








Integration of Digital Citizenship Values on Pancasila Education's Curriculum at Junior High School Level in Surabaya City

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Abstract: In recent years, *digital citizenship* has become a very interesting topic to study, especially those who pursue the field of Citizenship Education. The rapid development of digital learning encourages everyone, including students and other human resources, to be ready to face change and be ready to change. Technological devices that are balanced with social media such as WhatsApp, TikTok, Facebook, Twitter, and others bring very fundamental changes in communication, including increased competence in digital citizenship. The purpose of this study is to provide an overview of PPKn teachers regarding the integration of digital citizenship values in Pancasila Education learning materials at the junior high school level. Therefore, the research method used in this study is quantitative descriptive with PPKn teacher respondents at the junior high school level who are selected purposively, namely the management of the Pancasila Education MGMP in Surabaya. The data collection process is carried out using a survey, namely through the distribution of questionnaires to respondents. The collected data was then analyzed descriptively using the IBM SPSS version 29 application. The results of the study show that the majority of PPKn teachers stated that they strongly agree with the integration of the values of (1) digital ethics, (2) digital law, and (3) digital rights and responsibilities contained in digital citizenship as a basis for students to use information technology, and the internet in various daily activities of students.


1 INTRODUCTION


Along with the rapid development of information and communication technology, the lives of global people have undergone transformations in various fields, including education, economy, social, and culture. Digital technology not only facilitates access to information but also creates new spaces for social interaction and political participation, thus impacting the way individuals interact, access information, and participate in social and political life (Scholl, 2009). Furthermore, the impact of technological developments is also the cause of the emergence of


digital citizenship as a necessity for people to be able to understand their rights and responsibilities in the digital space, especially for the young generation who grow up in the midst of technological advances (S. Ribble & D. Bailey, 2004). Therefore, education plays an important role in preparing the younger generation to be able to adapt and act responsibly in the digital world. This is reinforced by the opinion of Ribble, (2015) which explains that digital citizenship is closely related to values such as ethics, security, responsibility, and the critical ability to use digital technology for the common good. Thus, the concept of digital citizenship emphasizes more on awareness,


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understanding, and mastery of digital skills that enable individuals to participate positively, safely, and ethically in the digital environment. This concept has become very relevant for education in Indonesia, especially in Civic Education which plays a role in shaping the character of the younger generation as active and responsible citizens (Mossberger & Tolbert, 2021). In this case, the emergence of digital citizenship is in line with the development of digital learning which is increasingly adopted in the modern education system. Digital-based learning has become part of students' daily lives, both in academic activities and in social activities. Through platforms such as WhatsApp, TikTok, Facebook, and Twitter, students have unlimited access to communicate and obtain information. However, this convenience also presents new challenges, such as privacy issues, communication ethics, and the dissemination of inaccurate information. Therefore, it is important for students to understand the aspect of digital citizenship as a foundation for participating in the digital space responsibly (Howard, 2015).

In addition, Pancasila education not only focuses on instilling the values of nationalism and patriotism but also aims to develop critical thinking skills and the ability to respect differences (Padilah & Dewi, 2021). However, in today's digital era, these values need to be interpreted in a broader context, namely through the digital context, to be relevant to the lives of today's young generation. Thus, the integration of digital citizenship in Pancasila Education can enrich the curriculum and make it more relevant and responsive to changing times (Prasadana et al., 2024; Triyanto, 2020). This is in line with the goal of implementing Pancasila Education in Indonesia, which aims to form students with character and have a strong national identity. Therefore, the subject of Pancasila Education is one of the compulsory subjects in schools because, in Indonesia, the subject of Pancasila Education at the Junior High School (SMP) level has an important role in shaping the character and national identity of students. The values contained in Pancasila can be the foundation for integrating the concept of digital citizenship, which is relevant to preparing students to face challenges in the global era (Padilah & Dewi, 2021). In the city of Surabaya, which is one of the cities with rapid technological development, the need to integrate digital citizenship values in the Pancasila Education curriculum is becoming increasingly urgent. This is driven by the fact that students in the digital era need skills to actively and responsibly participate in the digital world without forgetting national values (Triyanto, 2020).

