Citizenship education in the Covid-19 Era: How to become a digital citizen?

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ABSTRACT
Online learning that is applied to the Citizenship Education course because of the Covid-19 pandemic presents quite a challenge for the character development of students. With this, of course, raises a question, how can student character development be carried out only through online learning? By using the Research and Development (R&D) research design, this study seeks to reveal an effort to develop student character so that they can become digital citizens amid the Covid-19 virus pandemic through Citizenship Education learning. The results show that the development of student character through the application of the concept of digital citizenship in online learning of the student-centered Citizenship Education course can be carried out effectively. This is because learning Citizenship Education which is implemented effectively can direct students to think critically about contextual problems that occur, so that students can show their character as digital citizens by instilling basic religious and cultural values in applying and mastering science and technology and the arts. with great responsibility.

Introduction

Pandemic Covid-19 that occurred in various parts of the world has changed various life sectors, including the education sector. With the Covid-19 pandemic, learning that is always carried out face-to-face must be carried out online. The study results show that digital learning is an effort to improve learners' skills who adjust to the demands of skills according to the latest trends (Sousa & Rocha, 2019). It shows that amid the Covid-19 pandemic as it is today, digital learning can be used as an alternative to improve the skills learners' skills

In Indonesia, online learning has become a trend in learning innovation. However, it has not been used as the main learning model. In the learning of the social sciences (including Civic Education), digital learning is not more implemented to improve learners' skills in solving social problems in the environment where students live. As well as research that has been done that digital learning is an effort to develop learning based on life values (Komalasari & Rahmat, 2019). However, after the Covid-19 pandemic, online learning became the main learning model at every level of education, including the higher education level, so that learning achievements in Citizenship Education courses can improve civic competence.

In accordance with the mandate of Article 35 of Law No. 12 of 2012 on Higher Education, every college must contain citizenship education courses. This course is an effort to develop students' personalities in each Study Program that includes the development of intellectual intelligence, noble morals, and skills. To realize this, it is necessary to do innovation in civic education learning that can not only strengthen aspects of student knowledge but aspects of attitudes and skills. However, Citizenship Education implemented amid the Covid-19 pandemic is faced with several challenges in

the formation of student character because learning is carried out online. Because, the tendency of students in the use of technology is greater spent with the use of social media only (Gleason & von Gillern, 2018). Therefore, the challenge needs to be addressed with innovations that are able to bring student habits towards the use of more productive technology.

In addition, the Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 44 of 2015 on National Standards of Higher Education affirms that the fulfillment of graduate learning achievements is carried out through an interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered learning process. Therefore, basically in the implementation of Citizenship Education courses in universities need to use various approaches, strategies, and learning models where students are the center. In addition, it is also necessary to add some content that can provide strengthening the competence or ability of students who are in harmony with the current era, namely the mastery of new literacy to keep pace with the development of the Industrial Revolution Era 4.0 in the form of data literacy, technology, and humans that include digital literacy. It shows that digital learning is needed to improve critical thinking skills and students' skills in solving various problems in the 21st-century era (Wrahatnolo & Munoto, 2018)

Based on the above, one way to help students in mastering new literacy and focusing learning on students can be done by applying the concept of digital citizens through Citizenship Education. Therefore, construction in the use of technology is needed to improve learning citizenship education in addressing questions (Feriyansyah, 2015b). In line with the developments and demands described above, since 2013, UPI has developed a learning system that presents HOTS (High Order Thinking Skill) for *UAS* (Semester Final Examination) and implements computer-based *UAS* (CBT /Computer-Based Test) for Citizenship Education courses. This is nothing else to measure the achievement of competencies that have been determined in learning achievement.

Based on this, a big question arises, how to shape students' character into digital citizens through online learning? The answer to this question will then be the goal in this study, which can illustrate an effort to develop students' character to become digital citizens amid the Covid-19 virus pandemic through online learning of Citizenship Education.

Method

Through research design Research and Development, this research seeks to reveal efforts to apply the concept of digital citizens to students through online learning. The reason to choose this research design is the design of new products and procedures that must be systematically field-tested, evaluated, improved until they find specific effectiveness criteria(Gall et al., 2003). The research conducted is expected to be developed into advanced research so that the application of the concept of digital citizens can be used as a role model for the implementation of digital learning of Citizenship Education at the Universitas Pendidikan Indonesia.

