

The Insertion of Digital Citizenship in Online Learning

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Abstract – The urgency of teaching online pushed teachers and students to deal with digital devices and internet. Meanwhile, only some teachers aware of digital citizenship aspects and insert it in their teaching and learning process. This descriptive qualitative research aimed at describing the insertion of digital citizenship in online learning. There are ten English teachers from some schools in Bali who participated in this research. The data were gathered by using open questionnaire, interview, and focus group discussion. The list of questionnaire questions, list of interview questions and list of questions for focus group discussion were used as instruments of this research. The data gathered showed that only 50% of the subjects knew digital citizenship but all of them taught and practiced digital citizenship in their online classes directly or indirectly. They mostly practiced it by informing names, kinds and functions of digital devices, giving instructions on how to use the digital devices while modelling the habit of good digital citizens, and inserting some rules of using digital devices.

Keywords: *digital citizenship, online learning*

1. Introduction

In this digital era, people face the disruptive development of technology. Internet becomes a phenomenon. People are driven by the rapid development of technology and information. Saputra and Siddiq (2020) stated that internet brings new paradigm to human life. It means that internet changes how people think, act, and react toward something. This condition does not run together with the ability of people in using the internet and digital devices or applications wisely. That ability is called digital citizenship. Digital citizenship can be defined as a norm of appropriate behaviour and responsibly when using the technology; or it can be said as a concept that can help people to decide right or wrong practice of technology use (Subiyantoro, et al, 2013:53). Ribble & Bailey (2007) state there are nine values of digital citizenship that can be taught in school, such as digital literacy, digital communication, digital access, digital commerce, digital law, digital right & responsibility, digital health and wellness, digital security and digital etiquette. Ideally, digital citizenship is a basic need of people who want to live in digital era. In education sector, digital citizenship becomes a new term to be studied.

In Indonesia, pandemic made the government issued a policy about study from home (*Belajar Dari Rumah*), or distance learning by using online media (*Kemendikbud*, 2020). Later on in this writing, the researcher calls it as online learning. By this policy, teachers and students were pushed into online learning. Teachers searched the best way for online learning and mostly used internet in this kind of learning. It was observed that all ages teachers and students learned to use digital devices that connected to internet in teaching and learning process. In fact, not only teachers but also students were faced with more online things lately. This should not be a new thing because people use internet in daily life, but it is not for learning at school but for entertainment.

In pre research, it showed that all of the subjects' understudy used internet and social media every day. They mostly use it for entertainment. In online learning, they also used variation of online teaching media and platform. Further, when they asked about their understanding of digital citizenship, they mostly did not know digital citizenship. However, to avoid misunderstanding, the researcher gave prior knowledge about the concept of digital citizenship to the teachers. Finally, they said that they taught digital citizenship aspect to their students.

There are some researches in this area; the researcher picks three of them. First research conducted by Saputra and Siddiq (2020) which focused on social media and digital citizenship. They concluded that digital literacy as a part of digital citizenship is important to be master to deal with digital disruption and 21st century citizen. While, Al-Abdullatif & Gameil (2020) conducted research in investigating students digital citizenship knowledge and practice in higher education. They found that digital citizenship practice mostly happened in ICT education. The third research is written by Pedersen, Norgaard, & Koppe (2018) in which considering concept of hybrid learning and digital citizenship. They restate that hybrid learning can serve concept and practice of digital citizenship.

Based on that pre research data, the researcher was motivated to know how the subjects understudy teach digital citizenship aspect in their online learning. This research is expected to be a reference for other teachers to include digital citizenship practice in their online classes.

2. Method

Research method is really important to guide the researcher in her research. It is to give form of the research. The details of this research method describe in detail as follows.

2.1 Research design

Descriptive qualitative research is performed in this research. This design of research is chosen because the researcher wants to describe the evidences in details with some examples.

2.2 Participants

The participants of this study were gathered by using purposive sampling. The participants or the subjects of this research are 10 English teachers from some schools in Bali. The schools where they are teaching are variated. Two subjects from government schools and eight subjects from private schools. While, three subjects used national curriculum, five subjects used national plus curriculum, and two subjects used international curriculum. This variation contributes to the richness of the data in this research.

2.3 Data Collection

In gathering the data, the researcher used three methods, giving questionnaire, interviewing and focus group discussion. To support this research and as triangulation, it used three instruments in data collection (Sugiono, 2013). The first is list of questionnaire questions. List of questionnaire questions is used in pre research to get pre condition of the subject and later on also used to gather data about teaching procedure used by the subjects. The researcher also provided list of interview questions to confirmed the result of questionnaire. After the data classified, the researcher used list of focus group discussion questions to confirm the data further.

