in the digital era. Therefore, the curriculum in schools must be comprehensive and integrated in relation to the community, school and society [19].

Second, Civic education, which promotes nationalism and character development. Civic engagement as a significant value Civic education aims to instill in students the values, morals, and social mores that the country and the state hold dear [20–22]. Civic
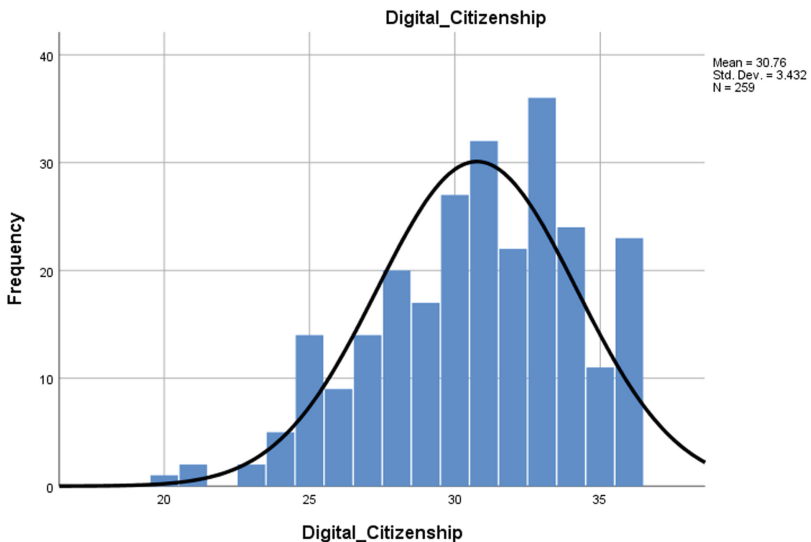

Fig. 1. The results of the acquisition of data on understanding and awareness of Digital Citizenship of Learners

Education should be able to develop the character of citizens who are ethical and civilized in digital, namely having digital etiquette skills.

Third, Civic Education as legal and political education [20]. The function of Civics as Legal Education, because one of the legal paradigms is that law is considered as the embodiment of values which means that its presence is to advance values that are upheld by society [3]. The purpose of legal education in civic education is to help students develop into law-aware, aware of their rights and responsibilities, and law-abiding citizens who can uphold the community's moral standards. Civic Education should develop digital law materials so that students have legal awareness in utilizing information and conducting transactions in cyberspace (internet). Civic Education in the political function is oriented towards the ability of students to become citizens who understand their rights and obligations, including digital rights and responsibility, digital security, digital health and wellness.

Fourth, if students are to develop 21st century skills, they must have access to, understand, and communicate in the digital world. Life and career skills, learning innovation skills, and information media and technology skills are examples of 21st century competencies [23]. One of the 21st century competencies is information, media, and technology skills, also known as IMT skills. Students must be media, information, and information and communication technology literate. Therefore, civic education instruction should promote digital access, digital literacy, and digital communication abilities.

5   Conclusion

The ability of Digital Citizenship is very important for students to have in the digital era. Pancasila and Civic Education in schools is very relevant and important to develop digital citizenship for students. Civic Education aims to make students to be a good digital citizenship through integrating digital citizenship in learning materials, processes, and assessments. Learners have an understanding and awareness of digital citizenship in the Very Good category. The components of digital citizenship that are very dominantly developed are digital law, digital etiquette, digital rights and responsibility, digital security, digital communication, and digital health and wellness. Therefore, it is necessary to develop the digital citizenship skills of students in schools, including through Pancasila and Civic Education subjects.

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