Through the interview, observation, and survey techniques, this study is considered able to reveal the learning stages of Citizenship Education in shaping the character of students into digital citizens so that students can think critically of contextual problems that occur in the surrounding environment so that students can show character as digital citizens by instilling fundamental religious values, and culture in applying and mastering science and technology with a sense of responsibility. Technical analysis consists of data reduction, data presentation, and data verification (Budiasih, 2013). The data obtained is then validated using source triangulation techniques and data collection techniques.

This research was conducted on students who participated in civic education at the Universitas Pendidikan Indonesia in 2019-2020.

Results and Discussions

The Problems Facing Students in the Digital Age

Learning Citizenship Education in the era of pandemic Covid-19 implemented online is inseparable from encouraging students to have digital literacy skills as citizens. Because one of the problems that students must face to establish literacy skills as digital citizens through online learning MKU Citizenship Education in the Covid-19 pandemic is the rise of hoax news. This case is a challenge to learn Citizenship Education pandemic. There needs to be an increase in the ability of students in terms of digital literacy in order to be able to sort and determine between valid news and hoax news (Maftuhin et al., 2021). The results of the study conducted on 182 students as respondents, at least produced some of the challenges faced by students in the face of the rise of hoax news amid the Covid-19 pandemic, as follows.

Table Student Challenges in Facing Hoax News in the Era of the Covid-19 Pandemic

No	Indicator	Very Agreed	Agree	Disagree	Disagree	Very Disagreement
1.	Lack of literacy on social media use	93	80	9	-	-
2.	Lack of critical thinking skills on political issues	55	103	22	2	-
3.	Lack of ability to interpret something multi-interpretive	58	108	15	1	-
4.	Lack of understanding of the rights and obligations of citizens	38	111	28	3	2
5.	Lack of understanding of the essence of Pancasila values	45	117	17	3	-
6.	Lack of understanding of democratic values	33	112	33	4	-
7.	Lack of patriotic values as well as a sense of nationality and love of the homeland	37	106	35	4	-
8.	Lack of responsibility as a citizen	65	106	11	-	-

Source: Data processed by Research Team, the Year 2020

Based on the data above, we can see a gap between changes in students' social life and their literacy skills. Some of the above challenges can be seen from the high dependence on the gadget that occurs in students but has not been balanced with knowledge and understanding related to civic values that should be embedded in students. For example, sociologist Deborah Lupton states that changes in relationships between people occur along with digitalization (Lupton, 2014). Empirically, we can see that a wide variety of community activities today have been integrated with one hand, through smartphones, for example. This change clearly illustrates the movement of activities done initially directly. It presents various social interactions in it to be more concise without direct interaction. Of course, if not equipped with knowledge and understanding of the values of citizenship, then the rise of hoax news will result in students not having the ability to determine the validation of the truth of information.

Seeing the dynamics of public relations patterns that change due to digitalization, we can see several other phenomena that show the problem of digital literacy to the ability of students to deal with hoax news. This case is an interesting major issue to be raised and explained given the tough task that needs to be done by lecturers and students in learning citizenship education that is carried out online is how to build the readiness of citizens to become citizens of the world or global society (Juliati et al., 2019). A study from Feriyansyah (2016) said that the change in public relations patterns in the digital era is characterized by the transfer of civic activity into the digital world, which is indicated by the creation of human relationships through communication tools that exist in their hands. Thus, the challenges faced by students today related to hoax news, depending on the implementation of citizenship education learning conducted online effectively.

Furthermore, digitalization results in a change in the role and position of a citizen to a digital citizen. Consequently, there needs to be strengthening global insights to prepare citizens to face and undergo digital citizenship born due to globalization and the development of information and communication technology (Arif & Aulia, 2016). Digital technology that presents a new public space in the form of virtual public spaces has provided rapid information transmission between individuals in interacting, so it must also be balanced with the establishment of social institutions that can adjust to the presence of virtual public spaces. Because virtual public spaces have required individuals to have the knowledge and skills to participate that gave birth to the concept of digital ecosystem literacy, it requires awareness of the responsibility of values and norms in its users. They are also supported by the fact that information technology changes human thinking style, namely the ease of access to information that forms the culture of digital society, which will also construct the establishment of norms and moral values in society. In the end, the concept of digital citizens gave birth to a set of characteristics inherent in citizens who move in the era of information technology advancement.

