

Preparing Students as Digital Citizenship in the Era of Globalization

Purnomo Ananto
{purnomo.ananto@polimedia.ac.id}

Politeknik Negeri Media Kreatif, Jakarta, Indonesia

Abstract. Information and communication technology including the internet today have developed so rapidly, so that in this era of globalization it has become a new medium and as an important instrument in everyday life. In an all-digital era, as citizens we are not only required to be able to use information and communication technology as a tool to get entertainment but also to be a medium to participate in public spaces and even make empowerment efforts for welfare. Although the development of e-commerce as one of the characteristics of digital citizens has caused various negative impacts such as consumerism, massive exploitation of nature and its products but this digital era also opens up opportunities to build awareness to switch to regular and measurable habits of life as a necessity and at the same time as a consequence of digital citizens in this era of globalization. This article tries to provide ideas on how to prepare students (society) to become smart and good digital citizens in emptying globalization, among others, through civic education. This research uses library research methods. The results of the analysis show that preparing smart, good and responsible digital citizens requires the active role of teachers, lecturers and leaders both formal and informal. In addition to the efforts to prepare digital citizens, there are at least two basic things that must be considered including adequate knowledge in the field of digitalization; and the Internet of thinks.

Keywords: Digital Citizenship, globalization, information and communication technology.

1 Introduction

The importance of strengthening the competence of global insights of citizens, among others, through the learning process of Civic Education, both in the context as a civic curricular program at the primary and secondary education levels, as well as a personality development course at the higher education level seems to have become a necessity. The strengthening of global insights is intended to prepare citizens to face and undergo digital citizenship which was born due to the process of globalization and the development of information and communication technology. Through the learning of Pancasila and Citizenship Education, the competence of global insights which include knowledge, skills, and attitudes as a global citizen is built and strengthened so that citizens are ready to have relationships and connections across differences, while maintaining and deepening their sense of nationality and integrity as part of the citizens of a country.

The digital era is a marker of human civilization today. An era in which human culture is in a "new form", Levin (2014)[1] even mentions that the digital era is an era characterized by several symptomatic, including the blurring between the real and the virtual; the blurring

between man, the machines and nature; and the reversal from what was originally lacking information to an abundance of information. This era is also characterized by three important aspects that shape human culture, namely social media as a way to form social consciousness; online personal identity is a personality shaper and Data Intensive Science as a new method in the paradigm of science. This reality on the one hand gives an opportunity for mankind although on the other hand we cannot turn a blind eye to the tendencies of the negative tendencies that accompany it. The development of technology from mechanical / analog technology to digital technology since around 1980 and the internet since the early 1990s has created a digital era. Since the development of personal computers with microprocessor technology has created a very rapid technological revolution. Then it became more widespread not only in the form of personal computers but also mobile phones. This technology, which is then referred to as information and communication technology (ICTs / information communication technologies) or cyber technology or better known as digital technology or new digital media. This technology has touched all dimensions of human daily life, affecting interactions in the family, entertainment, various jobs, education, economics and relationships presented and consumed through the media [2].

Advances in information and communication technology have made humans connected to each other through the means of communication that are in their hands. It is undeniable that advances in information and communication technology have brought changes in the pattern of human life. Advances in the field of computers and internet networks have shaped the society in the network (On Line Community). From the advancement of the field of information and communication technology, especially the Internet, it has moved civic activities. The participation of citizens to convey aspirations to the government which used to be done analogously can now be done through digital technology such as sending electronic mail (E-mail), social media, websites and so on. This will certainly make it easier for citizens to convey their aspirations to the government. Advances in information and communication technology have brought changes in civic life, especially the practice of citizenship. Therefore, citizens must be prepared to be able to optimize the advantages and opportunities of advances in information and communication technology, this can only be done by cultivating characteristics or competencies as digital citizens. The bottom line is that digital citizens must be able to manage and use information about global developments, then digital citizens will raise global awareness, so that digital citizens have a great opportunity to participate in overcoming global issues.

