

4 Strengthening Digital Citizenship Values in Pancasila dan Civics Learning in the 21st Century

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Strengthening Digital Citizenship Values in Pancasila dan Civics Learning in the 21st Century

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Abstract. The main problem in this research is that developments in the field of information technology bring various influences such as in the form of community participation when using digital media so that the idea emerges, namely the concept of digital citizenship. In order for digital citizenship to be utilized in building the quality of education in Indonesia, a strategy for Civics teachers is needed in implementing the digital citizenship component as a learning resource. The results of this study found that: 1) The teacher's strategy in learning PPKn has been very neatly arranged starting from preparing the planning, mental, foundation, material from both the guidebook or the teacher's handbook, it is mandatory to see or study material on the internet, both Youtube and Google, what is it about what will be taught. 2) Even though it has been implemented well, there are still obstacles in implementing the digital citizenship component as a learning resource, some of which are about insufficient electrical resistance, the large number of LCDs used simultaneously resulting in frequent blackouts, and the limited internet quota provided for a certain room. 3) The existence of the internet or digital media has a very special impact on Civics learning, educators and students will be greatly assisted in finding information related to learning, making lessons not boring and teaching practices more flexible.

Keywords: Teacher Strategy · Digital Citizenship · Learning Resources

1 Introduction

Digital technology is a transformation in the world of work so that sometimes jobs only use technology, but require the use of computer performance to work fully and sophisticatedly. The rapid development of digital technology has shown the presence of various sophisticated communication devices, where everyone can process, create, send or receive all types of communications, wherever and whenever. The industry currently has a major influence on technological developments such as in the field of education. The current learning methods are very varied so as to make the teaching process of teachers and students more effective. Various technologies are used in the education system so that they are in line with developments in the digital era.

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The emergence of digital citizenship gives the impression that the academic community is sufficient to move on in the industrial revolution 4.0 era. Digital citizenship has a positive attitude, is responsible, can be trusted and uses and uses information and communication technology simultaneously. Digital citizenship is a strategy to empower people who use technology and information on the Internet to use these strengths appropriately.

According to Puparisa Y [1] Currently, progress in the field of technology faces its own challenges with a fairly high level of speed, such as technological developments that are very widely used, namely gadgets or cellphones. According to the results of a survey published by Wearesocial Hootsuite in January 2019, more than 150 million people in Indonesia, or 56% of the population, use social media. According to databook analysis, the percentage of people using smartphones will reach 89% by 2025.

Researchers interested in digital citizenship are expected as an effort to improve the quality of digital citizenship which is superior to have broad skills in accessing information, especially in the field of education. Without digital in the learning process, especially in Civics subjects, learning will be difficult and access to information is very limited. Therefore, PPKn teacher strategies are needed in implementing the digital citizenship component as a learning resource at SMA Negeri 8 Banjarmasin.

From the research location at SMA Negeri 8 Banjarmasin, it is known that there are still students who do not use the internet properly. With a great sense of responsibility from the PPKn teacher at SMA Negeri 8 Banjarmasin who even really tries to make learning always take place. The use of digital during the teaching and learning process is very helpful for teachers and students in its implementation. Civics teachers at SMA Negeri 8 Banjarmasin usually use cellphones and laptops in the teaching and learning process. For cellphones, usually to give assignments, collect assignments and when students don't really understand learning or material, they can use cellphones quickly to ask questions. As for laptops, they are used to provide material in class either with power point media assisted by LCDs that have been installed in each class. The use of digital provides many conveniences, especially when the teacher is carrying out activities outside of school, the teacher will still be able to provide material via cell phone in various ways such as, 1) Voice recording; 2) Sending learning videos, and 3) Online learning. So that even if you don't meet face to face directly, learning will still be carried out.

This problem needs to be solved, because there is still improper use of the internet. The current current of globalization which is very rapid can affect students when learning takes place so that it requires solving one problem.

2 Theoretical Review

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2.1 Definition of Digital Citizenship

The concept of digital citizenship appears along with the development of technology and information which is also carried out by all citizen activities. Digital citizenship is a form of individual ability to use digital technology effectively and responsibly, and to behave ethically in a digital environment. This concept includes awareness of the dangers and opportunities associated with using digital technologies, and skills in choosing and using digital technologies in ways that are positive for oneself and society. Digital citizenship also involves skills in communicating effectively and dealing with

issues related to digital technologies. Digital citizenship can help students understand the right way to use digital technology and the internet, as well as provide provisions to develop critical and creative abilities in dealing with real-world problems.

