Characteristics of Citizenship: Digital Access and Digital Literacy Civic Education Teacher in Surabaya City

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Abstract. Digital citizenship has become a fascinating topic in recent years, especially for those engaged in Civic Education. For teachers, digital access is in the form of connectivity and interaction with wider learners; it affects the degree of exchange of information capable of crossing the boundaries of place, time, and age. For civic teachers, digitalization of learning will improve learning effectiveness, processes, and outcomes. The rapid development of digital learning encourages education personnel, including teachers and other human resources, to be ready to face change and ready to change. Teachers need to obtain information to better appreciate life and contribute to life, especially for the world of education and the nation's progress. The focus of this study is to analyze the characteristics of Civic Education teachers in terms of digital access and digital literacy in the city of Surabaya. The results of this study show that Pancasila and Civic Education teachers in the city of Surabaya have been able to access the internet and have digital literacy knowledge for the benefit of classroom learning by using various learning resources for citizenship education.

Keywords: Digital Access, Digital Literacy, Teacher, Civic Education

1   Introduction

Today's digitalization of learning is nothing new in Indonesia. An era where information can spread quickly with digital-based technology. In the education sector, digital applications are still limited and not optimal. However, the COVID-19 pandemic, which has been less than two years old, has accelerated the transformation of digital-based education. Teachers as part of the education system are required to be able to be proficient in following digital developments in the learning process, including teachers of Civic Education. Surabaya City the second largest city in Indonesia is certainly one of the national barometers related to *digitally literate* citizens as a representation of digital citizenship.[1]

Digital citizenship is a means that can help teachers, parents, or anyone else in using technology for daily interests and is used appropriately. If it is not done reasonably, it can lead to dependence. Meanwhile, according to, the concept of digital citizenship is those who often use technology to obtain political information to fulfill their civic duties, and who use technology in the workplace for economic gain.[2]

Furthermore, Purbasari stated that there are 9 components or aspects of digital citizenship, including the following digital citizenship. (1) Digital access, namely to become a digital citizen, several factors affect the digital access a person has, such as social and economic status, domicile or residence, and so on. An example of digital access is a school that facilitates students and teachers to connect with the digital world, through the provision of computers and internet access. (2) Digital trading activities make it easier for humans to transact. Even so, this activity needs to be carried out wisely and carefully. Because crimes likely occur. For example, misuse of personal data, such as debit and credit cards to buy goods online, the rise of pornographic content, online gambling, drug transactions, and online fraud. (3) Digital literacy, for example, literature on how to use *Google Chrome* as a means of searching for information. (4) Digital ethics is a way of communicating something through information technology media by applicable ethics. (5) Digital law is used to anticipate the occurrence of unwanted things in the digital world. (6) Digital rights and obligations are a set of rights and obligations that digital users have when using information and communication technology. (7) Digital health, namely excessive use of digital media can be bad for one's health. (8) Digital security where digital citizens must strive to protect their data, such as digital assets and personal identity. Examples of this digital citizenship component are routinely changing email passwords, *backing up* data, and avoiding opening suspicious or unofficial sites.[3]

In recent years, digital citizenship has become a fascinating topic to study, especially for teachers who pursue the field of Civic Education. Stated that digital citizenship can be interpreted as digitalization in understanding, realizing, and implementing the rights and obligations of citizens, becoming an absolute thing to do digitally. That is, in the context of civic education, civic knowledge, civic skills, and civic disposition are carried out digitally by citizens. Then, civic education shows a role in the social sphere to realize the creation of a sustainable peaceful atmosphere as a form of the presence of smart and good citizens.[4]

On the other hand, also expressed the importance of digital citizenship among students amid rapid technological growth. Therefore, digital citizenship is considered necessary to be introduced so that they master digital competence in the context of participatory democracy so that they become intelligent users and are not talkative with information that is not necessarily the truth. So in this case Civic teachers have an important position to carry it out. In this study, researchers examined the characteristics of digital citizenship of Civic teachers in the city of Surabaya.[5]

