

The effect of digital citizenship on the quality learning civic education

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Abstract

This paper explores the significant roles and influences in the development of responsible technology use and the impact of digital citizenship on the quality of learning within civic education. Firstly, it hypothesizes that universities are the primary influencers in shaping an individual's character towards responsible technology usage. The paper calls for empirical evidence or authoritative references to substantiate this assertion. Secondly, the study presents statistical evidence indicating a significant relationship between digital citizenship and learning quality in civic education, highlighted by a t count (14,510) surpassing the t table (1.66) with a significance level of 0.000, lower than the 0.05 threshold. This finding necessitates the backing of its statistical analysis through credible academic sources. Lastly, the paper posits that enhancing digital citizenship will positively influence the quality of learning in civic education, suggesting that this claim should be supported by research or literature in the field. There is a need for well-supported arguments in discussing the role of university education, digital citizenship, and their impacts on learning quality.

Keywords: Digital citizenship; quality learning; technology

Introduction

Through the transformative power of quality education, individuals can discover their true value and commitment to society. Education, a fundamental right, is the key to unlocking



our potential, be it intellectual, moral, social, or spiritual. In these fast-paced times, education is not just about knowledge, but about shaping a complete and comprehensive personality.

Education is not a static concept; it evolves in tandem with societal changes. As science and technology advance, education too becomes more contemporary. It is a process of growth and development, a result of individual interaction with the social and physical environment. Education is the key to producing high-quality, empathetic human resources.

According to Hutaauruk (2018), the purpose of education is to (1) self preservation: People should 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: They have to diligently look for necessities and meet basic needs by doing several jobs. (3) Raising a Family: He must be a big brother or father who is very concerned about his children's education and the whole family's well-being.

Undergraduate students are the sole representative of Indonesian humankind, and they also represent a generation of Indonesian people who would soon become dominant in the building process. College or university is the place of highest education ingested by someone. College higher education is based on interests and abilities. However, there are general courses which are mandatory for every student. One of them is civic education.

Civic education is one fundamental form of implementing processes of democracy between 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 in education; undergraduate students' citizenship functions as university morals and obligations must be taught at every stage of education from elementary school until now for college students. Besides that, civic education provides understanding and awareness of the soul of each student in fulfilling the independence that is with efforts to build independence and maintain the life of the nation and state.

Civics can help undergraduate students understand and implement rights and obligations to become intelligent, skilled, and skilled citizens of Indonesia, according to the character mandated by Pancasila and the 1945 constitution. Civics material students can think critically and creatively, examine logical relationships, propose experiences to strengthen knowledge, agree on appreciating the product's value, and respect fellow human beings.

Recognized materials used in teaching materials education in the citizens' language are vital in creating students' character. Lectures cannot 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 crucial factor in transforming learners into successful citizens of their country.

To ensure high-quality education for all Indonesian citizens, the government must implement mandatory basic education programs for each Warga Nation in Indonesia so that they can work and participate in people's lives. Education is the most critical sector in national building projects. Education is a lifelong need. Every human needs education whenever and wherever they are.

Scientific progress has significantly impacted human life in various situations made more accessible by technology. This matter led the world to declare the Industrial Revolution 4.0, where almost all walks of life people use digital technology. The use of smartphones, computers, e-banking, e-commerce, and intelligent applications is becoming increasingly widespread, initially a trend until it becomes a style of life. Since its introduction in 2013, the civic education curriculum has developed a core set of competencies for developing knowledge and skills aimed at empowering people to participate in their communities and educating the public about the importance of embracing digital citizenship.

In the digital age, the concept of digital citizenship has gained significant importance. With the rapid development of information technology and the internet, and the proliferation of various networking sites, digital citizenship has become a crucial aspect of our lives. It refers to the quality of individual behavior in cyberspace, especially in social networks, and the responsible use of technology.

In this context, digital citizenship refers to the quality of individual behavior in cyberspace, especially in social networks, through responsible behavior by applicable norms and ethics. Digital citizenship refers to the ability to direct and monitor behavior in the use of technology, including safety, ethics, norms, and culture. People who understand entirely digital citizenship will also have good cyber security literacy. We can use information technology safely without harming or endangering the safety of ourselves or others. On the other hand, we communicate on social networks while still paying attention to ethics by referring to internal, national, and global norms.

Digital citizenship is based on the technical foundation of the internet for engaging and interacting. Perhaps digital citizenship requires privacy and expression restrictions that go beyond the requirements of internet usage laws. However, 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 harmful purposes. Digital citizenship is a set of guidelines aimed at humanity so everyone can benefit from the digital economy. Today, digital citizenship aims to educate, empower, and protect citizens.