Another view gives an opinion regarding the rise of hoax news amid the Covid-19 pandemic due to unpreparedness in making changes in the way people think in virtual public spaces. The presence of virtual public spaces results in the disappearance of social boundaries in our contemporary society, especially the loss of boundaries between the child's world and the adult world through media transparency (Feriyansyah, 2015a). It also penetrates the pattern of citizenship relations, namely between citizens and the state. In this case, digital citizens are accustomed to using information technology in citizenship practices. Citizenship activities such as when digital citizens seek information related to the civic life of digital citizens. Digital citizens are used to writing down and spreading the results of their thoughts when something happens that they think violates citizenship provisions. Citizenship activities in the digital era will also give birth to criticism of the implementation of government. Social media has become a new public space for citizenship activities. In addition, digital citizens make information technology a necessity in citizenship activities. Citizenship practices even digital citizens have used information technology to achieve welfare goals by using information technology in economic activities due to the unlimited market of space and time.

The main problem that arises through this research is that changes in virtual public spaces pose a new problem in the phenomenon of hyperconnected society, where people can connect broadly beyond social, space, and time boundaries. It means that this provides a change in citizenship activity, namely between citizens and the state. On the one hand, the presence of this virtual public space can support citizens' participation in the formulation and implementation of public policies and the implementation of other countries. However, the existence of virtual public space is a challenge because, in practice, it causes hyperconnected in digital citizens, so that it can affect the reaction of digital citizens who can bring up attitudes that are not by the value of norms, especially in this context the value of norms by constitutional law in Indonesia.

Praxis of Online Learning of Citizenship Education

The existence of pandemic Covid-19 has new consequences in the implementation of learning, both at primary, secondary to higher education. It is also a finding that many educators and students rely on technology to ensure continued online learning during the Coronavirus pandemic (Onyema et al., 2020). Before the Covid-19 pandemic, the development of online learning was developed. However, this kind of learning has not been used as the primary learning in the praxis of Civic Education learning. Because not all infrastructure is ready to organize online learning. Online learning is hindered by infrastructure that is not ready to be implemented by all students (Daniel, 2020).

Meanwhile, praxis is the content of competencies that must be achieved. The assessment system in the citizenship education course is not only directed to the aspect of knowledge only. Moreover, the competencies and assessments that must arise in implementing Citizenship Education courses must include aspects of attitudes and skills(Octavia & Sumanto, 2018). Of course, it should be an essential concern in its implementation. The results revealed that the field of citizenship education course skills at the University of Education Indonesia should include aspects *of* civic knowledge related to aspects of student knowledge to the concepts of citizenship; civic disposition is related to the attitude of students who must show Indonesian's; and civic skills related to the skills of students in solving problems around, as illustrated in the following picture.
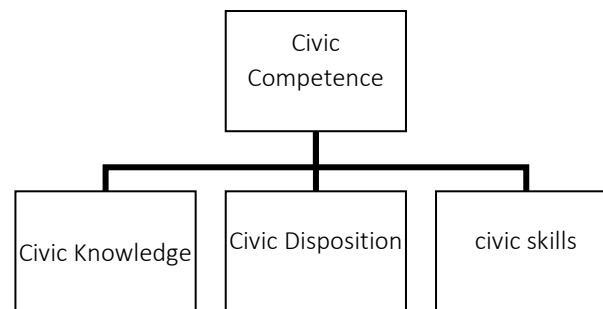

Figure 1. Competence of Citizenship

Based on the image of citizenship competence above, it can be clearly illustrated that citizenship education courses do not only focus on the aspect of knowledge only. However, it needs to be equipped with aspects of attitude and skills from students. Therefore, civic education learning implemented needs to integrate the values that grow and develop in the community as a source of learning for learners (Aziz et al., 2017). It is intended so that citizenship education courses can provide a learning experience that is more contextual and can be reflected by students in everyday life.

Meanwhile, based on the results of research that the author has carried out, citizenship education learning held at the University of Education Indonesia has been adapted to the times and the situation of the Covid-19 pandemic, namely the development of digital-based civic education learning. Citizenship education is conducted online to prepare students to become digital citizens. In addition to optimizing learning in the pandemic era, the application of the concept of digital citizens through online learning is due to the increasing moral degradation in the use of technology. It is reinforced by the results of other studies that the pattern of behavior of children and adolescents in using the internet tends to provide their personal information on digital media, a large number of children and adolescents in Indonesia are exposed to pornographic content, intentionally or unintentionally, the lack of parental supervision of digital activities carried out by children also encourages "deviation" of internet use, bullying behavior, and the ease of issuing swear words on social media pages on the internet (Benaziria, 2018). Therefore, to anticipate this, the implementation of citizenship education based on the concept of digital citizens held at the University of Education Indonesia is oriented to students' ability to use technology responsibly.

