

Digital Citizenship

The Reality of Students Attitude using Information and Communication Technology

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Abstract: The rapid development in information and communication technology gets responded by young people today. The latest products both hardware and software are always followed by them so that their ability to use it no doubt. But on the other hand the news shows that now more and more often heard various abuses of such technology ranging from the case of law about defamation, distribute information that contains elements of SARA until the spread of news hoax. This certainly raises a concern for all. This paper intends to describe the digital citizenship attitudes of vocational high school students in Surakarta. The approach used in this research is qualitative. This study used questionnaire and interview instruments. The results show that the majority of students have the poor digital citizenship. Based on it hence can be drawn tendency of student in using information and communication technology.

1 INTRODUCTION

Since the Indonesian government developed internet infrastructure in the 1980s the number of internet users has been increasing from year to year. According APJII (2014) Internet users in Indonesia in 2010 amounted to 42 million with a population of 238.5 million. It shows that the penetration is 17.6%. Then in 2011 internet users increased to 55 million with a population of 242 million, which means a penetration of 22.7%. The next year internet users up to 63 million with a population of 245.5 million, which means penetration of 24.23%. In 2013 internet users increased to 71.2 million with a population of 248.9 million, which means a penetration of 28%. Then in the year 2014 internet users to 88.1 million with a population of 252.4 million, which means penetration of 34.9%.

The majority of internet users in Indonesia aged between 18-25 years is almost half of the total number of internet users in Indonesia that is equal to 49% (APJII, 2014). This illustrates that the segment of internet users in Indonesia is those who belong to the digital native category.

In line with APJII research is the research conducted on the students in SMK Surakarta shows the result that the students are digital citizens (triastuti, budimansyah, sapriya, 2016) and have characteristic as digital native (triastuti, 2017). This is

because some of the following: that the majority of students that is 43% or almost half access the internet every day. Another fact that supports 52% of students' access social media every day or more than half and 25% of students' access social media every hour, 90% of students, or almost all have never attended a training or special course in order to operate computer programs, has a very active character using the network of digital technology and has the ability to operate internet-based technology.

2 CIVIC EDUCATION AND DIGITAL CITIZENSHIP

Kalidjernih (2010) argues that, "Citizenship is the relation of the individual (citizen) and the country in which each party is bound to a contract of rights and obligations reciprocally". Citizenship is defined as a citizen of a country where between citizens and citizens' relations with the state create mutual rights and obligations.

Meanwhile, according to Smith (2002) citizenship has several meanings as follows: first, a person with political rights to participate in the process of political right's self-governance. Second, citizenship as a more purely legal status. Third, citizenship as referring to who belong to almost any human association,

whether a political community or some other group. Fourth, citizenship to signify not just membership in some group, but also certain standards of proper conduct.

This citizenship is not only addressed as a political right, but also as a citizen's legal status, membership of a community as well as the terms and behavior of citizens. The development of information and communication technology has an impact that in addition to living in the real world today we also live in cyberspace. So in addition to being a citizen is also a digital citizen. This makes digital citizenship meaningful.

Hollandsworth, Dowdy dan Donovan (2011) argue that digital citizenship can be compared to American citizenship in that all digital citizens have the same basic rights: to privacy, free speech how to protect their privacy is critical. Everyone has the rights to free speech but students need to be taught to think about what is said and posted online, which has far reaching effects. Students should also understand that when something is created it belongs to the creator. It should not be copied or altered in anyway. Students do not fully understand copyright laws or how to legally obtain information, songs, pictures, etc

Citizenship and civic education are inseparable. Citizenship is related to the relationship between the citizen and their state which raising the various rights and duties meanwhile every state has what citizens desire as expected. Then hope is implemented with an education that is civic education.

The purpose of civic education is to form good citizens. Wahab (2011) identifies good citizens as citizens who understand and are able to properly implement their rights and obligations as individual citizens with social sensitivity and responsibility, able to solve their own problems as well as problems (Socially sensitive, socially responsible, and socially intelligent), have the attitude of personal discipline, creative, critical thinking, and innovative in order to attain the personal qualities and behavior of citizens and citizens of good society (socio civic behavior and desirable Personal qualities).