2.4 Data Analysis

After the data have been gathered, the researcher analysed the data by using Interactive Model by Miles and Huberman (1994).

3. Results and Discussion

Based on data analysis, the researcher can describe the findings as follows. It was found that the subject inserted digital citizenship aspect in various way based on the level of the classes they were teaching and the conditions of the schools. The researcher divided the way of inserting digital citizenship aspect in online teaching in three levels of school. First, the subjects who taught in preschool, they inserted digital citizenship aspect through the theme of communication. They taught about names, kinds and functions of digital devices. It means that in this level, the students learned digital citizenship in really basic level. The subject mostly use picture as a media in this level. The chosen of activity in this level also really simple, like colouring, matching pictures, guessing, etc.

Second, the subjects who teach in primary school, mostly teach about procedure of using the device. For example, how to use Learning Media System in their school, how to submit task in that LMS, and other procedures related with their online learning. For subject who teach in national plus and international school, they also inserted some understanding about digital security. In practice, the students were asked to be careful in posting anything in their social medias. They also asked to keep their device or account password safely. Further, the subjects also reminding them about the ideal screen time for their age. The method used to insert digital citizenship to primary level is cased based. For example, the subjects gave a sample case about the negative effect of using social media, after that the students were asked to discuss and propose alternative solutions for the case.

Third, in secondary school, the subjects just strengthen the students understanding on how to use the digital devices. The approach used in inserting this point is by direct instruction to the students who need help. In this level, the students were able to use digital devices autonomously, so that the subject who teach in this level was not that emphasizing the digital citizenship in procedural way.

The needs of fulfilling the needs of 21st century citizens bring the concept of digital citizenship. There is a new concept of citizen that later because of the rapid changes of technology called digital citizen. People should understand and practice the value of digital citizenship to collaborate in this community. Saputra and Siddiq (2020) supported that people should have digital literacy skills to save them in this disruption era; it will lead them to have good critical thinking and be culturally responsible citizen. Nehe (2021) said that digital citizenship should always be taught to avoid or at least minimize the negative impacts of digitalization. It was because the ability of using the digital products in the right and wise way is the basic knowledge that should be acquire by digital citizen.

However, although the participants have already used social media in their daily life, it does not mean that their understanding toward digital citizenship is good. It is supported by Al-Abdullatif & Gameil (2020) that the use of internet does not affect the level of digital citizenship knowledge and practices. By reflecting on the findings that all of the subjects inserting digital citizenship practice but only 50% of them knew about it, it shows that the subjects did not have a good understanding toward the aspect of digital citizenship.

Participants in this study have already inserted digital citizenship consciously and unconsciously. According to Pedersen, Norgaard, & Koppe (2018), the concept of digital citizenship is better put into practices, not by teaching the theory of it. In their study, they blended their process of hybrid learning with digital citizenship concept, so that the

students learn digital citizenship unconsciously. Moreover, this research participants' condition drove the subjects to the unplanned insertion of digital citizenship. When, the activities did not plan, it means that the effectiveness and the successfulness of the activities could not be assessed.

4. Conclusion

Based on the findings and discussion above, it can be concluded that the insertion of digital citizenship aspect in online learning was done in different ways based on the level of the students. The data gathered showed that only 50% of the subjects knew digital citizenship but all of them taught and practiced digital citizenship in their online classes directly or indirectly. They mostly practiced it by informing names, kinds and functions of digital devices, giving instructions on how to use the digital devices while modelling the habit of good digital citizens, and inserting some rules of using digital devices. Most of subjects did not recognize themselves inserting the value of digital citizenship. They mostly did it because of students' needs of digital practices because they gathered in online learning.

After discussing the importance and the needs of the students in online learning and living, the researcher suggests the government to insert digital citizenship values in the curriculum in every level of schools. The researcher also suggests the schools to have professional development program for the teachers, specifically to inform and train the teacher about digital citizenship concept and the ways of teaching it. Before that, the schools should discuss the plan of adding this value to the curriculum by inviting parents and stakeholders. For the teachers, it is suggested to enrich their knowledge about digital citizenship, and keep on inserting the values although it has not yet inserted to the school curriculum. Finally, for the other researchers, it is suggested to do research with more subjects of study with deepen analysis.

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