So, if digital technology has adverse effects, this is no longer under the goals of digital citizenship. According to the definition (Roza, 2020), digital citizenship consists of rights, security, and responsibilities. These three always need one thing compared to something else, so speaking is impossible. Personal resilience describes the ability of international students to manage contexts and resources or their ability to anticipate external factors so they can turn threats into opportunities. In responding to various internal and external threats, student resilience is vital as a source of tenacity and toughness (Armawi & Wahidin, 2020).

In the 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 to be educated in understanding the history of the whole era of this challenge. At this university 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, many issues 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 dozen 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 (Pebriyeni, 2007).

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, teenagers 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 (Simaremare & Munthe, 2021). Nowadays, teenagers are classified as digital citizens due to their prevalence in the digital world.

The knowledge of being a good digital citizen is a technological advance today, so undergraduate students can take positive things and throw away negative things. The potential for digital citizenship 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 are not critical and are incompetent in their activities. The norm to govern how digital citizens live their lives as they move around is shaped by how people interact in the digital world. Therefore, it is vital to develop or strengthen the character of citizens digitally 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 needing to implement 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 still need to utilize the models learning moral values education. In reality, lecturers can apply many models of teaching moral values to Pancasila's moral values in forming a 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 to keep up with the times, which are often associated with advancements in digital technology. Updating the device learning with the concept of digital citizenship and learning implementation approaches takes into account the student's scientific background.

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

Based on the background explanation in the introduction above, this article will investigate whether digital citizenship affects the quality of civic education.

Literature Review

Digital Citizenship

Adha and Rohma (2022) posit that digital citizenship has permeated various spheres of power, opportunity, and emerging meaning, presenting the potential for transformative change. This highlights the fluid and multifaceted nature of digital citizenship, emphasizing the need for diverse perspectives and its unlikely return to its previous state.

Digital citizenship education encompasses the development of an individual's social, political, and ethical responsibilities in online activities, the utilization of digital technology in daily life, and connections with like-minded individuals online. In an educational context, digital citizenship serves to enhance the quality of individual or group communication during meetings and other events, fostering effectiveness and open-mindedness, particularly on issues within the public domain. In contrast, citizenship education is considered a distinct branch of civic education in Indonesia.

As defined by Pebriyeni (2007), education for warring nations involves developing an individual's attributes as a member of the warring nation. Civic education, on the other hand, is an educational program focusing on political democracy supplemented by various sources of knowledge and the positive influences of school, community, and parental education.

According to Lipsmeier et al. (2020), the primary objective of digital strategy development is to empower technology users to assess their usage in order to become productive members of the community. Therefore, the intention behind digital citizenship is to benefit the entire population, educating, supporting, and enlightening the Internet user base.

Hence, behaviors that deviate from the objectives of digital citizenship are viewed as negative technological usage. Digital citizenship concerns itself with using technology to guide and monitor behavior in accordance with ethical and standard norms, aiming to cultivate an awareness of digital literacy skills and appropriate behavior while engaging with advanced technology in daily life among students and educators.

Quality Learning

Quality learning is not just about the content of education, but also about the process. It is highly correlated with instructors' capacity to oversee the learning process from planning to evaluation. Educational quality should be considered as a criterion that serves in professional development plans, regardless of whether they have anything to do with efforts to support the educational institutions in their work to support peer-to-peer learning. In other words, quality learning is about the holistic development of the learner, not just the acquisition of knowledge (Warisno, 2020).

As stated by Pebriyeni (2007), the quality of education is the institutional capacity to produce. In this sense, it contained the question of how far all instrumental input components are laid out so that synergistic and productive processes, outcomes, and impact of learning are optimal. These instruments relate to educators, curriculum and teaching materials, learning climate, learning media, learning facilities, and study materials.

Potential inputs are students with all the characteristics such as readiness to learn, motivation, socio-cultural background, teaching provision experience, learning style, and needs and hope. The quality of the learning process is a critical 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).

Gen Z students need to understand the concept of Digital citizenship because they often interact with digital technology in everyday life, especially in academic processes. In the digital era, the use of social media has become a primary channel for engagement in socio-political participation. Engagement and social participation practices are important in everyday digital life, from chat rooms to communication in certain community forums, as well as through social media, image boards, rating platforms, and gossip websites. By understanding this concept, Gen Z students can avoid possible risks and dangers related to the use of digital technology and maximize the benefits and potential offered by digital technology for academic purposes. Therefore, as a student of Gen Z who lives in the digital era, it is important to have a good knowledge and skills in the concept of digital citizenship and apply them in everyday life, especially in the learning and academic process (Setyawan et al., 2023).

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 (Pebriyeni, 2007). Civic education has an essential function in one's social life and builds the nation's character because 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 society, nation, and state because educators are role models for their students. Lecturers also affect the formation of national character because education is the main foundation for building and developing national character (Hamdani & Dewi, 2021).

