

Strengthening Digital Citizenship Through the Use of Interactive Learning Media in Civic Education

Galuh Noviardi Ramadhani^{1*}

Universitas Sebelas Maret, Indonesia

*) Corresponding author: galuhnov18@student.uns.ac.id

Abstract

In the digital era, the existence of information and communication technology has encouraged the development of science and the transformation of work systems from conventional to digital. Digital citizenship exists as a response to technological developments so that citizens can use technology responsibly. This article describes the use of interactive learning media in citizenship education as an effort to strengthen digital citizenship. The research method used is descriptive with a qualitative approach, with data collection through interviews and literature study. The research results show that the use of interactive learning media effectively increases students' learning motivation and supports strengthening digital citizenship at SMP N 25 Surakarta. Through various interactive learning media developed, students show high learning motivation so that interactive learning media is considered effective in achieving learning goals. Through interactive learning media in citizenship education, it is hoped that students will be able to integrate knowledge, skills and attitudes of citizens to encourage the strengthening of digital citizenship.

Keywords: *digital citizenship, interactive learning media, civic education*

Introduction

As time goes by, science develops in line with the rapid progress of information and communication technology. This development encourages various citizens around the world to live side by side with technology. In the digital era, technology is like a key that provides various benefits to citizens so that they can adapt to rapid digitalization. The existence of digitalization which changes work systems from conventional to digital certainly makes it easier for people to fulfill their needs effectively and efficiently. Apart from the various benefits brought about by technological developments in the digital era, there are a number of negative impacts that threaten the existence of citizens. These impacts include the occurrence of hacking crimes, cyber bullying, pornography sites, the spread of hoaxes, threats in cyberspace and so on. Therefore, efforts are needed to overcome these negative impacts.

One of the strategic steps used to deal with the impact of misuse of digital technology is through strengthening digital citizenship. Digital citizenship can be defined as behavioral norms regarding the use of technology

(Triastuti, 2019). Digital citizenship can also be defined as a way to position citizens towards the use of digital technology through the character of good and intelligent citizens (Saputra, 2022). Digital citizenship is a forum for citizens to integrate these characteristics in the use of technology in the digital era. This is in line with Putri's (2021) statement that digital citizenship is the knowledge and skills used to use technology appropriately in the digital world, manage existing risks, and take advantage of the opportunities offered by the digital world appropriately and wisely. Through digital citizenship, citizens can use technology appropriately and wisely (Nehe, 2021). In the educational context, strengthening digital citizenship is carried out through the implementation of citizenship education subjects.

Citizenship education that combines technology in the learning process certainly encourages the creation of good and intelligent citizens when using technology. One of the teacher's efforts to develop technology in citizenship education subjects is through interactive learning media. Interactive learning

media combines technology with learning content to create a learning experience that is more interesting, interactive, and actively involves students. In the context of citizenship education, interactive learning media can be an effective means of strengthening digital citizenship. Interactive learning media has the potential to enrich digital citizenship learning by providing a variety of interesting and relevant content. Through interactive media such as learning videos, simulations, educational games, and online discussions, students can be actively involved in the learning process, gain a deeper understanding of digital citizenship, and develop the skills and attitudes needed in the digital era. This article aims to describe the use of interactive learning media in citizenship education as a means of strengthening digital citizenship.

Method

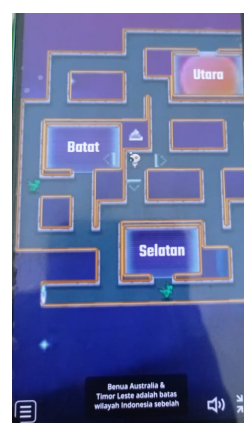
This research is descriptive research with a qualitative approach. Basically, descriptive qualitative research is research that attempts to describe and interpret something, for example situations and conditions with existing relationships, opinions that develop, consequences or effects that occur and so on (Rusandi, 2014). This research is descriptive in nature because it aims to create a description, systematic or detailed picture of the use of interactive learning media in citizenship education as an effort to strengthen digital citizenship. Data collection in this research was carried out using interview techniques and literature study. Interview techniques were carried out with teachers and students from SMP N 25 Surakarta. Literature study is a method used by researchers to collect research data by reviewing theories through various literature related to research (Wahyudi, 2017). This is in line with Fadli's (2021) statement that library research is a method of collecting data by understanding and studying theories from various literature related to research. Data obtained from field research is then processed by examining relevant theories

