

# Digital Citizenship Learning to Civic Disposition Strengthen in Elementary School

Neti Ramayani<sup>1</sup>, Yusnia<sup>2</sup>, Debi Heryanto<sup>3</sup>

<sup>123</sup>Elementary School Education Department, Faculty of Teacher Training and Education, UNIB  
Jl. Pangeran Natadirja, Jl. Gedang, Kec. Gading Cemp., Kota Bengkulu, Bengkulu 38225

Corresponding author

[netiramayani@unib.ac.id](mailto:netiramayani@unib.ac.id)

**Abstract:** The digital era has brought about behavioral changes in various fields, one of which is the degradation of civic character. Character formation can be done through habituation, especially for elementary school children who have lived in the digital era, so that good digital skills are needed while still upholding character values. The purpose of this study is to examine the correlation between Digital Citizenship and the development of Civic Disposition in elementary schools. The research method used is a literature review by analyzing various current research literature, pedagogical approaches, and empirical results. The results of the study indicate that digital citizenship learning is integrated into an inquiry-based curriculum, project-based learning, digital role play, and reflection of faith values in media ethics. The application of Digital Citizenship Learning has proven relevant to strengthening the civic disposition of elementary school students, because it develops moral awareness, social responsibility, and ethical behavior in the use of technology. However, there are still gaps in experimental validation in large quantities and longitudinal evidence. This study recommends that teachers develop digital literacy learning strategies collaboratively to form a generation that is faithful, digitally savvy, and has strong civic character towards a just and sustainable society, and also provides implications for policy development.

**Keywords:** Digital Citizenship, Citizenship Character, Elementary School, Digital Era.

---

## Introduction

The digital era has brought about a national behavioral change, where controversial issues from various aspects can reveal national disintegration, and elementary school children as young citizens have been integrated in the digital era, this shows the moral degradation of the nation's children such as gadget addiction, bullying, smoking, gender role deviation, sexual crimes, and other discharacter that shows an urgency of reconstructing the character of citizenship in the digital era. Digital citizenship is one of the urgencies to build an intelligent and adaptive society as well as citizens who have democratic and responsible knowledge and skills. (Amalia et al., 2025)

Therefore, it requires elementary schools to prepare an attitude of responsibility as a citizenship competency to face today's digital world. (Momanu, 2023), In line with that (Han, S., et.al., 2022) stated

that digital citizenship education is one of the urgent things to be internalized into the elementary school curriculum with an effort to shape the character of elementary school students who are able to adapt to the digital world safely. Digital citizenship for elementary schools encompasses a complex set of competencies, including digital literacy, security, responsibility, and internet ethics. Therefore, digital citizenship learning at the elementary school level is integrated into the curriculum across all subjects with the goal of preparing students with civic character. (Momanu, 2023)

Civic disposition is one of the essential characteristics Indonesian citizens need to possess in the digital era, alongside civic knowledge and civic skills, all of which are integrated to shape good citizenship.

Reconstructing digital citizenship to address the moral degradation of the nation's children,

especially elementary school children as young citizens, is essential to facing global challenges both domestically and internationally. Civic disposition at the elementary school level includes skills such as expressing opinions, thinking in a disciplined manner, being responsible, participating, and developing democratic values (Park, H., et al., 2024). Similarly, (Nugroho & Wijayati, 2025) state that digital transformation in education demands the strengthening of character values, including digital citizenship, starting from elementary school. This study aims to analyze how Pancasila and Citizenship Education (PPKn) can serve as a means of strengthening digital citizenship values through the use of technology. Digital citizenship education and the development of civic character are correlated and must be internalized into the curriculum. This is due to the increasing prevalence of life in the digital space, both through various media applications, and therefore, civic character must be internalized in civic education learning. (Bilgiler et al., 2014) Similarly, through research collaboration and access to diverse sources, digital technology provides a new pedagogical context for developing civic competencies. (Park, H., et al., 2024)

Based on the various analyses above, this literature review examines how digital citizenship learning in elementary schools contributes to strengthening civic character. Specifically, this literature review discusses digital citizenship in developing civic character in elementary schools

