



# Growth Mindset of the Digital Citizen in Civics Course

Ferry Doringin<sup>1</sup>(✉), Guntur Wijaya<sup>1</sup>, Susana Cindy Novellia<sup>1</sup>, and Teresa Doringin<sup>2</sup>

<sup>1</sup> Akademi Refraksi Optisi dan Optometry Gapopin, Jakarta, Indonesia  
fdoringin@yahoo.com

<sup>2</sup> Universitas Multimedia Nusantara, Tangerang, Banten, Indonesia

**Abstract.** This study aims to see how case study methods and project-based learning in civics courses can help students become more digitally literate and build a positive mindset in their social life. The main problem is how the rapidly growing information through social media can lead students to view many things negatively because they are less critical and less able to filter the information received. This research uses quantitative and qualitative methods. The researcher distributed questionnaires to students in three classes and then selected three people from each class to be interviewed to deepen the questionnaire results. The respondent is a first-year student at a university in Jakarta. Through the survey, researchers examined how students filtered information and the extent to which they could be involved in disseminating unverified information. The researcher also discussed how the effectiveness of the case study method and the final project could build a positive mindset. The results showed that students were less able to filter information on social media and were fast enough to forward unverified information. Because they tend to access negative information, they tend to be less proud of the wealth and abilities of their nation, share the blame for the situation that is lacking, and become apathetic to being involved in social activities. Case studies and final projects in the Civics course are very effective in helping students build critical attitudes, be able to filter information and become more appreciative and supportive of social-life problems.

**Keywords:** Digital Citizen · Civics Education · Growth Mindset · Social Media · Technology Information

## 1 Introduction

Social media is filled with much information, but its accuracy is often highly questionable. This paper aims to examine how students behave toward this much information. Student behavior may pass on the news without filtering it. Thus the student is involved in the dissemination of unverified information. However, more than that, unverified information can lead students to become pessimistic, easily provoked, and easy to blame other parties [1].

This study explores whether implementing case studies and project-based learning in Citizenship courses can help students analyze in-depth the incoming information and

be critical so that they are not easily provoked. More than that, they have an optimistic attitude that can influence their environment to become a productive environment. Coupled with Carol Dweck's theory, case study methods and project-based learning can help to create and strengthen a growth mindset and minimize a fixed mindset [2].

This paper attempts to answer three things: (1) How often do people receive negative information, is it easy for them to pass the information on to others, and to what extent is the information filtered before being passed on. (2) How strongly does the information on social media affect students' pride in the Indonesian nation and the government? (3) How effective is the case study method and project-based learning in the Citizenship course in helping students to have a growth mindset, be positive, not lose pride in their country and not easily blame others.

These questions become significantly related to the status of students as digital natives who are faster at getting and passing on information. Digital natives are influential on data, but that information is often not understood deeply; they receive much information but reflect less; they have much knowledge without experience. They are so close and very familiar with the data. But it is also very attached to the nature of information in social media, which is often piecemeal, fragmented, and contains a lot of negative news [3–6].

The Digital Civility Index publishes research that states that Indonesian netizens are the most disrespectful on social media in Southeast Asia. As expressed in a publication released by Microsoft, the factors that cause the index to be poor are (1) hoaxes, scams, fraud, (2) hate speech and (3) discrimination. This publication reinforces the publication from the OECD in 2021, which states that Indonesians find it difficult to distinguish between facts and opinions [7].

Researchers hold on to Carol Dweck's theory of fixed and growth mindset, which emphasizes that a person's way of thinking helps the person concerned to see and behave towards something. Perkins-Gough (2013) states that there are two lenses in your life: optimism and pessimism. This refers to the theory of growth mindset and fixed mindset from Carol Dweck [8]. The author states that there are two ways to live your life. One is as though nothing is a miracle. The other is as though everything is a miracle. Zapee et al. (2012) discuss the Self-fulfilling prophecy. This theory states that what we focus on, we become. Also, we will find the problem if we look for the problem [9].

Citizenship course is a compulsory subject in Higher Education to build student character. The nation's situation, marked by the practice of intolerance and selfishness, and group attitudes, further emphasizes the importance of developing student character that leads to a philosophy of love for the homeland and the practice of Pancasila. Setyowati underlined the importance of learning citizenship in higher education because it builds an attitude of nationalism and passion for the motherland and strengthens national identity [10].

Prasetiawan and Barida (2018) enrich the importance of this course by stating that character education that is built strong has a positive impact on almost all areas of life because people make good habits [11–13]. Isnaini emphasized that even in the era of the Industrial Revolution 4.0, character education which is usually grouped in religious humanist education, is needed and will not be replaced because it becomes the basis for someone to act [14].

