

THE EFFECT OF DIGITAL CITIZENSHIP ON THE QUALITY LEARNING CIVIC EDUCATION

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Abstract

Civics material students are able to think critically, creative, able to examine logical relationships, propose experiences to strengthen knowledge, able to agree on appreciating the value of the product. University is the primary influencer in developing a person's character so they can use technology responsibly, which is what is being said utilizing the principles of digital citizenship. Used approaches descriptive quantitative research where research is conducted by researchers in this study this is meant to highlight the influence variables written with angles and states the relationship with existing theories with a questioner. The value of t count (14,510) > t table (1.66) with a significant value of 0.000 < 0.05 therefore it can be concluded that partially there is a significant influence of digital citizenship (X) on the quality of learning (Y) in civic education. By increasing digital citizenship, this will affect the quality of learning in civic education. Digital citizenship is a concept that encourages educators, technologists, and lay people to understand what the general public needs to know in order to use technology wisely.

Keywords: Digital Citizenship, Quality Learning, Technology.

1 INTRODUCTION

Everyone will understand their value and commitment as individuals, members of society, and disciples of good through quality education. In other words, education is a basic right that must be upheld by every community to live their lives. The aim of education is to assist students in developing all their potential its is to be it intellectual, moral, social, or spiritual for themselves. Education in the midst of fast paced changing times is needed to get someone who has a complete or comprehensive personality.

Therefore education continues to advance in line with changes in society. Because science and technology are highly advanced, education is gradually becoming more contemporary as a result. Education is a certain process of growth and growth, as well as the result of individual interaction with the social and physical environment since the beginning of time. In addition, education is the single best method for producing high-quality and empathetic human resources.

According to (Hutauruk, 2018), the purpose of education is to:

1. Self-Preservation: People should be able to maintain their quality of life by leading a healthy life, recognizing their illness, and living a more traditional life.
2. Guaranteeing the necessities of life: I have to be diligent in looking for necessities and meet my basic needs by doing several jobs.
3. Raising a Family: He must be a big brother or father who is very concerned about the education of his children and the well-being of the whole family

Undergraduate students is the sole representative of Indonesian humankind, and it also represents a generation of Indonesian people who would soon become dominant in the process of building. College or university is the place of highest education ingested by someone. College higher education according to interests and abilities somebody. But there are general courses which is mandatory for every student one of them is civic education.

Civic education is wrong one real form within implementing processes democracy nation and state. Civic education is a field of study and discipline with a strong focus on the present for creating a tolerant and democratic character to education, undergraduate students citizenship functions as university morals and obligations must be taught at every stage of education from elementary school and until now for college students. Beside of that civic education which is provides understanding and awareness of the soul of each student in filling the independence that is with efforts to build independence, and effort for maintaining life of the nation and state.

Civics can make undergraduate students understand and implement rights and obligation to become an intelligent, skilled, and skilled citizen of Indonesia in accordance with the character mandated by Pancasila and the 1945 constitution. Civics material students are able to think critically, creative, able to examine logical relationships, propose experiences to strengthen knowledge, able to agree on appreciating the value of the product cultured, and able to respect fellow human beings.

Recognized materials used in teaching materials education in the language of the citizens is very important able to create the character of students. Lectures are currently unable to be built to the character of listeners students as not to. Right now, people are suffering, according to reports crucial character (Nadhiya & Suyato, 2021). In this context, various discussions on the nature of education often center on the declining quality of instruction in schools and universities. It may be due to the improvement in educational quality, which is a key factor in transforming learners into successful citizens of their country.

To ensure high-quality education for all Indonesian citizens, government must implement mandatory basic education programs for each Warga Nation Indonesia in order for them to be capable of working and participating in people life. Education is the single most important sector in national building projects. Education is long life needs. Every human need education whenever and wherever they are.