Although the integration of digital citizenship values is increasingly recognized as important, its practical implementation in school curricula still faces various challenges. The Pancasila Education curriculum in Indonesia still focuses on traditional citizenship aspects, such as nationalism and patriotism, and does not fully cover the digital dimension that must be understood by the current generation (Prasadana et al., 2024). In addition, several studies show that teachers still face obstacles in implementing digital citizenship due to the lack of guidance and resources to support this learning process (Mulyani et al., 2024; Prasadana et al., 2024). Therefore, this study aims to explore how digital citizenship values can be integrated into the Pancasila Education curriculum at the junior high school level in the city of Surabaya. This research is expected to contribute to the development of a curriculum that is responsive to the times and relevant to the needs of the current digital generation. By integrating digital citizenship in education, it is hoped that students will not only have a deeper understanding of Pancasila but also be able to apply these values in the digital environment critically and responsibly.

2 LITERATURE REVIEW

2.1 The Concept of Digital Citizenship

In recent decades, the concept of digital citizenship has become a major topic in education and community discussion. Digital citizenship is a concept that develops along with the wider penetration of technology in daily life, so digital citizenship refers more to responsible, ethical, and ethical behavior in the digital space, including how a person uses information and communication technology to interact and participate in society positively (Ribble, 2012). This includes an understanding of the rights, responsibilities, and rules that govern cyberspace, as well as ways to actively and positively participate in it. Furthermore, Ribble (2015) has also identified nine basic elements of digital citizenship consisting of digital access, digital trade, digital communication, digital literacy, digital ethics, digital law, digital rights and obligations, digital health, and digital security. These elements are designed to provide guidance for individuals to access and use technology wisely and responsibly, which are as follows:

- **Digital Access:** It relates to the right of individuals to have access to digital technology. This includes the availability of technological

devices, internet infrastructure, and the ability to use those devices. In Indonesia, digital access is a big challenge, especially in remote areas that do not have adequate infrastructure (Choi, 2016)

- **Digital Communication:** Involves the ability to communicate and collaborate through digital platforms. With the advent of social media such as WhatsApp, Instagram, and Twitter, digital communication has become the primary means for students to interact. However, digital communication also poses new challenges such as cyberbullying and the spread of hoaxes, which require an understanding of digital ethics. (Jones & Mitchell, 2016)
- **Etika Digital:** Refers to the moral rules that govern interactions in cyberspace. Digital ethics teach users to respect the privacy of others, avoid harmful actions such as cyberbullying, and understand the boundaries of acceptable behavior in the digital space. Digital ethics are very important for students to understand the importance of positive and respectful behavior in social media. (Gleason et al., 2018)
- **Digital Law:** This includes rules and regulations governing the digital world, including laws related to copyright, privacy, and intellectual property rights. Digital law violations such as content piracy and copyright infringement are often a problem among students who do not understand the rules of the law in cyberspace. (Ribble, 2012)
- **Digital Security:** Involves measures to protect personal data and privacy. In a digital world full of risks such as hacking and online fraud, students need to understand how to protect their personal information and practice good digital security (Ribble, 2015).