Result and Discussion

Result

Based on interviews with the PPKn subject teacher Mr. Barjo Wahyu Hidayat, S. Pd., and also student representatives from class VII D of SMP N 25 Surakarta, data was obtained that supports this research. After the end of the pandemic, citizens seem to have become accustomed to using digital tools in their daily lives. The existence of digitalization has caused various impacts, both positive and negative. To minimize the negative impacts that arise from current digitalization, it is necessary to strengthen digital citizenship. Mr. Barjo defined digital citizenship as implementing good and intelligent citizen life in the digital sphere. Digital citizenship is very important for citizens today because it contains the substance of how to integrate digital ethics in the use of technology. Digital ethics at SMP N 25 Surakarta has been implemented well, especially by PPKn teachers, namely by using technology wisely through creating blogs to upload learning materials, and so on. Apart from that, a concrete step in strengthening digital citizenship in SMP N 25 for Civic Education subjects is through the use of interactive learning media. Interactive learning media developed to support strengthening digital citizenship include game-based learning media with word walls, use of e-materials, use of learning videos, and use of digital posters.

Picture 1. Utilization of wordwall learning media



Source: personal documentation

Through various interactive learning media developed, students show high learning motivation so that interactive learning media is considered effective in achieving learning goals. In using this media, students gave a positive response, namely that the existence of

this media could make it easier for students to understand the material. Interactive learning media supports strengthening digital citizenship because citizens' attitudes, skills and knowledge have been well integrated in the use of digital technology.

Discussion

Digital Citizenship Concept

Digitalization has penetrated various aspects of life, one of which is education. As has been explained, digitalization provides a transition from conventional life to digital life. This technological progress has encouraged the emergence of new characteristics of citizens, namely digital citizenship (Roza, 2020). Citizenship is defined by Ribble and Bailey (2007) as the responsible use of technology in the digital age through appropriate norms or behavior. This is in line with Collier's (2019) statement that digital citizenship in practice is a critical and ethical way of thinking regarding the creation of content that is seen, written, communicated to and from digital media, as well as its impact on oneself, others and society. Digital citizenship has a broader vision regarding appropriate, responsible and empowering technological norms that continue to develop in use (Ribble, 2021). Strengthening digital citizenship has the potential to create the character of smart and good citizens. Smart and good digital citizens are reflected through smart and good behavior when engaging in online communities (Pradana, 2018). Smart and good digital citizen behavior is the main key so that a citizen can contribute positively to digital life.

In the context of digital citizenship, there are nine elements of good and intelligent citizen behavior to realize responsible digitalization. The nine behavioral elements include the following (Ribble, 2011): First, digital access. Digitalization opens up opportunities for citizens to participate optimally. This is supported by the devices used and the ways to utilize this technology that are available effectively and efficiently. Second, digital commerce. In this element, it is explained that digitalization also affects business and economic activities, where currently online transactions are more popular than direct transactions. Third, digital communication. In the digital world, the dissemination of information and communication is carried out

using electronic media and social media so that users must be able to do it well so as not to cause negative impacts. Fourth, digital literacy. As a good citizen in digital citizenship, you must be familiar with the digital tools used so that they can be in accordance with the goals you want to achieve. This is also to minimize any negative impacts that will arise. Fifth, digital etiquette. The use of digital tools must meet certain rules and criteria to maintain harmony in the digital world and reduce digital conflict. Sixth, digital law. This element is related to the responsible attitude that citizens must have in carrying out practical use of digital media. Every user must understand the entire series of laws and regulations that regulate the practice of using digital media. Seventh, digital rights and responsibilities. This element views that digital media has provided opportunities for all people to be able to communicate in it. So that when using digital media you must not violate the rights of other people. Eighth, digital health and wellness. This element explains that the use of digital technology must not have an impact on the health of citizens. However, on the contrary, all citizens can use digital media as a means to learn about health-related matters. Ninth, digital security. In the digital world, all forms of information dissemination must be properly protected. Thus, there is a need for knowledge regarding the safety of citizens in using digital media. These steps include protecting personal accounts, being alert to dangerous data, not sharing information that has the potential to violate the law, and so on.