Since scientific progress has significant impact that brought human life in various situation made easier by technology. This is matter led the world to declare the industrial revolution 4.0, where almost all walks of life people use digital technology. Such as the use of smartphones, computers, e-banking, e-commerce, smart applications are becoming more and more widespread initially a trend until it becomes a style life. Since its introduction in 2013, civic education curriculum has developed a core set of competencies for developing knowledge and skills aimed specifically at empowering people to participate in their communities and for educating the general public about the importance of embracing digital citizenship.

Digital citizenship is based on the technical foundation of the internet to engage and interact. Perhaps digital citizenship requires privacy and expression restrictions that go beyond the requirements of internet usage laws. But the ability to express oneself clearly must understand its limitations before it may create and benefit another person.

Private information and information belonging to other people must continue to be protected. Private information should not be used for negative purposes. Digital citizenship is a set of guidelines aimed at humanity as a whole so that everyone can benefit from the digital economy. Today, the goal of digital citizenship is to educate, empower and protect citizens.

So, if there are negative effects from the use of digital technology, this is no longer in accordance with the goals of digital citizenship. According to the definition of (Roza, 2020) digital citizenship consists of the concepts of rights, security and responsibilities. These three always need one thing compared to something else, so that it is impossible to speak. Personal resilience describes the ability of international students to manage contexts and manage resources or their ability to anticipate external factors, so they can turn threats into opportunities. In responding to various kinds of internal and external threats, individual student resilience is very important as a source of tenacity and toughness (Armawi & Wahidin, 2020).

Civic education learning process in this digital era, it is necessary to initiate new concepts without eliminating the essence of history itself. Besides that this idea also makes it easier for

teachers and participants educated in understanding history in a full era this challenge. At this universities stage, the goal of civic education is not just to instill nationalism in undergraduate students, but also to develop soft skills and character traits necessary for success in the workplace.

However, there are many issues that arise during the execution of civic education under the guidance of an experienced teacher, lecturers among them being bored for undergraduate students who are exposed to the subject matter, as well as some less creative dosen who present the material, such as the excessive use of conventional methods of instruction, the conceptualization of material, and the occurrence of based real problems in the classroom (Pebriyenni, 2018).

Digital technology use is becoming more prevalent each day, and this is shown in the increased use of digital devices like smartphones, laptops, and computers that can easily be connected to the internet to facilitate communication and information sharing. Although there are users of digital devices from all walks of life, remaja are the most prevalent users of digital devices; they access the internet to complete tasks, communicate with friends and family, play games, and access news about celebrity gossip (Munthe et al., 2021). Teenagers is classified nowadays as a digital citizenship due to the prevalence of remaja in the digital world.

The knowledge of being a good digital citizen is a technological advance that exists today, so undergraduate students can take positive things and throw away negative things. The potential for digital citizenship to be able to have a constructive impact on digital life depends on the individual's critical mindset. Community life on a network will receive negative consequences if individuals in the group or network doesn't critical and incompetent in their activities. Norm to be govern how digital citizens live their lives as they move around shaped by how people interact in the digital world. Therefore, it is very important to develop or strengthen the character of citizens digital as a standard of behavior to succeed in the life of a digital society (Akbal, 2016).

Based on the observations that have been made, the problems that are often faced by lecturers in carrying out the civic education learning process include have not implemented learning proper value education in the process of civic learning. Meanwhile, lectures using method questions and answers which was still used very predominately in delivering course materials, lecturers have not yet utilized the models learning moral values education. Whereas in reality

a lot model of teaching moral values that can applied by lecturers in still for Pancasila moral values in the framework formation of national identity.

Universities reacted by stating that using the internet world in college courses for civic education is essential. Subject civic education, which includes personality development classes, must be imaginatively and ingeniously designed in an effort to keep up with the times, which are often associated with advancements in digital technology. By updating the device learning with the concept of digital citizenship and learning implementation approaches taking into account the student's scientific background.

The concept of digital citizenship needs to be integrated in the eye citizenship education course in college high. The hope is that this idea, which is so in line with the course's ultimate objective of printing citizens of a country, will be included into college students study of internet ethics.