2.2 The Relevance of Digital Citizenship in Education

According to Gleason et al., (2018) Digital citizenship education not only aims to teach technical skills, but also to help students develop the critical thinking and social awareness necessary to interact responsibly in the digital world. By being taught digital citizenship, students are expected to have a deeper understanding of positive behaviors and social norms that apply in cyberspace. Therefore, digital citizenship also emphasizes a critical understanding of technology, including the ability to identify trustworthy content, respect copyright, and protect the privacy of oneself and others. In other words, digital citizenship is a social skill that helps

individuals to participate positively and safely in the digital world (Gleason et al., 2018). The importance of this skill is increasingly felt considering the increasing use of the internet and social media, especially among the younger generation. Thus, digital citizenship education has become relevant and essential for students to prepare them as responsible and adaptive citizens in an increasingly digital world. However, the process of integrating digital citizenship in the Pancasila Education curriculum in Indonesia is not easy, especially due to various obstacles, such as infrastructure, teacher knowledge, and differences in the level of digital understanding between students. This has an impact on the digital divide between teachers in Indonesia. This is a major challenge in terms of the digital divide, especially between urban and rural areas, as there are still many schools in remote areas that do not have adequate internet access, which causes students in those areas to have fewer opportunities to learn digital citizenship. This has an impact on the inequality of digital education, where students in cities have a greater advantage in accessing technology compared to students in remote areas (Triyanto, 2018). In addition to the digital divide, obstacles and challenges in the implementation of digital citizenship in education and curriculum are also caused by the limited knowledge of teachers as the main implementers of the curriculum. This is closely related to the role of teachers in providing digital citizenship education to students. However, there are still many Citizenship Education teachers in Indonesia who are not familiar with the concept of digital citizenship. The lack of adequate training and resources makes it difficult for teachers to teach digital skills to students. According to Prasadana et al., (2024), intensive training for teachers on the concept and implementation of digital citizenship is essential to ensure that they can teach this material effectively.

In addition, obstacles and challenges are also caused by socio-cultural differences, which are caused by the fact that Indonesia has a very wide cultural diversity, and this affects students' views on technology and digital interaction. Some regions have norms that may be at odds with the use of modern technology, leading to a rejection of digital citizenship education. In addition, in certain environments, there is a stigma towards the use of social media and digital technology as negative or unnecessary (Choi & Cristol, 2021). Digital citizenship education must adapt to the local cultural context so that it can be accepted by the community. In addition, one of the main obstacles and challenges

in integrating digital citizenship in Pancasila educational materials and curriculum is also seen in the burden of the curriculum that is already quite dense, so that many teachers feel burdened with the demand to deliver various materials in a limited time, so they do not have enough time to teach digital citizenship skills. To overcome this challenge, an integrative approach that combines digital citizenship with other Civic Education materials can be a solution (Mulyani et al., 2024). In addition to these various obstacles and challenges, the application of digital citizenship in the Pancasila curriculum and educational materials is also able to bring positive opportunities such as being able to increase social awareness through social media. This is closely related to the great potential of social media that can be used as a means of digital citizenship education. For example, through the utilization/use of platforms such as Facebook, Instagram, and WhatsApp can be used to build learning communities and discuss issues related to digital citizenship. For example, students can be invited to discuss digital ethics through online discussion groups, or share information on how to protect privacy on social media (Gleason et al., 2018). In addition, the integration of digital citizenship values in the educational curriculum at the junior high school level can also be used to open up opportunities and opportunities to collaborate with technology companies such as Google, Microsoft, and social media platforms can help develop relevant learning resources and materials for digital citizenship education.

Many technology companies provide digital literacy and online safety programs that can be used by schools in Indonesia. This collaboration not only provides access to additional resources, but also helps reduce the burden on teachers in preparing learning materials (Jones & Mitchell, 2016). In line with this, through the integration of digital citizenship values, it can also be carried out and implemented through the learning process, namely through the use of a project-based learning approach that can be applied to teach digital citizenship to students. In this approach, students can be given the task of creating a project involving digital technology, such as creating an online campaign on digital ethics or developing a guide on how to use social media wisely. This approach allows students to learn directly and actively, as well as apply their knowledge in relevant contexts (Gleason et al., 2018)

3 RESEARCH METHODS

3.1 Research Design

This study uses a descriptive quantitative design to provide a general overview of teachers' responses related to the integration of digital ethical values, digital laws, and digital rights and responsibilities contained in digital citizenship into Pancasila education materials through the integration of these values in the Pancasila Education curriculum in accordance with the relevant phases in the Pancasila Education curriculum.