Dikdik Baehaqi Arief and Syifa Siti Aulia [2] (2016), argue that digital citizenship arises from a view that appropriate norms must be formed, as well as responsible behavior by paying attention to the use of technology, misuse of issues using technology, and ethics in communication.

Mike Ribble and Gerald Bailey [3] (2007), argue that digital citizenship is a positive aspect of technology where everyone can work and contribute in the digital world. Meanwhile, according to Karen Mossberger (2008) digital citizenship is part of a digital society that uses digital technology regularly for political information needs in order to fulfill their duties as citizens, and anyone who uses technology to supplement economic income.

Digital citizenship has basic principles that must be built, namely respecting oneself and respecting others, educating oneself and educating others, and protecting oneself and protecting others. To achieve this principle, of course, there is a path that will be explained further in the digital citizenship element section which also needs to be the main focus for individuals in living with the times and technology.

Mike Ribble [4] (2011), identified nine elements of digital citizenship that each individual needs to have and strengthen, including digital access, digital commerce, digital communication, digital literacy, digital ethics, digital law, digital rights & responsibilities, digital health & wellness, digital security.

2.2 Goals of Digital Citizenship

Citizenship has developments that go hand in hand with more complex forms, digital citizenship is an example of the development of civics which is in line with the general goal of citizenship education, namely to form smart and good citizens. This is as expressed by Firmansyah [5] (2015), that a smart and good digital citizen is an ideal concept as a citizen living in the digital era. Smart and good digital citizens are reflected through smart and good behavior when doing activities in online communities. The smart and good behavior of digital citizens is the main key so that a citizen can contribute positively to digital life. When digital citizens are not smart and not good at their activities, it will have a negative impact on people's lives in the network.

Adiguna and Pradana [6] (2018) revealed that the existence of digital citizenship aims to shape the behavior or attitudes of people who are responsible and wise in using technology, forming communication ethics in cyberspace and anticipating the misuse of technology for personal or group interests. The end result of digital citizenship will raise awareness about how to utilize the internet and all digital facilities in it for the common good.

Besides that, according to Dikdik Baehaqi Arief and Syifa Siti Aulia [7] (2016), strengthening global insight competencies is the main thing in supporting digital citizenship. Because through these competencies, intelligent citizens (an informed citizenry) can be formed, citizens who are able to think analytically (analytical citizenry), and citizens who are committed and involved as part of global citizens.

3 Method

In accordance with the problems raised, this research uses a descriptive qualitative approach with more emphasis on the strategy of citizenship teachers in implementing the digital citizenship component as a learning resource in SMA Negeri 8 Banjarmasin. Through qualitative methods, the intention is to understand the problems in the field in depth, find patterns and hypotheses. The research also aims to determine the strategies of citizenship teachers in implementing digital citizenship components as learning resources at SMA Negeri 8 Banjarmasin. So that it can explain how the PPKn teacher's strategy in implementing the digital citizenship component as a learning resource is simple and in-depth by means of data collection. This data collection is either carried out by means of observation or observation, interviews with informants, and also direct documentation.

4 Result and Discussion

4.1 PPKn Teacher Strategies in Implementing Digital Citizenship Components as Learning Resources at SMA Negeri 8 Banjarmasin

6 Based on the results of the research that the researchers did, the PPKn teacher's strategy in implementing the digital citizenship component as a learning resource at SMA Negeri 8 Banjarmasin has a very important impact on learning, with a good strategy in learning at the school, of course learning will run well, in harmony and balance. According to learning objectives. According to Kemp [8] (1995) method or technique is very synonymous with the word tactic so that it is termed the word learning and for merging is strategy or method of learning. Then the strategy is interpreted as a tactic or a certain set of methods carried out by someone such as a teacher and student in predicting the development of one's actions and attitudes. This theory is relevant to the situation at SMA Negeri 8 Banjarmasin where most of the teachers there use strategies that are tailored to their teaching and learning needs to create and maximize designed learning. Likewise with PPKn teachers at SMA Negeri 8 Banjarmasin using certain techniques or strategies, one of which is by implementing digital learning to support PPKn learning so that it can run properly. Civics teachers believe that the use of digital in learning will improve the nature and style of learning so that students can avoid feeling bored and bored while participating in learning.

The existence of an internet usage policy at SMA Negeri 8 Banjarmasin provides several illustrations of the strategies of Civics teachers in implementing digital citizenship in various ways. This agrees with Gerlach & Ely [9] (1980) saying the learning process is a step or procedure used in conveying something to the learning process, the nature, scope, and program of various activities in providing a form of experience to students. This condition is relevant to the situation at SMA Negeri 8 Banjarmasin where this theory talks about the stages that have been selected into the subject matter including by means of PPKn teachers namely implementing digital citizenship in the teaching and learning process.