Based on the background explanation in the introduction above, this article will investigate whether there is *an effect of digital citizenship on the quality learning civic education*.

2 LITERATURE REVIEW

2.1 Digital Citizenship

(Noviani et al., 2022) State that digital citizenship has long since entered negotiations and is now present in multidimensional networks of power, opportunity, and emerging meaning. If so, fluidity and multiplicity are what define digital citizenship because there are so many things to consider for so many people and it is unlikely that things will return to the way they were.

Digital citizenship education can be defined as the development of a person's social, political, and ethical responsibilities in their online activities, their use of digital technology in their daily lives, and their connections to other people online who share similar values. In the context of education, digital citizenship can be viewed as a means of improving the quality of individual or group communication that occurs during meetings or other events in order to make it more effective and open-minded, particularly when it relates to issues involving the public domain. As opposed to this, citizenship education is viewed as a separate branch of civic education in Indonesia.

According to (Pebriyenni, 2018) education for warring nations is defined as education's contribution to the development of an individual's characteristics as a member of the warring nation. Civic education is an educational program that focuses on political democracy

expanded by other sources of knowledge, the positive influences of school, community and parent education all of which.

According to (Lipsmeier et al., 2020) the goal of digital strategy development is to enable the population of people who use technology to evaluate their own use of that technology in order to become productive members of the community. Thus, it can be said that digital citizenship is a concept that is intended to benefit all human beings so that the entire population can benefit from it as a whole. The goal of digital citizenship today is to educate, support, and enlighten the population that uses the internet.

Therefore, when negative technological usage behaviors occur, those behaviors do not align with the goals of digital citizenship as a whole. Digital citizenship is concerned with using technology to guide and monitor behavior in line with ethics and standards. Digital citizenship aims to test the awareness of students and lecturer in internalizing literacy skills digital regarding the correct behavior when using deep technology life.

2.2 Quality Learning

(Warisno, 2018) The quality of learning is highly correlated with instructors capacity to oversee the learning process from planning to evaluation. It is necessary to consider educational quality as a criterion that serves as the in professional development plans, regardless of whether they have anything to do with efforts to support educational institution in its work to support peer-to-peer learning.

Stated in (Pebriyenni, 2018) quality of education is institutional capacity education to produce. In this sense contained question how far all instrumental input component laid out in such a way that synergistic and productive process, outcome, and impact of learning optimal. Which is input directly related instruments with is educator, curriculum and teaching materials, learning climate, learning media, learning facilities, and study materials.

Whereas potential inputs are students with all the characteristics such as: readiness to learn, motivation, background socio-cultural background, teaching provision experience, learning style, and needs and hope. Quality of the learning process is a key factor in its effectiveness in achieving its goal. The primary goal in the learning process is the one that has already been established (Akbal, 2016).

2.3 Civic Education

According to the theory, civic education aims to support countries that tend to be democratic in their efforts to maintain and advance democratic life. However, its implementation often generates interest (Pebriyenni, 2018). Civic education has a very essential function in one's life it's social life, and build the character of the nation because in there are rules, norms or rules used in social life, nation and state. Educators must practice the example regarding the implementation of citizenship education in life society, nation and state because educators are role models for their students. Lecturers also have an effect strong in the formation of national character, because education is the main foundation in building and developing national character (Hamdani & Dewi, 2021).

When teaching material that is connected to the precise character traits of one particular bangsa, education must adhere to a strict curriculum. To be successful, a group of young people in the middle class must develop their characters. Civic education is an educational program which are multifaceted with a cross-scientific context called interdisciplinary and multidimensional based on the theories of scientific disciplines social sciences, which are structurally based on political science disciplines (Akbal, 2016).

The concept of civic education as state political education cannot be questioned, in which the implementation is one-way and monologue with the aim of being more oriented to the interests of the authorities. For example, civic education struggles to influence democratically inclined youth to develop and advance the democratic political system. Holistically civic education aims to make every young citizens have a sense of nationality and love for the motherland in context Pancasila values and morals, values and norms of the State Constitution Republic of Indonesia in 1945, values and commitment to Unity in Diversity, and commitment to unitary state of the Republic of Indonesia.