Furthermore, the findings in the research that the author has conducted can also be seen from the procedures developed by the lecturer's team of civic education courses in carrying out online learning. Based on the results of research that has been carried out, can be outlined the stages of the online learning process include: 1) preparing a Semester Learning Plan (RPS) and teaching materials (materials, power points, learning videos); 2) distributing the Semester Learning Plan into virtual SPADA (Online Learning System) classes developed by Universitas Pendidikan Indonesia; 3) conduct lectures; and 4) make an assessment. In general, the stages carried out are based on the needs of learning objectives oriented to creating students to become good young citizens. Meanwhile, to create student competence, it takes the content of citizenship education to prepare students to

become active citizens (Alfiansyah & Wangid, 2018). The output of digital-based civic education learning strongly encourages students to become digital citizens sensitive to global issues that develop through information and communication technology. It is reinforced by the research results that state that if digital citizens can manage and use information about global development, then the citizens of digital citizenship will raise global awareness so that digital citizens have a great opportunity to participate in overcoming global issues (Feriyansyah, 2016). Therefore, in the stages of preparation carried out by the team of lecturers who master citizenship education courses at the University of Education Indonesia always integrate the concepts of digital citizens in their various contents.

Furthermore, from the results of research that has been carried out, the findings that the preparation of the implementation of lectures carried out first through a series of Forum Group Discussion (FGD) involving all lecturers in civic education courses. The focus of preparation is directed towards the arrangement of the digital-based learning implementation plan so that the learning implementation plan must focus on student independence in learning. Because student independence also reflects the character and character of the Indonesian nation that must be owned as provisions in facing future challenges(Octavia & Rube'i, 2017). Thus, students will play an active role in learning because learning is carried out student-centered.

In addition, the implementation of learning is packaged by putting forward student-centered learning based on Living Values Education so that students can conduct critical analysis based on life values elaborated with predefined materials (Azis et al., 2020). The results of research reinforce that the model of education of life values in teaching materials is the integration of life values in teaching materials presented in teaching materials that include introductions, keywords, concept maps, subject matter, discussion, life values, conclusions, reflections on the application of values, and references (Komalasari & Sapriya, 2016). In its praxis, the learning model has a significant effect on the development of civic competence. So then, integrated into the content of teaching materials used in the formation of digital citizens in the online learning of citizenship education courses hopes that students will have all three expected citizenship competencies civic knowledge, civic disposition, and civic skills.

Furthermore, concerning the distribution of materials, teaching materials, and assessment systems into virtual classes, SPADA is carried out by providing clarity of information and instruction regarding the material, learning media, and assessment system to be carried out. It greatly determines the learning achievements that will be obtained at each meeting. In addition, the distribution of materials and teaching materials is made as attractive as possible so that students are not saturated in carrying out learning so that the assessment system that has been implemented can measure civic skills and civic disposition of students in presenting responses or tasks for independent lectures that have been carried out independently.

Based on the above description, the praxis of civic education learning at the University of Education Indonesia during the Covid-19 pandemic emphasizes the application of the concept of digital citizens to students to become citizens who are expected to solve the problems of the nation and state in the future. For example, one of the findings in the current Indonesian nation problem is the spread of hoax news due to the unwise use of technology. The implementation of learning developed is student-centered learning, using the support of information and communication technology, integrating issues around the Covid-19 pandemic that develops in various media, emphasizing efforts to solve problems around the issues of the Covid-19 pandemic that develops in various media, emphasizing efforts to prepare students to have competence as digital citizens in issues and hoaxes around pandemics. Covid-19 is growing in various media and can encourage

students always to be aware of their role as digital citizens. Schematically it can be described into the following images:
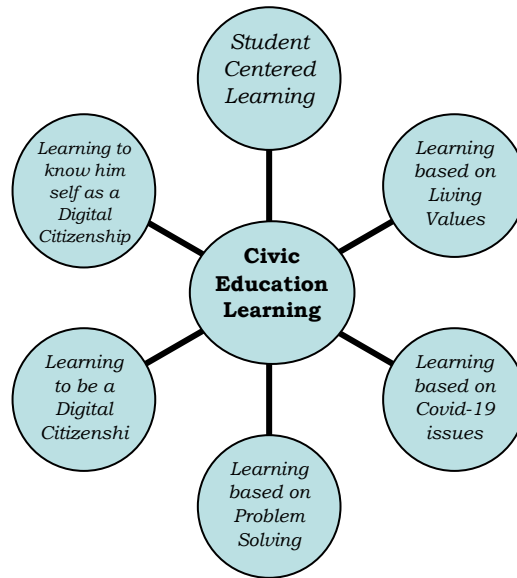