The research on digital citizenship referred to by the students of SMA Negeri 8 Banjarmasin who are digital natives, namely the birth of teenagers is currently filled

with various technologies that are highly developed in the environment. Digital native has one of the characteristics of getting easy knowledge, various skills and easy access to various information to provide understanding from school staff and even other students supported by school facilities. This condition is in line with students at SMA Negeri 8 Banjarmasin because most of them are already using digital technology in their lives, as evidenced by the fact that they have their own mobile phones which are allowed to be brought to SMA Negeri 8 Banjarmasin to support learning.

Based on the explanation above, it can be concluded that with a good strategy in learning at the school, of course learning will run well, in harmony and balance according to learning objectives. As in SMA Negeri 8 Banjarmasin, the teacher's strategy, especially the Civics learning teacher, is very good and very structured. In particular, the strategy for using digital media in Civics learning is the method chosen to present a good learning environment, nature or character, scope, and structure of activities for students' learning experience. The use of the internet has many benefits. Even so, from the many benefits that we will get, we also cannot deny that there is a negative side that is caused. Therefore, with the teacher's strategy in implementing digital citizenship, it is hoped that it will be able to provide positive things and be able to make the internet a basic requirement in learning.

4.2 Constraints of PPKn Teachers in Implementing the Digital Citizenship Component as a Learning Resource at SMA Negeri 8 Banjarmasin

Implementation of digital citizenship certainly cannot be separated from the obstacles in its application. At SMA Negeri 8 Banjarmasin there are several main obstacles to the use of digital in the teaching process carried out by teachers at school such as a lack of supports such as computers and laptops. Another very important obstacle in encouraging teachers in the field of digital learning is the lack of availability of internet networks. The lack of teacher competence regarding technology is also an obstacle in the use of digital media for learning. The low power supply in schools creates limitations, especially when teachers simultaneously use LCDs when learning. Many schools use the internet, but only in certain areas, for example only for teachers' rooms or administration rooms.

Nikolopoulou and Gialamas [10] (2016) challenges in using ICT during learning into three stages:

1. Lack of Support

In efforts to implement digital citizenship components in active learning, schools must increase supporting factors for teaching teachers such as a) Implementation in the digital field must be integrated into the school curriculum and teachers must have various designs to maximize technology during learning, b) Principals must have regular goals in incorporating and maximizing technology into digital learning designs in class and providing various motivations or encouragement to teachers to achieve learning goals by using technology, c) In addition to these two things the government or related institutions must provide funds to support current digital use in education.

This condition is in line with the situation at SMA Negeri 8 Banjarmasin where there is still a lack of support from school management which causes many obstacles

in implementing digital citizenship into learning resources. In addition to the teacher's ability to organize learning activities, the support of educational institutions is very important to make it easier for teachers. A learning environment with complete or comprehensive infrastructure in schools will make it easier for teachers to carry out their duties as teaching staff. Likewise with the atmosphere during the learning process, which must be designed in such a way as to support the teaching and learning process.

2. Lack of Confidence

Basak and Ovender [11] (2015) one of the behavioral attitudes of teachers at all levels, is a lack of confidence in using digital technology in their teaching. Many teachers are afraid to use digital in their teaching and worry about when to use their digital knowledge. In addition, many teachers also lack knowledge about digital values in education. This condition is not in line with the situation at SMA Negeri 8 Banjarmasin where especially the Civics teachers at the school are very enthusiastic and confident in using digital when learning. According to them digitalization can indeed facilitate student activities in learning. The existence of digital technology is one way to improve the quality of education in Indonesia.

3. Lack of Equipment

Blanskat al [12] (2006) accessibility of ICT resources does not guarantee successful implementation in education, this is not only due to lack of resources and equipment, but also other problems such as lack of high quality hardware, appropriate teaching materials and access to ICT resources. This condition is in line with the situation at SMA Negeri 8 Banjarmasin where facilities are still very limited, the lack of network availability, electricity and other supporting facilities such as computers, laptops and in focus is an obstacle in infrastructure.

5 Conclusion

The PPKn teacher's strategy in implementing the digital citizenship component as a learning resource has been very neatly arranged starting from preparing the planning, mentality, foundation, material from both the guidebook or the teacher's handbook, it is mandatory to view or study material on the internet, both Youtube and Google about what will be taught teach. The obstacles in implementing the digital citizenship component as a learning resource, some of which are about insufficient electrical resistance for teaching and learning activities and the large number of simultaneous use of LCDs resulting in frequent blackouts. Another obstacle faced by students from the school is the limited internet quota where internet school facilities are inadequate, so that students have to use internet facilities privately as they are.

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