Therefore conscious and planned learners according to developmental and psychological and context life is systemically facilitated to learn to live a democratic life intact, namely learning about democracy deep learning climate and through the process of democracy and learning for build democracy learning for democracy.

3 MATERIALS AND METHODS

Analytical method used approaches descriptive quantitative research where research is conducted by researchers in this study this is meant to highlight the influence variables written with angles and states the relationship with existing theories with a questioner. By using type of quantitative research with the method descriptors in this research for describe and explain transition from one variable to another with data number. a descriptive approach is one that is written with the primary aim of providing a clear picture of a particular situation.

A quantitative study is one that is based on the positivist school of thought and is conducted on a given population or sample, Generally, statistical data analysis is performed with the goal of confirming previously established hypotheses. Sampling techniques are typically carried out at random. This research wants to conduct an objective analysis and explain the digital citizenship on the quality learning civic education. The field research for this study was conducted at the Universitas Terbuka. There are several reasons for the importance of digital citizenship research on Universitas Terbuka students.

First, Universitas Terbuka students are also digital citizens because they are also involved in the use of digital media both inside and outside the university. Second reason that the Universitas Terbuka is an educational institution that contains more substance in the provision of civic education courses. The third is that the respondents for this study were chosen because they were considered more relevant and easier to find, considering that students at open universities are widely dispersed .

Data collection techniques carried out in this study using a research questionnaire. The use of the questionnaire is intended for facilitate researchers in the collection data. The population in this study is students who contract courses general civic education in Universitas Terbuka. As for undergraduate students who became the population in this study is a contracts student general civic education in the semester of the 2022/2023 academic year class of 2022 UPBJJ Jakarta.

Sample in this research uses a proportionate stratified random sampling. Sample determination used in this study namely by dividing several faculties in Universitas Terbuka based on faculty:

Table 1. Research Sample

Number	Faculty	Population	Sample
1	Faculty of Teacher Training and Education	252	25
2	Faculty of Economics	225	25
3	Faculty of Law, Social and Political Sciences	296	29
4	Faculty of Science and Technology	175	17
Total			96

The regression used in this study is simple linear analysis. Simple linear analysis can be used to predict how high the value of a variable is dependent if the value of the independent variable is changed. The simple regression equation is formulated as follows. Independent variable in this research is digital citizenship while the dependent variable is quality of learning.

Simple linear regression test or multiple linear regression essentially has several objectives, namely: 1) calculates the average estimated value and the value of the dependent variable based on the value of the independent variable 2) Testing the dependency characteristic hypothesis 3) Predicting the average value of the independent variables based on the values of the independent variables outside the sample range.

Simple linear regression analysis is parametric statistical analysis where the data used must have measurement scale of at least intervals and normally distributed. The simple linear analysis equation model in this study that is:

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Explanation :

Y = quality of learning

a = constant

b = coefficient regresion

X = digital citizenship

The meaning in the regression equation above also brings that b = Number direction or regression coefficient, which shows an increase or decrease in the dependent variable that is based on the independent variable. If b (+) then increases, and if (-) then there is a decrease. X = Subject on the independent variable have a certain value

Data analysis techniques performed in this study consists of four stages. The first stage is data tabulation research in this activity the researcher will input the data that has been obtained from respondents through filling out a questionnaire. Questionnaire that has been filled in the data will be in check before input into SPSS Statistics 27.

The second stage is testing research hypothesis, hypothesis testing was carried out to prove the truth of the hypothesis that have been proposed in this study. The third stage is discussion research results, discussion of results research is done in a way compare between research results that has been done with the theories and the results of previous studies relevant (Febrianti & Darmawan, 2016).

The hypothesis serves to give a statement in the form of an allegation about tentative relationships between phenomena in research. Test method against he proposed hypothesis is tested partially. The output of the tests carried out are: Below is a description of the tests to be carried out:

3.1 T-Test

T-test is a partial test of the regression coefficient. This test carried out to be able to know the significance of the partial role between independent variables namely digital citizenship (X) on the dependent variable namely quality of learning (Y).