Nurmalisa and friends (2020) emphasized that the Citizenship course is a solution to the problem of good character and also a solution to the nation's moral decadence [15]. Johannes Hannes L. van der Walt describes the importance of character education as a moral compass in developing a country [16]. Tang & Wong (2021) also describe the situation in Hong Kong after the return of state management to China. According to him, awareness of state identity and love for the country is designed through Citizenship Education that pays attention to real situations or community contexts [17].

Fitria Umami Sholihah stated that the key to her success is learning with the proper method. Too much emphasis on a cognitive function interferes with student achievement and learning outcomes [18, 19]. This is reinforced by Pipit Widiatmaka's research which confirms that citizenship must emphasize character, not cognitive [20]. Regarding success in Civics learning, Susilo Tri Widodo stated that in this era of disruption, it is essential to create learning innovations [21].

Learning innovations that can be developed can be in the form of a) learning model innovations (approaches, strategies, methods, and techniques); b) the innovation of the learning media used; c) hybrid learning/blended learning; d) online/online-based learning. Along with this, it is also necessary to strengthen the fields of digital literacy, technology, and humans to develop these innovations to answer the challenges in the current era of disruption [21].

This is in line with what was researched by Rini Setyowati (2016), who said that Civics learning is not only a method but also how it is implemented. He believes PBL is very good because it invites students to experience and learn to solve problems [10]. One of the contextual learning proposed by Muhibbin & Sudjarmoko is using the active learning method [22]. In the context of this research, the methods reviewed are case study methods and project-based learning.

## 2 Methodology of Research

This research uses mixed methods, namely quantitative and qualitative. Quantitatively, the researcher distributed a questionnaire via google form to first-year students at a university in Jakarta to examine how students filter information and to what extent they can be involved in spreading unverified information; Also, the researcher examined the time to which the effectiveness of the case study method and the final project could build their positive mindset.

Questionnaires were distributed to first-year students in three selected citizenship classes because researchers could easily access them. Researchers taught these three classes. The questions gave the focus on how students can have a growth mindset, filter information critically through case study and project-based learning methods, and have a better attitude towards the Indonesian nation and state.

Based on the answers given, follow-up questions were openly asked by three people from each class to explore the reasons behind the quantitative responses. Three people in each class were selected because they responded quickly and expressed readiness to be interviewed. Of about 70 students who received the questionnaire, 40 responded to the questions in the google form.

Quantitatively, the answers are seen and analyzed based on the percentage of responses. The reasons for the answer choices are analyzed by classifying the incoming

answers, analyzing them, and explaining based on the most answers. The context of the Citizenship class is that the meeting was held 14 times. The lecturer gave material in the first three classes, followed by five discussions of the cases presented by the lecturer; then, five meetings discuss the possibilities presented by each group in the class. The lecturer brought one meeting held at the end to close all discussions. Also, the lecturer checks on the project given at the beginning of the lecture that must be completed at the last meeting. All technical and session themes, including the theme for case studies and the theme for group presentations that present cases and group divisions, have been presented at the first meeting so that students can prepare the material better.

### **3 Results of Research**

The result of the research:

1. Respondents strongly agree that they receive less accurate information daily. A total of 484% agreed, and 24% stated quite agree. Meanwhile, those who disagree and disagree are 28%.
2. A total of 20% agreed, and 28% stated quite agree related to the tendency of respondents to pass on information with less verification. At the same time, 52% indicated that they did not even agree with the statement that they quickly forwarded information without guarantee.
3. A total of 68% of respondents stated that they always filter information.
4. 72% of respondents also stated that they are not easily influenced by information on social media.
5. 48% of respondents stated that they are more quickly influenced by positive information; 20% were strongly influenced by negative news, and 32% said they could be neutral.
6. A total of 57% of respondents stated that they were pretty influenced by negative information, which could make them less proud of the Indonesian people, but they disagreed that it was easy to blame the government and the surrounding situation.
7. The case study method and the final project help students explore and manage the correct data.

## **4 Discussion**

### **4.1 Students Have Developed a Critical Attitude and Filter Information Before It Is Forwarded**

Interviewed students admitted that they received much information. They also acknowledge that the information they receive tends to be negative and unmotivating. However, these students firmly stated that they tend to be able to filter the incoming data. However, several respondents acknowledged that the negative tone of the information received created an unfavorable atmosphere and disturbed their mood in several areas.