2   Theory and Method

2.1   Theory

Education on the global framework shifts from content and learning experiences towards future needs consisting of global citizenship skills, content that focuses on building awareness about the world, sustainability and an active role in the global community; innovation and creative skills are problem solving competencies,

analytical thinking by following the analysis system; technology skills are the ability to program, digital and use of technology and have interpersonal social skills.[6] So that in this case learning experiences are needed that make students independent, independent and inclusive learning, project-based learning, problems and collaboration as well as student-centered and sustainable (lifelong). The existence of technology makes student involvement more intense, covers a wide (digitally) and diverse environment in cyber learning networks.[7]

2.2   Method

The method used in this study is literature reviews, namely by identifying, evaluating, and synthesizing research results and critical thinking results that have been produced by previous researchers and practitioners to find gaps for research to be carried out. This research is made in the literature review research method to provide *output* to existing data, as well as the elaboration of a finding so that it can be used as an example for research studies in compiling or making a clear discussion of the content of the problem to be studied. Researchers look for data or literature materials from journals or indexed articles. Searching for journals or articles begins by typing the keyword "*digital citizen* of Civic teachers in Surabaya City" through google scholar with a minimum duration of the last 4 years (pandemic and post-pandemic era) that is relevant as a strong foundation in the content or discussion in this study.

3   Result and Discussion

Based on the literature review conducted, there are four studies found to have relevance to the characteristics of digital citizenship of Civic teachers in the city of Surabaya, namely as follows:

Table 1. Characteristics Of Digital Citizenship Of Civic Education Teachers In Surabaya City

NO.	Research Title	Year	Relevance of Digital Citizenship Characteristics
1.	Online Learning as Best Practice Material for Junior High School Civic Education Teachers in Surabaya City	**2020**	Digital Literacy
2.	Development of Mobile Learning Media with Telegram Application Fire Bot on Civic Subjects at SMAN 12 Surabaya	**2020**	Digital Literacy
3.	Implementation of Digital Citizenship Education in Forming Good Digital Citizen in Unesa Labschool High School Students	**2021**	Digital Access

4.	Problems in the Implementation of Hybrid Learning in Civic Subjects at SMA Negeri 16 Surabaya	**2022**	Digital Access

Source: Google Scholar

Based on these data, the characteristics of digital citizenship of Civic teachers in Surabaya can be described as follows.

3.1   Digital Access of Civic Education Teachers in Surabaya City

Digital access is one of the most fundamental components to become a digital citizen. However, due to several factors, such as socioeconomic status, domicile, disability, or others, some individuals may not have digital access. The easiest digital access often obtained in schools is the use of computers with the internet to make it easier for students to access information, while minimizing the digital divide due to these factors. In line with this argument, based on research conducted, it was found that there were problems experienced by teachers and students in terms of digital access, namely the implementation of hybrid learning in Civic subjects. The research of Putri &Sari (2022) was carried out at SMA Negeri 16 Surabaya.

The technical problems experienced include (1) Lack of teacher understanding in the field of technology; (2) The quality of the Microsoft Teams application is not good; (3) Constrained by the internet network. This causes psychological constraints on teachers and learners who have difficulty focusing on learning, which can lead to a lack of interaction between teachers and learners.

Meanwhile, Research from Putri &; Setyowati, (2021) conducted at SMA Lab school UNESA found that the school has implemented Digital Citizenship Education which is shown by providing facilities in the form of easy internet access at school or digital access. Integrating digital citizenship values in school regulations and programs in realizing digital rights and responsibilities, namely all forms of misuse of technology committed by students will be acted upon by the school through homeroom teachers, BK teachers, and school discipline teams, there are also academic side activities, literacy weeks. Then provide an understanding of digital etiquette provided through Civic and ICT learning.

In Civic learning, activities focus on the formation of values, morals, and character of students. while ICT learning focuses on providing IT theory and literacy, as well as socialization activities related to learning systems, regulations, school programs, and socialization about the use of technology and the impact of existing technological advances, where each year raises different themes or problems from school to all students and parents.