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

The concept of civic education as state political education cannot be questioned, and the implementation is one-way and monologue to be more oriented to the authorities' interests. For example, civic education struggles to influence democratically inclined youth to develop and advance the democratic political system. Holistically, civic education aims to give every young citizen a sense of nationality and love for the motherland in the context of 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, according to developmental psychological and context life, conscious and planned learners are 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 building democracy learning for democracy.

Method

The analytical method employed in this study, a descriptive quantitative research approach, is of paramount importance. This approach, which emphasizes the influence of specific variables and their relationship with existing theories, is instrumental in our quest to describe and explain the transition from one variable to another using numerical data. The use of a descriptive approach provides a clear and comprehensive picture of the situation under study, underscoring the significance of our research methodology.

Our quantitative study, rooted in the positivist school of thought, is conducted on a specific population or sample. The aim is to confirm previously established hypotheses through statistical data analysis. In this context, our research holds significant relevance as it seeks to conduct an objective analysis and elucidate digital citizenship's role in enhancing civic education quality. The field research for this study was conducted at the Universitas Terbuka, a setting that amplifies the importance of our findings and the objectivity of our approach, thereby enhancing the credibility of our research.

The students of Universitas Terbuka, our unique sample population, are not just students but also active digital citizens. Their engagement with digital media, both within and outside the university, and their dual roles as academic and digital citizens make them an ideal focus for our research. The Universitas Terbuka, as an educational institution, holds more substance in the provision of civic education courses, making it an ideal setting for our research. The third reason for choosing these students as our respondents is their relevance and accessibility, considering the wide dispersion of students at open universities. This unique blend of characteristics in our sample population adds a novel dimension to our research.

The data for this study was meticulously collected using a research questionnaire. This questionnaire was thoughtfully designed to gather specific information. The study's population was students enrolled in general civic education courses at Universitas Terbuka. Specifically, undergraduate students who were enrolled in the general civic education course in the 2022/2023 academic year at the UPBJJ Jakarta were included in the study. The questionnaire was administered [insert details of the administration process].

In this research, we used proportionate stratified random sampling to determine our sample. This method involved dividing the various faculties in Universitas Terbuka.

Table 1.
Research Sample

No	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	948	96

The study uses a simple linear regression analysis to predict the impact of changes in the independent variable on the dependent variable. In this research, the independent variable is digital citizenship, and the dependent variable is the quality of learning. The objectives of simple linear regression analysis include calculating the average estimated value of the dependent variable based on changes in the independent variable, testing the dependency characteristic hypothesis, and predicting the average value of the independent variable outside

the sample range. It is important to note that simple linear regression analysis is a parametric statistical analysis and requires the data to have at least an interval measurement scale and be normally distributed. The simple linear regression model equation used in this study is:

$$Y = a + bX$$

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 depend-ent 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.

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

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.

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.

$$KD = R^2 \times 100\%$$

KD = coefficient of determination

R² = coefficient value

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

Result and Discussion

Result

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:

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

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
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:

$$Y = 10.374 + 0.744X$$

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.

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

		Coefficients ^a				
		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
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 Ho is rejected and Ha 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.

F-Test (Simultaneous)

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

Table 4.
F-Test

		ANOVA ^a				
		Sum of		Mean		
		Squares	df	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).

Coefficient Determination

The termination coefficient is used for 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 5 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 $(100\% - 69.1\%) = 30.09\%$ the rest explains other variables not examined in this study.

Discussion

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. The results of this research are in accordance with previous research (Setyawan, et al., 2023) conducted with the conclusion that digital citizenship is a concept that can be used to provide information knowledge regarding the use of digital technology. Digital citizenship has connection with digital literacy, so that Gen Z students can sort information right and responsible. In today's developments, the ability to choose correct and valid information is important so as not to cause misinformation or conflict in social life.

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.

Conclusion

The results of this study, as indicated by the t-test, show that digital citizenship significantly affects the quality of civic education. This is evidenced by the t value being greater than the t table value. Specifically, the t count (14,510) > t table (1.66) with a significant value of 0.000 < 0.05, leading to the rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha). In practical terms, this means that digital citizenship (X) has a significant influence on the quality of learning (Y) in civic education.

This shows that digital citizenship has an influence on the quality of learning civic education by 69.1%, and the rest (100% - 69.1%) = 30.09% explains other variables not examined in this study, such as socio-economic status, parental involvement, and school resources. It's important to note that these factors could also play a role in the quality of civic education, but they were not the focus of this study. Therefore, further research is needed to fully understand the complex interplay of these variables in the context of civic education.

As the study concludes, it becomes clear that a new strategy is imperative. This strategy is needed to revamp the civic education learning process and meet the challenge of improving its quality. The use of technology can be a powerful tool in the hands of lecturers and undergraduate students, enhancing the quality of learning. By incorporating the concept of digital citizenship into the civic education learning process, we can make significant strides in improving its quality.

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