Several students emphasized that the questions in this survey were like an invitation to be more careful about information and develop a critical attitude to sort out which information can be disseminated or not. However, the students firmly stated that they were already essential from the negative information they received and would become more critical.

#### **4.2 Students Are Not Easily Provoked by Information on Social Media**

Respondents admitted that they received more negative than positive information on social media. Such information may interfere with their mental situation. The data can also invite them to become emotional, angry, or provoked. However, as students, they feel that the possibility of being provoked can be reduced quickly because they think as students who must prioritize reason over emotion. Thus, they asserted that they would not be provoked promptly into being angry, cursing, or sneering when receiving negative information.

#### **4.3 A Positive Mindset Dramatically Influences the Way Students Think and Behave Towards the State and Government**

A positive mindset helps students to be brilliant in sorting and finding good information. Some respondents state that they create their environment, whether the environment is a positive or hostile environment. They build a more prosperous mindset with motivating information or information that causes emotion or provocation. As educated people, students believe in themselves to be able to filter and find sources of information that can develop themselves.

Respondents also mentioned the environment of friends and groups that could lead them to be positive people or not. A motivating friendship environment will help them maintain a positive mood and build a positive attitude. On the other hand, negative friendships are like feeding negative things into their brains.

#### **4.4 The Case Study and Project Creation Methods Encourage a Critical Attitude and an Effort to Understand the Problem as a Whole**

The case study method provided is beneficial for respondents to change their mindset. This method immediately encourages them to get used to filtering, dig deeper, and understand the case as a whole. They must have knowledge and data before commenting. Also, the final project encourages them to make a study and see the aspect under investigation from a number of factors. The case study method and project creation help students get used to not stopping at the information received but trying to dig deeper into the existing data.

Respondents said they were surprised that the effort to collect data and then build the correct understanding greatly enriched their habits, attitudes, and ways of thinking. These respondents felt invited to make a proper learning process that the data received should not be swallowed raw, but must be verified, looked for supporting data, looking for alternative data sources, and only then analyzed and drawn conclusions.

## **5 Conclusions**

This study analyzes how case study methods and project-based learning in civics courses can help students become more digitally literate and build a positive mindset in their social life. This research uses quantitative and qualitative methods to answer the main

problem: how the rapidly growing information through social media can lead students to view many things negatively because they are less critical and less able to filter the information received. The study said that students got much negative information and forwarded some information without filtering it. Some information made them pessimistic about the situation, blame the government, and withdraw from certain social activities. Case studies and projects in the Civics course are very effective in helping students build critical attitudes, be able to filter information and become more appreciative and supportive of social-life problems. The limitation of this study is that this study was conducted at only one university in Banten with a limited number of respondents. Future studies require more respondents from varied universities so that the data can be more valid and reach a wider area. This study can be beneficial for students to be able to develop their critical attitude toward the information they receive every day. This study is also very relevant for universities to display more interactive and varied learning methods that can help students explore good character and develop it in their lives.

## References

1. F. Doringin and T. Pangalila, "Jurnal Pendidikan Kewarganegaraan: Volume 11, Nomor 02, November 2021," vol. 11, no. November, pp. 31–38, 2021.
2. C. Miller, "Expectations create outcomes: Growth mindsets in organization," *UNC Exec. Dev.*, p. 13, 2016.
3. F. Doringin, "The Steps of Technology Implementation in Education for Sustainable Development of Junior Highschool in Jakarta," 2019, <https://doi.org/10.4108/eai.26-1-2019.2282955>.
4. Y. Yelubay, L. Seri, D. Dzhusubaliyeva, and U. Abdigapbarova, "Developing Future Teachers' Digital Culture: Challenges and Perspectives," 2020 IEEE Eur. Technol. Eng. Manag. Summit, E-TEMS 2020, 2020, <https://doi.org/10.1109/E-TEMS46250.2020.9111827>.
5. B. M. Prensky, "Digital Natives, Digital Immigrants, Do They Really Think Differently?," vol. 9, no. 6, 2001.
6. S. Kaur, "HRM in 21 st Century: Challenges of Future," *Int. J. Emerg. Res. Manag. & Technology*, vol. 2, no. 6, pp. 2278–9359, 2013.
7. OECD, *21st-Century Readers: Developing Literacy Skills in a Digital World*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/a83d84cb-en>. Paris: OECD Publishing, 2021.
8. C. S. Dweck, "Mindsets and human nature: Promoting change in the middle east, the schoolyard, the racial divide, and willpower," *Am. Psychol.*, vol. 67, no. 8, pp. 614–622, 2012, <https://doi.org/10.1037/a0029783>.
9. S. Zappe, M. Besterfield-Sacre, and A. Shartrand, "Work in progress: Entrepreneurship in education: Faculty beliefs, teaching practices, and student learning," *Proc. - Front. Educ. Conf. FIE*, pp. 1–2, 2012, <https://doi.org/10.1109/FIE.2012.6462518>.
10. R. Setyowati, "Aationalism Applying In Civic Educarion As Moral Learning Media In University," *J. Educ.*, vol. 1, no. 1, pp. 22–25, 2016.
11. J. Adri, A. Ambiyar, R. Refdinal, M. Giatman, and A. Azman, "Perspektif Pendidikan Karakter Akhlak Mulia Pada Perubahan Tingkah Laku Siswa," *Edukasi J. Pendidik.*, vol. 18, no. 2, p. 170, 2020, <https://doi.org/10.31571/edukasi.v18i2.1845>.
12. D. Dalmeri, "PENDIDIKAN UNTUK PENGEMBANGAN KARAKTER (Telaah terhadap Gagasan Thomas Lickona dalam Educating for Character)," *Al-Ulum J. Stud. Islam*, vol. 14, no. 1, pp. 269–288, 2014.