The results of the t-test calculation are then compared with the t table use an error of 0.05 or 5%. Criteria for drawing conclusions for the results of the t test are as follows:

1. If the significance value is ≤ 0.05 then H_0 is rejected, which means the hypothesis can be accepted or variable X has a partial effect on variable Y
2. If the significance value ≥ 0.05 then H_0 is accepted, which means the hypothesis is not accepted or variable X has no partial effect on variable Y

3.2 F-Test

The F test was conducted to determine whether the model under study has a feasibility level a high model, namely the variables used by the model can explain a phenomenon analyzed. According to find out that there is this influence, you can seen on the basis of probability. If the probability <0.05 means that variable X has overall and significant effect on variable Y.

3.3 Coefficient of Determination

The coefficient of determination test is used to measure how far ability models in explaining the variation of variables dependent. The value of the coefficient of determination is between zero and one.

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Explanation :

KD = coefficient of determination

R² = coefficient value

Following explanation:

1. If it is close to 0, it means variable independently unable to explain the percentage of influence on dependent variable
1. If it is close to 1, it means variable independently able to explain the percentage of influence on dependent variable.

4 RESEARCH RESULTS

After distributing the questionnaires, the next step is presenting the data, drawing conclusions and disclosing the research findings. The following is the output of the results of the tests carried out in this study including the following:

3.1 Simple Linear Analysis

Given that there are only two variables used in this study, namely consisting of one independent variable and one dependent variable, a simple linear analysis is used as follows:

Table 2. Simple Linear Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.374	1.888		5.496	.000
	X	.744	.051	.831	14.510	.000

a. Dependent Variable: Y

The result is a constant value of 10.374, while the quality of learning (b/regression coefficient) is 0.744. From these results can be included in the regression equation as follows:

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conclusions

From the regression output above, several conclusions can be drawn including the following: The value of $\alpha = 10,374$ is a constant value, indicating that if there is no digital characteristic or equal to 0, then the quality of learning has a value of 10,374.

The regression coefficient $b = 0.744$ indicates that if the X variable or digital citizenship increases by one unit, it will also increase the Y variable or quality of learning by 0.744. The (+) or positive sign indicates that the direction of this research is positive, that is, when digital citizenship increases, it is in line with the increased quality of learning.

3.2 T-Test (Partial)

Partial test is used to test partial significance of each variable independent on the dependent variable, decision making, to know the effect of digital citizenship variable (X) to variable quality of learning (Y) by comparing the value of tcount with t-table at a significant level of 5% (0.05). Based on the hypothetical assumptions below:

Ho: There is no significant influence significant among digital citizenshipwith quality of learning civic education.

Ha: There is a significant influence between digital citizenship and quality of learning civic education.

After doing the calculations the following results were obtained:

Table 3. T-Test

Model		Coefficients ^a		Beta	t	Sig.
		Unstandardized Coefficients B	Std. Error			
1	(Constant)	10.374	1.888		5.496	.000
	X	.744	.051	.831	14.510	.000

a. Dependent Variable: Y

From the results of the test output above, Variable X, namely digital citizenship, has a calculated t value that is greater than the t table value. Because the value of t count (14,510) > t table (1.66) with a sig value of $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. Therefore, it can be concluded that partially there is a significant influence of digital citizenship (X) on quality of learning (Y) in civic education.

3.3 F-Test (Simultaneous)

After doing the calculations the following results for f-test were obtained:

Table 4. F-Test

Model		ANOVA ^a				
		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1112.860	1	1112.860	210.532	.000 ^b
	Residual	496.880	94	5.286		
	Total	1609.740	95			

a. Dependent Variable: Y

b. Predictors: (Constant), X

Given that the output value of the f test results is $0.00 < 0.05$ means that variable X (digital citizenship) has overall and significant effect on variable Y (quality of learning).