3.2 Respondent

The context in this study is the level of digital citizenship competence owned by teachers related to Pancasila education materials that are relevant to digital citizenship competencies included in the management of MGMP Pancasila Education at the junior high school level in the city of Surabaya. The research sample was taken from several schools in the city of Surabaya which were selected by probability sampling because it was possible to choose based on a random sample that was convenient to use in the study (Mertens, 2015). A total of 63 Pancasila education teachers who are included in the MGMP management were successfully collected and involved as participants in the process of filling out an online questionnaire developed by the researcher in accordance with the objectives of this study.

3.3 Instrument Development

The development of the instrument in this study was compiled and developed by researchers related to the integration of materials in Pancasila education that are relevant and related to digital citizenship competencies in teachers as a parameter for measuring skills related to knowledge and understanding of digital citizenship that is relevant and related to Pancasila Education materials at the junior high school level based on the concept of nine elements of digital citizenship from (Ribble, 2015), which in this article only focuses on three elements of teachers' digital citizenship competencies which include digital ethics, digital law, and digital rights and obligations that are relevant to the characteristics of Pancasila Education subjects, namely Stage D which is measured using measurement parameters using a 4-point likert measurement scale with an interval of 4 = strongly agree with 1 = strongly disagree with a total of 37 items.

4 RESULTS AND DISCUSSION

4.1 Profil Respondent

Of the 63 respondents, the majority of respondents were female teachers, namely 43 teachers (68.3%) dominated by teachers with an age range of more than 40 years, as many as 24 teachers (38.1%) followed by teachers with an age range between 31-35 years and 26-30 years, namely 13 teachers (17.6%) and 12 teachers (16.2%), respectively. Meanwhile, in the aspect of teaching for a long time, there are 16 teachers (25.4%) who have taught for 6-10 years, and there are 13 teachers (20.6%) who have taught for 11-15 years and more than 21 years, respectively. Meanwhile, the least number of teachers was found in the teaching period of 3-5 years, which was as many as 5 teachers (7.9%). The full description can be seen in Table 1.

Table 1: Respondent Demographics.

Teacher Characteristics	F (n=63)	Persentase (%)
Jenis kelamin		
Male	20	31,7
Female	43	68,3
Age		
≤ 25 years old	8	12,7
26-30 years old	9	14,3
31-35 years old	14	22,2
36-40 years old	8	12,7
≥ 41 years old	24	38,1
Teaching Duration		
1-2 year	10	15,9
3-5 year	5	7,9
6-10 year	16	25,4
11-15 t year	13	20,6
16-20 year	6	9,5
≥ 21 year	13	20,6

Furthermore, in this study, it was also found that the results of the description/general description of the opinions of junior high school teachers regarding the integration of digital citizenship values in the Pancasila Education curriculum in the city of Surabaya were also found. The distribution of

respondents' responses has been presented in full in figures 1, 2 and 3.