### Materials and Methods

The method used in this research is a literature review. A literature review is a scientific study that focuses on a particular topic. A literature review will provide an overview of the development of a particular topic. (Leite et al., 2019) This study was conducted through searching and analyzing articles relevant to the topic of building civic disposition through socio-emotional character education in elementary schools. Literature sources were taken from various academic databases such as books, Google Scholar, and journals. The research criteria used were keywords such as digital citizenship,

digital citizenship methods and approaches, and civic disposition

### Results and Discussion

From various literature reviews that the author obtained, there are several different but intersecting approaches. In digital citizenship, internalization of moral and ethical education is also needed, because the digital world opens up space for access in all directions, even cases of bullying, cyber, hoax spreaders, and sexual and gender deviations strengthen the negative impacts of digitalization which cause moral and ethical dilemmas. Therefore, the development of morals and ethics in the digital context really needs to be internalized into the curriculum, and open up space to contribute to the improvement of ethical and moral character in the digital world. (Li, Y., et al., 2023). In line with that, introducing and internalizing the concept of basic ethics in the digital world, empathy, mutual respect, and evaluating each development gradually accompanied by advice on civic character and with interesting learning media. (Momanu, 2023) & (Han, S., et al., 2022). Second, Blended Project-Based Learning (BBL) is a collaborative approach that combines face-to-face learning with student-centered digital learning. Han, S., et al., (2022) implemented this approach for sixth-grade elementary school students over 15 sessions, demonstrating significant results in terms of creativity and digital safety awareness. Characteristics of this blended project-based learning include multi-session projects (typically 10-15 sessions), integration of digital tools for research, creation, and sharing, products aimed at public benefit, and collaboration and team interaction.

Regarding Digital Citizenship Education in Elementary Schools, the author will first describe its curricular and pedagogical approach, namely the Digital Citizenship Learning Approach (CEP). The curriculum can be internalized into the Digital Citizenship Learning Approach (CEP), which combines face-to-face and digital learning. This learning encourages exploration of citizenship issues, also known as inquiry projects. It integrates social relationships with citizenship, as well as reasoning with evidence-based arguments (Park,

H., et al., 2023). Similarly, (Rafifah, 2024) argues that this approach encourages students to apply their citizenship knowledge to the real world. These projects include research, presentations, exhibitions, and other creative activities. The Digital Citizenship Learning Approach (CEP) will enhance civic responsibility and a willingness to engage in civic activities. (Nugroho & Wijayati, 2025) Students demonstrate a better understanding of civic obligations and increased motivation to participate in the community.

From the analysis of the realization of Digital Citizenship Learning above, it shows significant progress in students' argumentation and discipline, by integrating digital devices into inquiry projects, it can develop digital potential and citizenship competencies simultaneously because there is space for students to explore citizenship.

Second, Project Based Learning (PjBl) is a learning approach that correlates real projects with everyday life. (Dikarsa et al., 2024) In line with that, project-based learning is student-centered digital learning that integrates digital tools for research, creation, and sharing, products aimed at public benefit, and collaboration and team interaction. (Han, S., et al., (2022). Activities involving social studies based on digital citizenship will improve student attitudes, especially for elementary school children. From the project-based learning shows significant results on creativity, digital safety awareness, especially for 6th grade elementary school students.

Third, Digital Game-Based Learning (DGBL) is an interesting learning and has great potential to shape citizenship character because the learning method is not boring. (Raharjo et al., 2024). In this digital game-based learning also emphasizes digital etiquette and security in the digital world. Characteristics of this approach are the presence of interactive scenarios and simulations, the presence of feedback or reward interactions, developing skills, and can motivate students. Based on the analysis, this approach is able to significantly increase and engage in digital etiquette for elementary school level. compared to other learning models. Furthermore, the author also analyzes digital citizenship in developing citizenship competencies through pedagogical methods: first,

an inquiry-based approach, a student-centered method that raises issues of citizenship and the digital world using questions, research, evaluation, and authentic evidence (Park, H., et al., 2024). Inquiry-based digital citizenship emphasizes group collaboration and the delivery of arguments on citizenship issues, thereby fostering democratic citizenship attitudes (Bilgiler et al., 2014). Furthermore, within the learning process, participatory learning methods can foster citizenship character identity by involving students in citizenship actors. One realization is by involving all students in active participation in the digital world, contributing their voices in digital spaces, and raising themes of citizenship issues that are currently viral in the real world. (Rafifah, 2024). This method aligns with constructivist learning theory and significant practices for citizenship education, which emphasize learning who think critically. Second, collaborative learning is a significant learning process in developing argumentation skills while internalizing civic character, namely cooperation, respect for opinions, and collective problem-solving. This collaborative learning is carried out through group projects and peer discussions (Park, H., et al., 2024). Collaborative learning is a significant learning process in developing argumentation skills while internalizing civic character.