Interactive Learning Media in Citizenship Education as an Effort to Strengthen Digital Citizenship

In the context of citizenship education, there are components of citizenship such as civic knowledge, civic disposition, and civic skills that must be developed in the use of technology to create good and intelligent citizens in the digital era. Digital citizenship must contain new learning concepts with students having to master the important concepts of using digital technology. There are seven main concepts that digital citizens must master, including empathy, understanding how the internet works, understanding internet user

data, computer/internet literacy, understanding gaps in mastery of this advanced technology, practicing comfort and harmony in participation in the digital world and using new media. this is safely responsible. To achieve various indicators of digital citizenship, citizenship education as a field of knowledge plays an important role, especially in forming citizens' attitudes towards the use of technology.

One of the efforts made is interactive learning media to convey the main material in citizenship education. Implementation of the educational process through the application of interactive learning media will influence learning objectives (Kustyarini, 2020). In line with Kurniawan's (2016) statement, learning with interactive media also allows teachers to freely interact with students so that learning is interactive which makes learning focused on the information being studied. Interactive learning media that have been implemented in civics education learning at SMP N 25 Surakarta include game-based learning, namely word walls, use of e-materials, use of learning videos and digital posters.

1. Wordwall game-based learning media

One way to increase student learning activities is that teachers need to apply varied and interactive learning media in the form of games or games on technology such as smartphones or laptops. This wordwall learning media is able to increase student participation at SMP N 25 Surakarta in the subjects of Pancasila and Citizenship Education. Wordwall learning media encourages a more open and confident learning process so that students' understanding and skills become better (Sulfi, 2020). This is supported by research results that the use of wordwall learning media has a high level of effectiveness because students can play and also learn so they get an interesting learning experience.

2. Utilization of e-materials

Electronic materials or popularly called e-modules are teaching materials that are developed digitally to make it easier for students to access them without space and time limitations. The use of e-modules is considered to increase students' learning motivation because the content contained in the e-modules is packaged in an attractive way with the aim of making it easier for students to understand the subject matter

(Wulandari, 2021). Apart from that, the use of interactive e-modules also aims to explain the material conceptually so as to increase students' understanding and memory of the material. Based on research that has been conducted, Pradana (2011) stated that the development of e-modules also has benefits for teachers as an alternative to individual learning activities, and provides variations in teaching in the classroom so that teachers can act more efficiently. Thus, the use of e-modules is beneficial for students and teachers to increase students' understanding of the concepts taught by the teacher.

3. Utilization of learning videos

Video learning media is a tool/intermediary used by teachers in conveying messages/content of learning material that can be seen and heard by the recipient of the message, in this case the students. This learning media is considered very effective because it is able to combine visual and auditory learning styles so that the message is more easily conveyed by students.

4. Utilization of digital posters

Poster media is a visual learning media that is considered appropriate for receiving good information. Posters are paintings or images in the form of media to convey messages or information that function to attract attention (Yusandika., et al. 2018). Posters can also be a means of advertising, education or outreach. Posters are referred to as designs that contain messages or material equipped with images and colors that aim to attract or influence the people who see them (Putri, 2022). Generally, the writing on a poster uses language or words that are short and easy to understand. Using poster media in digital form can increase the interest of students or people who see it.

Conclusion

The development of information and communication technology has changed people's way of life significantly. In the digital era, technology is the key to meeting needs more effectively and efficiently. However, technological developments also have negative impacts such as hacking crimes, cyberbullying, the spread of hoaxes and threats in cyberspace. To deal with these negative impacts, strategic

steps that can be taken are strengthening digital citizenship. Digital citizenship integrates the character of good and intelligent citizens in using technology in the digital era. In an educational context, citizenship education plays an important role in developing digital citizenship. Interactive learning media, such as games, e-materials, learning videos, and digital posters, can be used to strengthen digital citizenship in learning. The use of interactive learning media increases students' learning motivation and helps them understand the material better. Strengthening digital citizenship through interactive learning media in citizenship education can be an effective means of creating citizens who live responsibly and intelligently in the digital era.