2 Research Methods

This research method is a qualitative descriptive research, using library research methods whose purpose is to get the meaning contained in the content of news in mass media, online media and books on the concept of digital citizenship for the younger generation and civic education are able to help prepare the younger generation to become smart and good digital citizens in welcoming digital democracy in the global era. This research was conducted for approximately four months, starting from April to July 2022, with the subject matter in this study being news content in mass media, online media and books. The object of this study is regarding the concept of digital citizenship.

3. Result and Discussion

3.1 Research Finding

This digital era has formed a digital citizen who in everyday life is almost "forced" to use the internet as part of his life. The term digital citizen has been used by Karen Mossberger, Caroline J. Tolbert and Ramona S. Mcneal in her book entitled *Digital Citizenship : The Internet, Society, and Participation*. Digital citizens defined (Digital Citizens) are those who often use technology, where technology is used for various information purposes to fulfill their civic duties such as politics, economics [3]. Furthermore according to Feriyansyah, (2014: 3)[4], Digital citizens are those who are accustomed to using information and communication technology (ICT), to obtain political information in order to fulfill their obligations as citizens as well as those who use technology in their work for economic purposes.

In addition, it was also revealed that a smart and good digital citizen is an ideal concept as a citizen living in the digital era. Digital citizens are reflected through smart and good behavior when activities in the community in the network (Online Community). 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 activities, it will have a negative impact on people's lives in their networks (networking).

In Indonesia, the use of social media (twitter, Facebook and others) is ranked as the second largest in the world. Especially lately crime through social media is on the rise. Furthermore, Mitja [5] explains Being an active citizen today is not limited to traditional forms of participation (offline), but must also include - theoretically and empirically about active online participation: nowadays, most political actors and political institutions 'live' online on their websites, Facebook (FB profiles and other digital settings. However, not all forms of digitally mediated use need to be active: being 'active online' means more than just browsing websites or social networking sites.

Digital Citizenship is a concept that helps teachers, technology leaders and parents to understand what students/young people/technology users think they are using. Digital Citizenship is more than just a learning tool, a way to prepare people/technology users to become digital citizens [6].

If you look at the application of digital citizenship in the country of New Zealand defining a digital citizen is as follows.

1. Users are confident and capable of ICT;
2. Using technology to participate in educational, cultural, and economic activities;
3. Using and developing critical thinking skills in cyberspace;
4. Literate in the language, symbols, and text of digital technology;
5. Be aware of the challenges of ICT and be able to manage effectively;
6. Using ICT to relate to others in a positive, meaningful way ;
7. Demonstrate honesty and integrity and ethical behavior in the use of ICT ;
8. Respect the concepts of privacy and freedom of speech in the digital world;
9. Contribute and actively promote the values of digital citizenship; and

Digital literacy or abilityThe ability to understand and fully participate in the digital world is fundamental to digital citizenship [7].

3.2 Preparing Students to Become Digital Citizens

Preparing students to become citizens because in cyberspace people tend to be free to argue and behave so that there are often deviations from applicable norms. Reporting from the official website of the Ministry of Education and Culture of the Republic of Indonesia, the definition of digital citizenship is a norm of appropriate and responsible behavior related to the use of information technology. Digital citizenship makes every digital citizen (user of digital devices) to use technology properly and responsibly just as life in the real world. Today's digital world or virtual world has had a direct impact on the real life of everyday humans. Netizens (as digital citizens call it) can comment on anything without thinking about the effect of the comments given. This is where the task of Civic education can direct and organize so that a digital citizen can be held accountable for all the things he does in cyberspace. Digital citizenship will avoid cyber bullying and cyber harassment. So that the treatment involving both can be reported and processed legally. The existence of digital citizenship also avoids issues regarding SARA and pornographic things. Digital citizenship will make digital citizens think whether this is clearly the truth and not a hoax, whether this is appropriate to spread, whether this is polite and does not hurt others, whether this is really important to spread. Thus leading students to a healthy and comfortable use of the internet.