Digital access at SMA Lab school UNESA is already qualified, on the other hand, the technical obstacles experienced at SMA Negeri 16 Surabaya by Civic teachers are a general description of the use of digital access in the city of Surabaya which is already running well, but requires improvement on the other hand, as who Stating that digital

citizenship can be interpreted as digitalization in understanding, realizing and implementing the rights and obligations of citizens, it is an absolute thing to do digitally, which in the context of civic education, civic knowledge, civic skills, and civic disposition is carried out digitally by citizens.

3.2   Digital Literacy of Civic Teachers in Surabaya

Digital literacy is defined as understanding and the ability to use digital literacy. Purbasari (2019) gave an example of how to use google chrome as a means of finding information. This gives an understanding of how to use various digital devices.[8]

Based on research from Habibah & Harmanto (2020), it was found that Civic Education teachers in the Junior high school of Surabaya still have poor digital literacy which was seen when a questionnaire was given from a Google form to write a plan for making the best practices through online learning, the data was found that there are still many wrong answers including: 1) Online, 2) Overcoming students' difficulties in understanding learning during a pandemic, 3). Parents' interest in school development concerns, 4). Learning that facilitates and attracts learners, 5). Learning Experience during a Pandemic, 6). conducting conventional supervision (online), conducting academic supervision, preparing instruments, etc., 7). Mastery of teachers in the IT field (making learning videos), 8). Lesson plans, 9). emphasize discipline distance learning.

However, some participants understand well the Best Practice preparation plan from online learning in terms of digital literacy writing plans well, but there are still some people who have not been directed, including; 1). Online Learning through Google Site Application assignments at the Junior high school 10 Surabaya, 2). About the use of quizziz, 3). The use of the goggle classroom application in online learning in Civic subjects at Negeri 35 Surabaya, 4). Online learning plan in the form of making PPT, Quiz via WAG, 5). Learning planning and material delivery through WAG and links, 6). Online learning through e-learning candy, 7). About the use of quizziz untuk distance learning media, 8). Learning plans through Microsoft 365 that are hyperlinked are shared through WAG.

Digital literacy at SMAN 12 shows that the use of digital literacy is relatively new, namely through m-learning learning media with the Telegram application BOT API in Civic subjects, system materials, and dynamics of Pancasila democracy according to the NRI Constitution of 1945 is considered feasible by Civic teachers for use by all grade XI students at Senior High School 12 Surabaya. M-learning learning media with the Telegram application BOT API was developed to provide ease of learning and practice with multimedia elements to create a more concrete learning experience.

The final product of the learning media is said to have the main advantage that it can be used on mobile devices with Android, IOS, and Windows phone operating systems. Behind the advantages it has, this media still has disadvantages, such as not being recommended for the implementation of exams, because there are opportunities for students to open the material menu or browser. The use of m-learning learning media BOT API Telegram application called Gonesia, in general, is a solution that prioritizes aspects of convenience and economy, profitable to be used in the teaching and learning process of Civic material by Civic Education teachers.

Based on these data, there is a diversity of digital characteristics of Civic teachers in terms of digital literacy, namely among teachers who already know digital use with digital access in the form of m-learning with the Telegram application BOT API such as in Senior High School 12 in Civic learning. On the other hand, it is still found that the Civic Education of junior high school teachers in Surabaya still has poor digital literacy and is less purposeful. Digital literacy by Civic teachers is also influenced by digital access developed in schools, as said by Purbasari (2019) that factors, such as socioeconomic status, domicile, disability, or others affect digital skills.

4   Conclusion

The characteristics of digital citizenship in terms of digital access and digital literacy of Civic teachers in the city of Surabaya generally show that Civic education teachers in the city of Surabaya have been able to access the internet and have basic knowledge of digital literacy for the benefit of learning in the classroom using various learning resources for civic education learning.

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