References

- Collier, A. (2009). A definition of digital literacy & citizenship. NetFamilyNews. Retrieved April 12, 2020 from www.netfamilynews.org/?p=28594
- Fadli, MR (2021). Understand the design of qualitative research methods. *Humanics*, 21 (1), 33–54. <https://doi.org/10.21831/hum.v21i1.38075>
- Kurniawan, D., & Saragih, AH (2016). Development of Interactive Media Learning Materials for Civics Subjects. *Journal of Information & Communication Technology in Education*, 3 (1), 1–13. <https://doi.org/10.24114/jtikp.v3i1.5001>
- Kustyarini, K., Utami, S., & Koesmijati, E. (2020). the Importance of Interactive Learning Media in a New Civilization Era. *European Journal of Open Education and E-Learning Studies*, 5 (2), 48–60. <https://doi.org/10.46827/ejoe.v5i2.3298>
- Nehe, U. (2021). Digital Citizenship in Education in the Covid-19 Situation. *Educative: Journal of Educational Sciences*, 3 (4), 1915–1921.
- Pradana, DA, Sihkabuden, & Husna, A. (2011). Citizenship Subject E-Module to Improve Student Learning Outcomes. *Edcomtech Journal of Educational Technology Studies*, 1 (2), 143–146.
- Pradana, Y. (2018). Attribution of Digital Citizenship in Digital Literacy. *Untirta Civic Education Journal*, 3 (2), 168–182.
- Putri, CF, & Saputra, ER (2022). Use of Poster Media in Civics Learning in Higher Classes. *Journal of Basic Education Research (JRPD)*, 3 (2), 127. <https://doi.org/10.30595/jrpd.v3i2.12807>
- Putri, EM, & Setyowati, RN (2021). Implementation of Digital Citizenship Education in Forming Good Digital Citizens in Unesa Labschool High School Students. *Journal of Civics: Media Studies in Citizenship*, 9 (3), 580–594.
- Ribble, M., and Bailey, G. (2007). Digital citizenship in schools. Eugene, OR: International Society for Technology in Education
- Ribble, M. (2011). Digital Citizenship in Schools. *An Excerpt from Digital Citizenship in Schools 2nd Edition*, 3777, 1–32. <https://books.google.com.mx/books?hl=es&lr=&id=iQ4YBgAAQBAJ&oi=fnd&pg=PT15&dq=digital+citizenship&ots=ZOzBhmyCrw&sig=NnLCbM9Iuh2UP-PIweujJA2DYTc%5Cnhttp://www.iste.org/docs/excerpts/DIGCI2-excerpt.pdf>
- Ribble, M. S. (2021). Digital citizenship in the frame of global change. *International Journal of Studies in Education and Science (IJSES)*, 2 (2), 74–86. www.ijses.net.
- Roza, P. (2020). Digital citizenship: preparing the millennial generation to become democratic citizens in the digital age. *Journal of Sociotechnology*, 19 (2), 190–202. <https://doi.org/10.5614/sostek.itbj.2020.19.2.4>
- Rusandi, MR (2014). Designing Basic/Descriptive Qualitative Research and Case Studies. *Al-Ubudiyah: Journal of Islamic Education and Studies*, 3 (2), 1–13. <http://jurnal.staiddimakassar.ac.id/index.php/aujpsi>
- Saputra, M. (2022). Integration of Digital Citizenship in Citizenship Education Courses to Foster Internet Ethics (Netiquette) among Students. *Journal of Citizenship Education*, 12 (01), 6.

<https://doi.org/10.20527/kewarganegaraan.v12i01.13635>

- Sulfi Purnamasari, Fika Rahmanita, Soffi Soffiatun, Wiwit Kurniawan, FAF (2020). Playing with Students' Knowledge Through Online Word Wall Game-Based Learning Media. *Journal of Community Service* , 1 (1), 177–180.
- Triastuti, R. (2019). Civics Journal : Media for Citizenship Studies. Teachers and technology: The perspective of digital citizenship. *Journal of Civics: Media Studies in Citizenship* , 16 (1), 22–28
- Wahyudin. (2017). Qualitative Research Methods Literature Study and Field Study. *Pre-print Digits. Libr. UIN Sunan Gunung Djati Bandung* , vol. 6, no. 1, pp. 1–6,
- Wulandari, F., Yogica, R., & Darussyamsu, R. (2021). Analysis of the Benefits of Using Interactive E-Modules as a Distance Learning Media During the Covid-19 Pandemic. *Khazanah Education* , 15 (2), 139. <https://doi.org/10.30595/jkp.v15i2.10809>
- Yusandika, D, A. Istihana., & Susilawati, E. (2018). Development of Poster Media as a Supplement to Learning Physics of Solar System Material. *Indonesian Journal of Science and Mathematics Education*.