Meanwhile, according to Winataputra and Budimansyah (2007) smart and good citizens are well-informed citizens supported by the competence of citizens the civic knowledge, civic dispositions, civic skills Adequate, committed to the implementation of the ideals, values, concepts and principles of democracy for welfare and justice, and responsible as citizens manifested in their inclusion in the making and implementation of public policy. In the view of Branson (1995) the main components of civic education are: civic knowledge, civic skills,

and civic dispositions. Civic knowledge relates to content or what citizens should know about. The next component of citizenship skills is that when citizens practice their rights and fulfill their responsibilities as members of a sovereign society, they not only need to possess basic knowledge but they also need to have relevant intellectual and participatory abilities. While the third component of civic character intends to imply on the public character as well as the private character that is essential for the maintenance of constitutional democracy.

In the view of Winataputra (2007), psychopedagogical/andragogical and sociocultural citizenship education should be designed, implemented and evaluated in the context of developing psychosocial intelligence that is reflected in the mastery of knowledge, the embodiment of citizenship, the appearance of civic skills, the possession of civic commitment, the possession of citizenship constancy, and the appearance of civic competence that all radiates from and crystallizes back to the virtue / civilization of citizenship.

On the other hand Mossberger, Tolbert, McNeal (Year, 2008) states that "Digital citizenship is ability to participate in society online". Meanwhile, according to Ribble and Bailey (2007) "Digital citizenship can be described as the norms of appropriate, responsible behavior with regard to technology use". Ribble and Bailey (2007) suggest elements in digital citizenship are digital access: full electronic participation in society; digital commerce: the buying and selling of goods online; digital communication: the electronic exchange of information; digital literacy: the capability to use digital technology and knowing when and how to use it; digital etiquette: the standards of conduct expected by other digital technology users; digital law: the legal rights and restrictions governing technology use; digital rights and responsibilities: the privileges and freedoms extended to all digital technology users, and the behavioral expectations that come with them; digital health and wellness: the elements of physical and psychological well-being related to digital technology use; digital security: the precautions that all technology users must take to guarantee their personal safety and the security of their network.

Furthermore Ribble and Bailey (2004) state that topics with digital citizenship are wide and varied, so you will need to use these topics as a "buffet" and take what you need, realizing that the other themes are there. The topic of digital citizenship is important to students and their future because this is the world that these students are growing up in, and school need to be a part of this process. Now the internet and social networking application can be used on a cell phone,

these events can occur at any time, both in school and out. While the technologies may change, the concepts of using these tools appropriately will remain the same. This is why teaching these skills to students (even as young as prekindergarten) may become a priority for schools.

Oxley (2010) argues that developing a digital citizenship is critical program because three of the biggest problems facing young people today are: their perceived anonymity, their accumulated digital portfolio or digital footprint and the legal implications of thoughtless or malicious actions. Meanwhile, Microsoft made publication that state digital citizenship is matters thing because following reason: the first, Today's young people are navigating a new digital culture in which the rules and social norms are sometimes unclear. They must learn about digital citizenship and develop a sense of ownership and personal responsibility to make good, ethical decisions in the online world. The second, the online world presents great opportunities for young people, but it is not without risks. We can mitigate some of those risks by helping young people develop a strong sense of digital citizenship. The Third, rather than relying solely on protective measures, an approach to online safety that includes digital citizenship will help young people safely interact in the online world. Teaching them about digital literacy and digital ethics and etiquette in no longer merely an option; it is an imperative.

Bawa, Jyoti, Choudhary (2013) explains that there are advantages and disadvantages of digital citizenship the advantage of digital citizenship are: the first, digital citizenship keeps imprint of your online identity from your whole life. The things are revived and observed within the digital world. The second, when you see on the side of your webpage there are ads and websites that are not random. There are topics relevant to your preceding searches. This can be very crucial for you in such a way that things you are fascinated is there in front of you. The third, digital citizenship can be used in many various form. You can put your views about new technology or education on the web so that other people can make best out of it. Anyone can elaborate your ideas even they don't know you from all over the world. The fourth, it restores memories and creates the chance for recalling in your life for future jobs and scope. The disadvantage of digital citizenship are: the first, if you put irrelevant content out on the net and post inimical things about people. It could inhibit you from grasping a job. The second, It would definitely affect you in negative aspects in your life when you neglect the use of digital citizenship to form your online

identity. The third, if you fill the feedback form of your teacher that how much you hate a teacher or how much you hate or like your boss while forming your online identity it would refer to your online feedback for your teacher or boss. The fourth, if you delete everything related to your post it will stay there because of screenshots, pictures and witness of your post.