Digital citizenship helps the process of interaction between digital citizens around the world safely, comfortably, and conductively. Reporting from Data Reportal, the Internet connected around 4.72 billion people in April 2021 or about one-third of the human population on Earth. Humans can communicate with each other easily without being limited by place and time. Allows us to contact foreigners in other parts of the world, see natural phenomena around the world, listen to news that occurs in other countries, gain knowledge developed in other countries, to know the news of the closest people who live far from the homeland. Creating digital security Digital citizenship creates security and avoids problems from cyberspace. Digital citizenship provides rights, obligations, laws, and security for users of digital media. This avoids the theft of data, passwords, files, credit card numbers, ATM pins, and other data that can cause losses. Digital citizenship is expected to be able to protect digital citizens from all kinds of cybercrime (digital crimes). Reporting from Interpol, cybercrime is developing very quickly with new trends that continue to emerge. Examples of cybercrime are illegal content, data infiltration (hacking), digital sabotage, personal information crime, destruction of security systems, and credit card breaches.

With digital citizenship, digital media users get a better understanding and not just use it. Not only the younger generation, the older generation will better understand the use of media and digital devices. In addition, a healthy Internet as a result of digital citizenship, opens up a wide range of business opportunities. The digital world connects all humans in all corners of the world, providing a wider and more diverse business reach. Opening up business opportunities will raise incomes and also help alleviate poverty.

3.3 Access Quality Information for Citizenship

With digital citizenship, access to quality and quality information will be easier and wiser. Information can be in the form of articles, books, journals, various reviews, history, news, to applicable laws. With access to quality information and not violating copyright, it can educate and provide a good mindset for citizens. In ancient times we would have difficulty finding sources of material because the internet was not what it is now, but now we can search for anything on the internet with credible sources. The existence of digital citizenship also prevents citizens from being poorly informed. For example, fake news (hoaxes), fabricated photos, and incitement that endangers sovereignty both in terms of politics, government, religion, race, and social status).

Defining digital citizenship is basically as norms or behaviors of life that are appropriate in the digital age but responsible in the use of information technology. Especially in the use of the internet which is carried out regularly, efficiently and effectively. The ability or skill as a digital citizen, in general, must have adequate skills, knowledge, and access to using the internet through computers, mobile phones, or other information technology devices to interact with fellow citizens or the public. The citizens in question are ranging from children, teenagers, adults to elderly people as long as they already know how to use the internet and other information technology.

Digital transformation has become increasingly felt since the Covid-19 pandemic. Digital transformation itself is understood as a process of change into the future based on the significant use of technology, information, and communication, digital transformation at least includes technology, adaptation, and culture. With the existence of digital transformation, citizens have a digital right to carry out their daily life activities, meaning that this also makes it a human right that guarantees every citizen to access, use, create, and disseminate digital media, These digital rights include, the right to access, as digital citizens we are free to access the internet and experience its infrastructure, as well as equal access between genders. Kenudia, the right to expression as a guarantee of diversity of content. We are also free to express opinions; and the right to feel safe i.e. free from wiretapping and monitoring without legal grounds and privacy protections. In addition, in this digital era, the increasing number of content creators and works on the internet, we must also respect the Intellectual Property Rights (IPR) of others. As good citizens we must not commit plagiarism, duplication, and distribution without permission of the other person's work.

4. Conclusion

The findings of this study explain that the pattern of daily life of citizens has shifted towards the digital era, this is partly influenced by changes in the activeness of people who are starting to switch to the digital world, which certainly encourages the rapid attention of information and more active participation when in the digital world. Preparing citizens to be wise and responsible in using internet media through moral messages is one of the ways to form responsible digital citizens. To become part of digital citizens, the globalization process supported by the rapid development of information and communication technology has encouraged citizens to be able to develop three main competencies of citizens' global insights, namely citizenship knowledge, citizenship skills, and citizenship character. The three main competencies are needed in order to face and live the digital era. Strengthening global insight competencies is the main thing in

supporting digital citizenship. Because through strengthening that competence, intelligent citizens (an informed citizenry), citizens who are able to think analytically (analytical citizenry), and citizens who have commitment and are able to involve themselves (a committed and involved citizenry) as part of the global citizen. Elements of digital citizenship can be used as a basis in developing the global insights of citizens in the digital era in learning in schools/campuses. The element of digital citizenship is also a bridge in the formation of citizens in a multidimensional context.