Third, interdisciplinary integration is conveying civic character across all subjects. It cannot stand alone. This interdisciplinary approach will strengthen the transfer of knowledge in each subject. From a curricular and pedagogical approach, digital citizenship will be able to significantly develop civic character because digital citizenship is one of the contemporary citizenship competencies aimed at preparing good citizens in the 21st century. In line with this, the author also analyzes that there are several supporting factors in internalizing digital citizenship in developing civic character, namely students' internet self-efficacy, namely their confidence in their ability to use digital technology. (Damanik, et al., 2025), teacher competence in realizing the curriculum, both readiness and support from the school environment and parents.

## Conclusions

From various analyses conducted by the author, it can be concluded that digital citizenship and citizenship education are increasingly understood as integrated domains. Curricular approaches, namely the Digital Citizenship Learning Approach (PKB), project-based learning, and digital game-based learning, as well as pedagogical approaches that are inquiry-based, collaborative, and integrate all subjects show promising results in developing digital skills and citizenship competencies among elementary school students. Supporting factors for digital citizenship in developing citizenship character include curriculum alignment with citizenship standards, teacher professional development, continuous multi-session learning, and attention to students' digital self-efficacy.

## References

### Journal:

- Amalia, A. R., Aqida, A., & Aidah, S. (2025). *Kewarganegaraan Digital Sebagai Upaya Persiapan Menghadapi Tantangan Perkembangan Teknologi*. 2(1), 15–33.
- Bilgiler, S., Araştırmaları, E., Karaduman, H., & Öztürk, C. (2014). *Sosyal Bilgiler Dersinde Dijital Vatandaşlığa Dayalı Etkinliklerin Öğrencilerin Dijital Vatandaşlık Tutumlarına Etkisi ve Dijital The Effects of Activities for Digital Citizenship on Students ' Attitudes toward Digital Citizenship and Their Reflections on Students ' Understanding about Digital Citizenship*. 5(1), 38–78.
- Dikarsa, A. A., Pendidikan, F., & Sosial, I. (2024). *Inovasi metode pembelajaran pendidikan kewarganegaraan untuk membangun ketrampilan aktif dan kritis*. 4(3), 149–157. <https://doi.org/10.53866/jimi.v4i3.595>
- Leite, D. F. B., Maria, I. I. I., Soares, A., & I. I. J. G. C. (2019). *Approaching literature review for academic purposes: The Literature Review Checklist*. 1–8. <https://doi.org/10.6061/clinics/2019/e1403>
- Momanu, M. (2023). *Systematic literature review on digital citizenship education for primary school students*. 93–112. <https://doi.org/10.35923/JES.2023.1.06>
- Nugroho, F. A., & Wijayati, I. W. (2025). *PENGUATAN NILAI-NILAI KEWARGANEGARAAN DIGITAL MELALUI PEMBELAJARAN PPKN BERBASIS TEKNOLOGI DI SEKOLAH DASAR dini*. Salah satu kompetensi tersebut adalah kewarganegaraan digital, yang mencakup aspek Kebijakan Kurikulum Merdeka menempatkan Profil Pelajar Pancasila sebagai kerangka penguatan karakter untuk menjawab tuntutan masyarakat digital. Nilai-nilai bernalar kritis, siswa SD terhadap isu hoaks, ujaran kebencian, dan privasi data di media sosial. Dengan mengaitkan nilai

*kewarganegaraan dengan praktik digital sehari-hari siswa digital ke dalam pembelajaran PPKn, salah satunya melalui media digital seperti Canva, dan memperkuat literasi digital. Selain itu, kegiatan berbasis proyek seperti kampanye digital menjalankan peran sebagai warga negara digital. Namun, tantangan tetap ada, seperti pedagogis digital guru. Mulyanti et al., (2024) menemukan bahwa dukungan kurikulum dan.* 6(5), 7286–7295.

- Rafifah, T. (2024). *Pembinaan Karakter Anak Sekolah Dasar Melalui Pembelajaran Literasi Kewargaan di Era Digital*. 3(1).
- Raharjo, A. D., Putri, A. A., Budi, H. R., Indonesia, U. P., & Bandung, K. (2024). *Hipkin Journal of Educational Research*. 1(3), 299–310.

### Book:

- Pendidikan Kewarganegaraan Digital*. Herianto., dkk. 2022. Widina Bhakti Persada Bandung: Bandung