Figure 1: Distribution of Respondents' Responses Regarding Digital Ethics

Figure 2: Distribution of Respondents' Responses on Digital Law

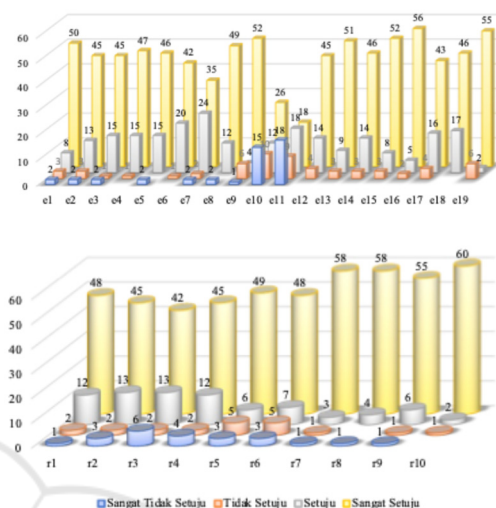
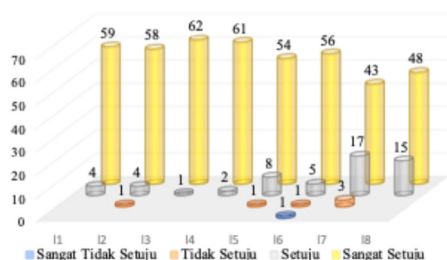


Figure 3: Distribution of Respondents' Responses on Digital Citizenship Rights and Responsibility

Figures 1, 2 and 3 present the distribution of respondents' response frequencies related to the integration of digital citizenship values in the Pancasila education curriculum. From the three diagrams, it shows that both in terms of digital ethical values, digital laws and rights and obligations in digital citizenship, the majority of respondents stated that they strongly agree with the integration of digital citizenship values into the Pancasila education curriculum. In line with this, the integration of digital ethics values, digital law and digital ethics in learning through the use of digital platforms that are able to provide valuable new insights and knowledge into the application to its users.

These platforms include social media, learning management systems, and online forums, as well as significant opportunities to foster the value of digital ethics, digital law and digital ethics through guided use, content regulation, and digital literacy programs. In addition, the integration of digital citizenship education values in this study is expected to be able to explore potential strategies for educators and policymakers, such as implementing ethical online behavior guidelines, as well as promoting awareness of digital law to students. This is reinforced by the results of several research related to digital ethics, digital law and digital responsiveness that have been



carried out previously, finding that digital platforms can support and be used in increasing the value of digital ethics, digital law and digital responsiveness in students.

Hollandsworth et al., (2011) argue that the integration of digital platforms in learning, such as the use of LMS such as google classroom or moodle as a means to provide a forum for students to discuss, has indirectly educated students to behave politely and respect the opinions of other students by paying attention to every word conveyed in online discussions. Meanwhile, the use of other digital platforms, such as youtube and instagram, can also be used to strengthen student digital laws, namely related to copyright infringement or data protection that has been regulated in laws such as the ITE Law in Indonesia (Livingstone & Third, 2017). In line with the above explanation, Ribble, (2015) also explained that online discussion forums such as Google can provide a space for students to practice freedom of expression in accordance with clear guidelines on responsible content.

However, the use of digital platforms such as social media in learning can also have a negative impact on students if teachers are not able to make the best use of the platform. In addition, access to the use of the internet by students is also one of the aspects that must be considered, in addition to students' ability to use and utilize the internet in their various activities. This is one of the obstacles that teachers must pay attention to. Thus, to be able to overcome this, various preparations are needed from teachers, so that learning in the classroom can run optimally by utilizing various existing digital platforms.

5 RESEARCH CONCLUSIONS

This study aims to provide an overview of the responses of Pancasila Education teachers regarding the integration of digital citizenship values in Pancasila Education materials. In this study, it is known that of the 63 PPKn teachers at the State Junior High School (SMPN) level in the city of Surabaya, the majority stated that they strongly agreed with the integration of digital citizenship values into the Pancasila Education curriculum as an effort to prepare students to face various challenges and obstacles that students will face in the current era of disruption.

The integration of digital citizenship values into the Pancasila curriculum and educational materials also aims to be the basis for students to take advantage of the use of technology in carrying out digital

activities. Thus, students can avoid various negative activities that can harm themselves and others and can be used as a provision for students in facing various obstacles and challenges that may be faced by students in the future. In addition, by integrating these values in Pancasila Education materials, it is hoped that students can be more aware and more responsible for all actions they take in the online sphere that can harm themselves and others.

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7 CONCLUSIONS

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