Role of Citizenship Education Subjects in Strengthening Digital Ethics

Amilia Nagita Puspitaningrum

Universitas Sebelas Maret, Indonesia

amilianagita1212@student.uns.ac.id

Abstract

Along with the development of technology, information, and communication, this has an impact on human life, so in facing the challenges in this digitalization era, it is necessary to strengthen the digital ethics of students armed with Citizenship Education subjects. In order not to abuse the ease of using science and technology. The purpose of this article is to discuss the role of Civics subjects in Strengthening Digital Ethics. This article uses a qualitative descriptive method using a case study approach, data collection is done by observation and interviews with Civics subject teachers. The results of this article indicate that in the digitalization era with technological developments affecting students, in facing the convenience of the digital era it is very important in strengthening digital ethics so that students hope not to abuse the use of these technological, information, and communication developments. The conclusions of this article show that along with Due to the low level of parental supervision, citizenship education plays an important role in strengthening digital ethics which is carried out through the Civics learning process in the classroom. The application of strengthening digital ethics at SMAN Karangpandan is carried out by integrating values related to digital ethics in the learning process, but in strengthening digital ethics many obstacles are faced, which are influenced by factors of student social status, educator factors, and social factors. The author can offer a solution by incorporating character values in digital media into the Civics learning process in schools..

Keywords: The Role of Civics, Strengthening Digital Ethics

Introduction

The Development of globalization is getting faster and faster with the progress in the field of information and communication. This is in line with Jill Shepherd's expression that the digital era is marked by rapidly increasing technological advances and changes that lead to broad knowledge, so that it has an impact on people's lives (Shepherd, 2004), besides that technological advances cause changes in cultural civilization which result in more or value that applies in a society (Wahyudi & Sukmasari, 2018). Therefore, the existence of this technology provides convenience in accessing technologies, which makes it easier to access various information without restrictions via the internet.

These technological advances have a tremendous impact on people's lives, The positive impact of this technological development makes it easier to access various information and explore knowledge widely and can even be used as a place for self-development. In addition, the impact of globalization felt in the world of education is the development of science, and technology with these impacts so that daily activity will be easy (Nurhaidah, 2015).

However, with the development of this technology also has a negative impact, including the ease of accessing various information so that children are vulnerable to new problems. Based on the Kominfo survey, it was found that approximately 30 million children are already proficient in the digital world, and they even spend time in the digital world. That the role of parents in supervising the use of digital media is very weak because there are still parents who are technological developments.

Seeing the positive and negative impacts of the development of this technology, such as making it easier for children to access various information, even though not all information is appropriate to be presented to children, as is

contained in negative digital media content such as using social media as a medium for bullying, hate speech, child abuse, even to the point of by accessing pornographic content. This is in line with the expression of the Minister of Women's Empowerment and Child Protection which stated that during 2017 - 2019 there were 426 victims of pornography, 316 child perpetrators of pornography, and 281 child victims of bullying and 291 children who became perpetrators of bullying.

Based on the pre-observation, the researchers found that most of the students of SMA N Karangpandan already use sophisticated technology such as the use of smartphones in accessing various information, but on the other hand the researchers found that most parents of students are still low in mastering technology so that parents are not optimal in supervising their children in using these digital tools. Therefore, the lack of parental supervision of children requires other support in facing the challenges of the negative impact of this technological development. One of them is through the world of education, where the world of education plays a very important role in teaching and growing digital ethics so that the use of technology can be controlled. In the world of education, one of the subjects that play a role in instilling digital character or ethics is Citizenship Education.

Citizenship Education is a subject that has a role in instilling digital citizenship, with the output so that students become digital citizens who are responsible, and have ethics. Therefore, through Citizenship Education, it forms the digital ethics of students (Benaziria, 2017). Competence in Citizenship Education Subjects will be a provision for students in facing the challenges of the digital era, including civic knowledge, civic skills, and civic disposition or civic character. These three competencies make them good citizens and have character (Widiatmaka, 2021).