3 RESULTS AND DISCUSSION

3.1 Results

Before being used to all samples the instrument was tested on 30 students at SMK Negeri 4 Surakarta. This trial was conducted using an instrument consisting of 37 items with 4 choices of answers that are often, sometimes, rarely and never. Positive statements have the following scores: often have a score of 4, sometimes have a score of 3, rarely have a score of 2 and never has a score of 1. While negative statements: often have a score of 1, sometimes have a score of 2, rarely have a score of 3 and often has a score of 4. After the instrument was tested on 30 students, it was found that 30 items fulfilled the validity. The questionnaire was then used to measure student's digital citizenship in five schools. The final score is obtained by summing the scores obtained by the total number of scores multiplied by 100. Then create the category by considering the minimum mastery criteria (KKM) that is 70%. Based on the KKM then the minimum score is 85 (table 1). The results obtained students are then.

Table 1: KKM.

Score	Category
109 – 120	Excellent
97-108	Good
85-96	Fair
<85	Poor

Based on the results of the research obtained the highest score is 117 while the lowest score is 74 and has an average of 88.89. In detail the results are as follows: 14 students included in the excellent category, 50 students included in the good category, 88 students included in the fair category and 128 students included in the poor category. The research shows the percentage as follows: 5 % in the excellent category, 18% in the good category, 31% in the fair category and 46% in the poor category (figure).

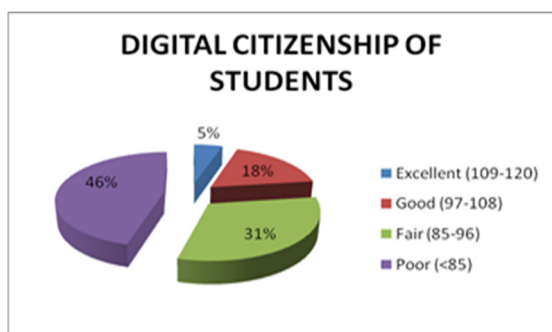


Figure 1: Results of the research.

3.2 Discussion

Citizenship education has three components that a citizen needs to possess in order to be smart citizen, characterized and participative IE civic knowledge, civic skills, and civic disposition.

Civic disposition is often translated as character, attitude, disposition or character of citizenship, but some call it a civic value. Measuring these components can be done through a questionnaire technique with Likert scale model.

Meanwhile digital citizenship elements are: a. Digital access; b. Digital commerce; c. Digital communication; d. Digital literacy; e. Digital etiquette; f. Digital law; g. Digital rights and responsibility; h. Digital health and wellness; i. Digital security. Furthermore Ribble dan Bailey state that digital citizenship are wide and varied, so you will need to use these topics as a “buffet” and take what you need, realizing that the other themes are there. Based on that opinion and considering that civic education is a subject that focuses on the formation of citizens who understand and are able to exercise their rights and obligations to become Indonesian citizens who are intelligent, skilled and characterized, including in the perspective of Indonesian citizenship education, there are 3 related elements: Digital law, digital ethics, digital rights and responsibilities. After doing the bookkeeping on the students the results show that the category is excellent category 5%, good category 18%, fair category 31% and poor category 46%. Referring to Branson's view that the components of civic education include civic knowledge, civic skills, and civic disposition, the results can be attributed to the civic disposition component. It appears how the digital citizenship, attitude of students in using information and communication technology. The results show that the majority of students have poor digital citizenship attitudes.

4 CONCLUSIONS

The majority of digital student citizenship is low with the following details: 5% excellent category, 18% good category, 31% fair category and 46% poor category. Digital citizenship is measured in terms of digital law, digital ethics, digital rights and obligations. The results indicate that the majority of digital student citizenship is poor because of the need to increase the digital citizenship of students through the cultivation of digital citizenship. Digital citizenship is the norm of propriety, responsible behavior in the use of technology. Digital citizenship can be cultivated through both formal and non-formal education. One of them is through civic education. Civic education can be addressed as legal education. One of the scope of Indonesian civic education is about norms, laws and regulations then digital citizenship can be included on it.

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