Figure 2. Praxis of Civic Education Learning at Universitas Pendidikan Indonesia

Based on the results of the above research, it can be said that the praxis of the application of the concept of digital citizens through digital-based Citizenship Education learning prioritizes several indicators including: (1) student-centered learning methods (student-centered learning); (2) using information and communication technology support; (3) integrate issues surrounding the Covid-19 pandemic that is developing in various media; (4) emphasize efforts to solve problems around the issues of the Covid-19 pandemic that is growing in various media; (5) emphasize efforts to prepare students to have competence as digital citizens in issues and hoaxes around the Covid-19 pandemic that is growing in various media; and (6) able to encourage students always to be aware of their role as digital citizens.

The Results of The Application of Digital Citizen Concepts Through Online Learning of Citizenship Education

Citizenship education is the same as Pancasila Education, which has become part of public education which plays an important role in transferring and maintaining values that are in harmony with the nation's personality (Kusdarini et al., 2020). Therefore, the Learning of Civic Education must essentially adjust to the times. At this time, the development of the times is digital-based, requiring humans to have competence in the digital field. The current situation is the Covid-19 pandemic that requires learning to be implemented online. The study results showed that the implementation of education policies during the emergency of coronavirus requires educators to innovate learning, namely self-learning based on digital literacy (Hanik, 2020). Therefore, it makes learning Citizenship Education must be done online while preparing digital citizens about citizenship competencies, namely civic knowledge, civic disposition, and civic skills.

The above conditions are a challenge for teachers of Citizenship Education courses at the University of Education Indonesia in realizing the learning of Citizenship Education by the times, the situation of the Covid-19 pandemic, and citizenship competence. That is, the learning of civic education must be able to develop the personality of students as real Indonesian people. The results of the findings that the implementation of civic education learning at the Indonesia University of Education has been able to form students into digital citizens with Indonesian personalities.

The learning outcomes of online-based Citizenship Education in applying the concept of digital citizens to the situation of the Covid-19 pandemic have been felt by students; *first,* the learning process of Citizenship Education integrates efforts to strengthen personality human being in the situation of the development of the digital era, so that it knows it can become a good digital citizen. In another study, civic education learning centered on learners by integrating life values through the utilization of technology to develop the competence of learners themselves (Komalasari & Saripudin, 2017). The adjustment of the development of the times in civic education has been successfully implemented by integrating existing values so that students can solidify their personalities as fully Indonesian human beings.

Second, the process of learning Citizenship Education connects with religious values and cultural backgrounds owned by students. It is very important in applying the concept of digital citizens because religious and cultural values can filter the negative impact that exists in digital development and maintain the values of Pancasila as the ideology of the Indonesian state. The results showed that ethnopedagogic-based Citizenship Education could be used as a vehicle for cultural education and character of the nation that can develop the competence of multicultural citizenship of students in a college environment (Zuriah, 2012). In addition, this becomes an important foundation to becoming digital citizens based on the values of local wisdom.

Third, the learning process of online-based Citizenship Education familiarizes and teaches students to have a responsible attitude, think critically, rationally, ethically, aesthetically, dynamic, democratic, love the homeland, competitiveness, discipline, active, polite, and honest. In another study, the importance of applying the concept of digital citizens to balance the influence of the times with the importance of love for their homeland (Szmigiel-Rawska et al., 2018) This means that students must think globally still stand on the values of local wisdom.

Fourth, through online-based Citizenship Education, learning is invited to recognize the news critically in online media so that students can distinguish true news and hoax news. In the era of the Covid-19 pandemic today, it is possible for the spread of hoax news. Therefore, civic education plays a role in the formation of digital citizenship in students in order to be able to think critically of various phenomena that occur (Reich et al., 2016)

Based on the results of the above research, it can be said that the results of the application of the concept of digital citizens through online learning of Citizenship Education put forward several indicators, including (1) oriented on efforts to maintain the personality of students as whole human beings in the face of the development of the digital era; (2) oriented towards the basic religious and cultural values of students in the face of the development of the digital era; and (3) oriented on the attitudes of good and intelligent digital citizens.

Conclusion

The development of student character through applying the concept of digital citizens in online learning of student-centered Citizenship Education courses can be implemented effectively. The learning of Citizenship Education that is implemented effectively can direct students to think critically of contextual problems that occur so that students can show character as digital citizens by instilling fundamental religious values and culture in applying and mastering science and technology with a sense of responsibility.

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