Actually, in the 2013 curriculum, to create wise citizens in dealing with the development of science and technology, it has been proclaimed in the Basic Competence as well as in class XII where there are competencies related to the positive and negative effects of the development of Science and Technology. However, in fact, the material does not teach how to prepare to become a wise digital citizen. Meanwhile,

along with these developments, preparing to become a wise digital citizen is very much needed. As a result, students are only aware of the positive and negative impacts but do not understand the rights, obligations, and ethics in dealing with these technological advances.

Digital Citizenship, prepares students to contribute to a digital society, so it is hoped that digital citizenship also plays a role in shaping students' digital ethics. Where it is aligned in Farmer that digital citizenship can filter various information appropriately, how to effectively engage in cyberspace, and use information wisely which will have an impact on self-development (Farmer, 2010). Its purpose is to educate, empower, and protect. This digital education needs to be developed in Civics learning subjects in shaping students to become ethical digital citizens.

Based on this explanation, researchers want to study and examine the role of Citizenship Education (PKn) subjects in shaping the digital ethics of SMA N Karangpandan students. The purpose of writing this article is to provide an explanation of the role of Civics subjects in shaping the digital ethics of students at SMA N Karangpandan.

Literature Review

Citizenship

Civic education comes from Latin, namely *Civics*, then there is an English term, namely *Civic* which means citizen/citizenship. Then it developed into civic science and citizenship education (Izma & Kesuma, 2019). Civics or Citizenship Education is an interdisciplinary and multidimensional educational plan based on systematic social science theory. The essence of Civics as stated by HA Kosasih Djakhiri is an educational activity in progmatic-procedural learning aimed at humanizing, civilizing, and empowering good citizens (Dasim, Budimansyah, 2006).

Citizenship Education as one of the subjects in the world of education has a role in shaping the younger generation to become good citizens and have character. Where civic education is interconnected and cannot be separated from the formation of the character and morals of citizens. This Citizenship Education has two types of groups including

Civic Education for Schools (Civic Education for Schools) and Community Citizenship Education (Civic Education for Society) (Ananda, 2012). Both types of Citizenship Education have the same goal, namely to create citizens who have awareness of defending the country based on an understanding of national politics, sensitivity in developing self-identity and morals in the life of the nation, besides making citizens knowledgeable, intelligent, and skilled (Alvira et al., 2021).

In Udin S. Winataputra's thinking, Citizenship Education as a vehicle for character education is based on two things, namely: 1) Budi Pekerti Education has a goal in building character and character so that every student has values and morals based on Pancasila, 2) Civics in the curricular domain functions to instill values. culture and national character in various environments (Noe et al., 2021).

Digital Ethics

The word ethics comes from the Yunani Language, namely "*Ethos*" which means customs, morals, character, feelings, attitudes, ways of thinking. While the plural form "*ta etha*" which means custom. So based on this etymology, it can be interpreted that ethics is a science about something that can be done or the science of customs (Bertens, 2007). Ethics can also be interpreted as a science that discusses a problem of good and evil deeds and behavior in humans (Alinurdin, 2019).

Ethics is very influential for human life because through ethics one can know how to run his life well through daily actions and actions. This means that ethics is a guide in acting and making the right decisions. In interacting and associating in the environment, a guideline is needed as to how to act properly, these guidelines make individuals who respect each other, these guidelines are called ethics. This ethics is useful as a guide in getting along to protect the interests of others. Especially in the use of social media, ethics is needed (Zonyfar & Khusaeri, 2022). This is like Bertens' explanation where ethics is explained in several senses, namely ethics is intention, ethics is conscience, ethics is absolute, ethics does not depend on the presence or absence of the environment (Bertens, 2013).

Ethics is not just something that is good or something that is appropriate, but ethics is about how to interact with responsibilities. Digital ethics if you can't maintain it in media it will create problems in life in this digital era (Suwatno, 2022).