13. N. Zuriyah, "Model pengembangan pendidikan kewarganegaraan multikultural berbasis kearifan lokal dalam fenomena sosial pasca reformasi di perguruan tinggi," *J. Ilmu Pendidik.*, vol. 1, no. 1, pp. 11–25, 2020.
14. R. L. Isnaini, "Kajian reflektif: Relevansi pendidikan humanis-religius dalam menghadapi era revolusi industri 4.0," *J. Pembang. Pendidik. Fondasi dan Apl.*, vol. 7, no. 1, pp. 26–34, 2020, <https://doi.org/10.21831/jppfa.v7i1.26945>.
15. Y. Nurmalisa, A. Mentari, and R. Rohman, "Peranan Pembelajaran Pendidikan Kewarganegaraan Dalam Membangun Civic Conscience," *Bhineka Tunggal Ika Kaji. Teor. dan Prakt. Pendidik. PKn*, vol. 7, no. 1, pp. 34–46, 2020, <https://doi.org/10.36706/jbti.v7i1.10082>.
16. J. H. L. van der Walt, "The search for a moral compass and a new social contract in the context of citizenship education," *HTS Teol. Stud. / Theol. Stud.*, vol. 75, no. 4, pp. 1–10, 2019, <https://doi.org/10.4102/hts.v75i4.5359>.
17. H. H. Tang and J. Y. Wong, "Citizenship as Process: Contesting Identities, Global Citizenship, and Civic Education in Hong Kong," *Palgrave Handb. Citizsh. Educ.*, no. February, pp. 1–17, 2021, [https://doi.org/10.1007/978-3-319-67905-1\\_19-2](https://doi.org/10.1007/978-3-319-67905-1_19-2).
18. [F. U. Sholihah and J. Gregorius, "Penerapan Metode Bermain Peran untuk Meningkatkan Hasil Belajar Siswa Pada Materi Pkn Pada Sekolah Dasar," *J. Pendidik. Guru Sekol. Dasar*, vol. 2, no. 3, pp. 1–9, 2014.
19. J. S. Sore, N. F. Kaunang, and T. Pangalila, "Hubungan Minat Belajar Dengan Prestasi Belajar Mahasiswa PPKn Semester 7 Pada Perkuliahan PKn," *J. Civ. Educ. Media Kaji. Pancasila dan Kewarganegaraan*, vol. 3, no. 2, pp. 48–54, 2019.
20. P. Widiatmaka, "Kendala Pendidikan Kewarganegaraan Dalam Membangun Karakter Peserta Didik Di Dalam Proses Pembelajaran," *J. Civ.*, vol. 13, no. 2, pp. 188–198, 2016, <https://doi.org/10.21831/civics.v13i2.12743>.
21. S. T. Widodo, "Inovasi Pembelajaran Pendidikan Kewarganegaraan Perguruan Tinggi Dan Sekolah Dasar Dalam Menghadapi Tantangan Era Disrupsi," *J. Proresif UNS*, vol. 3, no. 7, pp. 1–11, 2019.
22. A. Muhibbin and B. Sumarjoko, "Model pembelajaran Pendidikan Kewarganegaraan berbasis isu-isu kontroversial di media massa untuk meningkatkan sikap demokrasi mahasiswa dan implikasinya ....," *J. Pendidik. Ilmu Sos.*, vol. 26, no. 1, 2016.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