3.4 Coefficient Determination

The termination coefficient is used to calculate how much the donation or the contribution of variable X to variable Y, or in other words to calculate the magnitude the influence of digital citizenship on quality of learning. Coefficient determination can be seen in the table below this:

Table 5. F-Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.831 ^a	.691	.688	2.299

a. Predictors: (Constant), X

The table above shows that there is a relationship (R Square) that is equal to 0.831. From the output, the coefficient of determination (Adjusted R Square) is 0.691 which implies that the influence of the independent variable (digital citizenship) on the dependent variable (quality of learning) is 69.1%, and $(100\% - 69.1\%) = 30.9\%$ the rest explains other variables not examined in this study.

3.5 Discussion

3.5.1 *The Effect of Digital Citizenship on the Quality Learning Civic Education*

According to the test output findings above, the computed t value for Variable X, or digital citizenship, is higher than the number from the t table. H_0 is refused while H_a is approved because the t count (14,510) > t table (1.66) with a sig value of 0.000 0.05. As a result, it can be said that digital citizenship (X) has a considerable impact on the learning quality (Y) of civic education. According to the regression coefficient $b = 0.744$, a one-unit rise in the X variable, or digital citizenship, will result in a 0.744-unit increase in the Y variable, or learning quality. The (+) or positive symbol denotes that this research is moving in a positive direction, when digital citizenship improves, learning quality improves as well.

The quality of learning is a level of achievement of the initial learning objectives including art learning, in achieving these goals in the form of increasing knowledge, skills and developing the attitudes of students through the learning process in the classroom. So that in any subject improving the quality of learning itself is a very important thing to do by lecturers and other teaching staff. In this study the quality of learning in question is related to and only limited to civic education courses.

Providing citizenship education to graduate students at the Universitas Terbuka is certainly one of the important things. As a new paradigm, civic entails the study of knowledge and educational programs at schools and universities. It is also recognized as the centerpiece of Indonesian democratic education and is carried out through civic responsibility, which includes

upholding one's duty as a nation's citizens and participating in society at large, and civic education. For this reason, it is necessary to find out what factors can improve the quality of learning in civic education courses.

From the findings of the research that has been done, that digital citizenship is proven to significantly affect the quality of civic education learning. By increasing digital citizenship, this will affect the quality of learning in civic education. Digital citizenship is a concept that encourages educators, technologists, and lay people to understand what the general public needs to know in order to use technology wisely. Digital citizenship is more than just a teaching tool; rather, it is a strategy for introducing technology to a group of people who are technologically illiterate.

Therefore, the process of learning education in this digital era needs to initiate new concepts without losing the essence of giving the civic education course itself. In addition, this idea also makes it easier for lecturers and students to understand history in this challenging time.

Based on the characteristics of digital citizens stated above and supported by progress rapid technology, it is necessary to apply the concept digital citizenship in the learning process civic education so that the quality of learning in schools will increase. This is because, all components of education are involved in the activity both parents and teachers monitor development of students in the digital era.

5 CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

Based on the conclusions that have been presented, researchers provide suggestions as follows:

1. Based on the t test the results of this study indicate that digital citizenship affects the quality of learning civic education. It can be seen from the t value that is greater than the t table value. Because the value of t count (14,510) > t table (1.66) with a significant value of $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. Therefore it can be concluded that partially there is a significant influence of digital citizenship (X) on the quality of learning (Y) in civic education.

2. His shows that digital citizenship has an influence on the quality of learning civic education by 69.1%, and $(100\% - 69.1\%) = 30.09\%$ the rest explains other variables not examined in this study.

5.2 RECOMMENDATION

Based on the study's conclusion, the recommendations are as follows:

To answer the challenge of improving the quality of civic education learning, a new strategy is needed to be applied in the civic education learning process. By utilizing advances in technology, it can help lecturers and undergraduate students in improving the quality of learning.

It is hoped that by applying the concept of digital citizenship in the civic education learning process it is hoped that it can improve the quality of civic education learning.

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