Method

The research method used in this article uses a qualitative descriptive method. Qualitative descriptive method is one of the research methods that has a basis in philosophy postpositivism used as research on an object condition natural, this method is the opposite of the experimental method, meaning that the key instrument in data collection is the researcher himself by conducting data triangulation, qualitative data analysis, and results that emphasize meaning and override generalizations (Sugiyono, 2017).

Setting and Participant

In this qualitative research method using a case study approach. Case studies are activities in exploring a system or cases related to research through in-depth data collection various sources of information (Design, 1989). The case study in this research is to get an idea of how the learning or activities of Civics subjects at SMA N Karangpandan are related to educating the digital ethics of their students. It is hoped that by using this approach, researchers will obtain detailed information. The research subjects of this article are Civics Teachers, Principals, and Students.

Data Collection

Through these methods and approaches, will obtain data as follow:
1. Primary Data
The primary data in this study were the result of structured and unstructured interviews. In addition, other primary data that researchs go into the field at SMA N Karangpandan and conduct observations made by schools in strengthening digital ethics.
2. Secondary Data
Data obtained through documentation activities during field observations as well as structured or unstructured conduct with civic teachers.

After obtaining all the data, it is carried out with content analysis by showing the following picture:
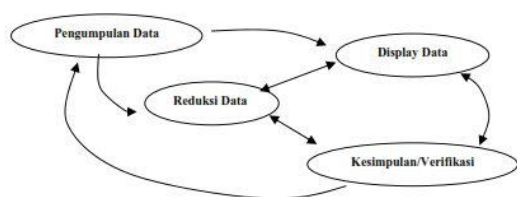
Gambar
Komponen-Komponen Analisis Data Model Interaktif dari Miles dan Huberman (1992)

Picture 1. Data Analysis Component

Result and Discussion

The Role of Citizenship Education in Strengthening Digital Ethics

Along with the development of information and communication technology, this is rampant regarding the negative impact of decreasing ethics in high school students. One way to overcome this impact can be done through the world of education. Good digital strengthening is one of the responsibilities of an educational institution. The impact of this technological development has been integrated into the lives of students, so it is the responsibility of the school in realizing its students to become digital citizens who are skilled and wise in the use of technology.

The Development of information technology makes it easy for children to access various information widely and without restrictions. Even though not all information or content Along with the development of information and communication technology, this is rampant regarding the negative impact of decreasing ethics in high school students. One way to overcome this impact can be done through the world of education. Good digital strengthening is one of the responsibilities of an educational institution. The impact of this technological development has been integrated into the lives of students, so it is the responsibility of the school in realizing its students to become digital citizens who are skilled and wise in the use of technology.

Given this phenomenom, education has an important role in strengthening students'

digital ethics. Strengthening digital ethics in schools can be pursued through Citizenship Education. This Citizenship Education has an important role in strengthening digital ethics accommodating the vision of citizenship in this era of Digital Citizenship. In equipping students to become wise digital citizens, they need to develop aspects of skills including: First, civic literacy Dwipayana defines it as knowledge capability and the ability of citizens to understand the world of politics, the broad meaning is the capacity of knowledge about how people actively participate and initiate changes in society. large. Citizenship education has a strategic role in developing broad-minded citizens, which does not only study the rights and obligations of citizens, but also prepares them to become global citizens (Raharjo et al., 2017).

Second, global citizenship means a concept that emphasizes the role of citizens in the global scope, not only citizenship status and citizenship changes in a global context (Arif & Aulia, 2016). The target of the global insight competence of citizens through Citizenship Education is to form smart citizens, think analytically, and commit themselves to involve themselves (Wahab, A. A., 2011). This means that with these three competencies, a citizen in dealing with technological developments must be an intelligent citizen, think analytically in using technology, and be able to engage in the digital era wisely.