References

- [1] J. Cogan, "Citizenship Education for the 21st Century: Setting the Context". London: Kogan Page Ltd". 1998.
- [2] Creswell, W. John, "Educational research : planning, conducting, and evaluating quantitative and qualitative research, forth Edition. University of Nebraska-Lincoln. New Jersey". 2012.
- [3] D. Darmawan, "Pendidikan Teknologi Informasi dan Komunikasi. Bandung: PT Remaja Rosda Karya". 2012.
- [4] Feriansyah, "Warga Negara Digital Sebagai Instrumen Menuju Warga Negara Global Penelitian Grounded Theory Tentang Dampak Kemajuan Teknologi Informasi dan Komunikasi Terhadap Praktik Kewarganegaraan. Bandung". Sekolah Pascasarjana Universitas Pendidikan Indonesia. Tesis. Tidak Diterbitkan, 2014.
- [5] Drucker, F. Peter, "Manajemen di tengah Perubahan Besar . Alih Bahasa oleh Agus Teguh Handoyo dari Managing In A Time of Great Change." Jakarta: Penerbit PT Elex Media Komputindo, 1997.
- [6] V. Davis, "Digital Citizenship Retrieved May 20, 2012 from <http://digidigitalcitizenship.wikispaces.com/>". 2007.
- [7] M. Gerzon, "Global citizen: how our vision of the world is outdated, and what we can do about it. London : Rider Book", 2010.
- [8] Joseph. Kahne, Ullman, Jacqueline dan Middaugh, "Digital Opportunity For Civic Education. Dalam Making Civic Count: Citizenship Education for a New Generation editor David E. Campbell, Meira Levinson and Frederick M. Hess. Cambridge England: Harvad Education Press". 2012.
- [9] A. Rapoport, "A Forgotten Concept: Global Citizenship Education and State Social Studies Standards. The Journal of Social Studies Research". Vol. 33, no. 1, pp. 91-112.. Ribble, M. & Bailey, G., 2007. Digital Citizenship In School. Washington DC: International Society for Technology in Education. 2008.
- [10] Samsuri, "Kebijakan Pendidikan Kewarganegaraan Era Reformasi di Indonesia. Cakrawala Pendidikan, Th.XXX . no.2, pp. 267-281, 2011.
- [11] S. Samdikun, "Pengaruh Perpaduan Teknologi Komputer, Telekomunikasi dan Informasi dalam Indonesia abad XXI: Ditengah kepastian Perubahan Global. Jakarta". Kompas.2000.
- [12] S. Atisuwanto, "Studi tentang Kebutuhan dan Pencarian Informasi Bagi Dosen Fakultas Kedokteran Universitas Diponegoro dan Universitas Sultan Agung Semarang (Jakarta: PSIPPPFSUI)". 1997.
- [13] A. Suryadi, "Model Pembelajaran Alternatif Menuju Reformasi Pembelajaran (School Reform) dalam Dimensi Pendidikan Kewarganegaraan: menyambut 70 tahun Prof. Drs. H.A. Kosasih Djahiri. Bandung: Laboratorium Pendidikan Kewarganegaraan (PKn) FPIPS-UPI". 2006.

- [14] D. Tapscott,, “Grown Up Digital: Yang Muda yang mengubah dunia. Diterjemahkan oleh : Fajariato” Jakarta: PT Gramedia Pustaka Utama. 2009.
- [15] U. Winataputra, dan D. Budimansyah, “Civic Education: Konteks, Landasan, Bahan ajar, dan Kultur Kelas. Bandung: Program Studi Pendidikan Kewarganegaraan SPS UPI”. 2007.
- [16] G. Wolbring, “Citizenship Education Through an Ability Expectation and “Ableism” Lens: The Challenge of Science and Technology and Disabled People. Education Sciences, vol. 2, no. 3, pp. 150-164. 2012.