Third, Digital Citizenship where through understanding the use of the internet starting from using the security, knowing the internet, regulating and blinding digital content, as well as understanding the rights and obligations of using the internet (Muchtarom et al., 2018). So that through civics education has a target in supporting citizens in making good and civilized citizens.

In the face of developments and changes in the era of Citizenship Education, one must be able to keep up with these changes. Where Citizenship Education Subjects play a very strategic role in strengthening students' digital ethics during the development of communication and information technology. Where this is proclaimed through the scope of the material, the first examines values and morals, the second unites the attitudes of citizens with character values to form good citizens. Third, trying to make students with

strong character. Finally, Civics forms the character of citizens and character according to personality.

The Application of Strengthening Students Digital Ethics

The application of strengthening digital ethics for students of SMA N Karangpandan in this globalization era is carried out through several stages including planning, implementing, and evaluating learning (Ahsanuddin, 2021). Based on temporary data in interviews with Civics subject teachers that in the planning process in strengthening digital ethics through Rencana Pelaksanaan Pembelajaran (RPP) by including digital ethical values in the RPP so that the hope of strengthening digital ethics can be carried out optimally.

In the RPP the role of Civics in strengthening digital ethics is developed through materials and syllabus. The study shows that Civics teachers are expected to develop ethical strengthening by instilling digital ethical values, so that the role of Civics in strengthening digital ethics can run optimally. In strengthening this digital ethic, there is character education where the target is strengthening and developing student behavior on a value. The integration of digital ethical values is also influenced by the nature of the teacher in teaching, for example the method used by the teacher and the learning resources. If the teacher uses the right method, it can attract the interest of students in the lesson and can appreciate the value of digital ethics.

Based on the interview data while it was stated that the implementation of the application of digital ethics in SMA N Karangpandan, the teacher used the group discussion method, where in this group discussion he taught ethics in operating technology wisely without endangering others, as well as appreciating the work of others by including sources in citing his work. . Then the last learning process is evaluation, where at SMA N Karangpandan in the learning related to digital ethics by assessing knowledge and attitudes both observing and peers. In this evaluation process the teacher is very influential on the students, if the evaluation is carried out by the teacher well, the students have digital ethics not only in the classroom but also in practice in their lives.

Obstacles and Solutions to The Role of Civics in Strengthening Digital Ethics

Based on interview data while the obstacle to strengthening digital ethics at SMA N Karangpandan of them is the background of the social status of students being an obstacle to applying digital ethics, meaning that with the difference in social status, the rights and obligations in accessing digital are uneven. In addition, the low ability of teachers in mastering technology so that teachers are less sophisticated than students is also an obstacle to strengthening digital ethics because of the low ability of teachers, teachers cannot supervise students in using digital media. The last obstacle is influenced by the student's social environment, if schools have made efforts to strengthen students' digital ethics, if these students associate with inappropriate friends, it will also be a challenge for teachers to strengthen students' digital ethics. This is in line with Hasbiansyah's opinion that the development of technology and information has resulted in an alarming social environment (Hasbiansyah, 2008).

One of the solutions related to the existence of these obstacles can be done by internalizing the strengthening of character values which can be included during the learning process, especially in the implementation of Civic Education learning, besides that, teachers should not only stick to the cognitive aspect, but also students affective and psychomotor.

Conclusion

Based on the above discussion, it can be concluded that first, Citizenship Education has a role in strengthening digital ethics with civic literacy, global citizenship, and digital citizenship skills. In addition, the scope of material in Citizenship Education also plays a role in strengthening digital ethics, the scope of the material includes reviewing values and morals, integrating with character values to form good citizens, educating to become strong characters, and making citizens with character. and ethics according to personality.

The application of strengthening digital ethics at SMAN Karangpandan is carried out through the learning process, from planning, implementation to evaluation of Civics learning. However, the role of Civics subjects

in implementing the strengthening of students' digital ethics still has obstacles caused by several factors, including social status background factors, educator factors, and social environment factors.
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