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Digital Citizenship In Civic Education Learning: A Systematic Literature Review

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DIGITAL CITIZENSHIP IN CIVIC EDUCATION LEARNING: A SYSTEMATIC LITERATURE REVIEW

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Abstract

This paper aimed to analyze digital citizenship in civic education learning, focusing on the practice and implications of digital citizenship in civic education learning. This article provided a systematic review of 41 selected articles from the SCOPUS database of digital citizenship in civic education learning by analyzing content as a methodology for assessing the practice and implications of citizenship in civic education learning. The review identified the practice of digital citizenship in civic education learning from the dimensions of respecting, educating, and appreciating the practice of citizenship. The results of the literature review analysis revealed that the practice of digital citizenship is often used in political participation, democratic participation, citizen involvement, and being a citizen in the digital era. The implications of digital citizenship in civic education learning were still centered on materials such as politics, democracy, and citizen involvement. Another implication was that students, teachers, and curriculum are the most critical aspects of digital citizenship in the future. Some literature tries to carry out this study. Civic education is the central pillar in promoting digital citizenship in schools and the community.

Keywords: Digital Citizenship; Civic Education; Learning Civic Education; Civics.



A. Introduction

People around the world today spend time interacting using various technologies. This interaction has created a digital society that provides opportunities for its members in various areas of life, including work, education, entertainment, and social interaction (Bailey & Ribble, 2007). Based on reports, Indonesian internet users continue to increase every year. In 2021, Hootsuite and We Are Social reports revealed that Indonesian internet users increased 15.5% from 2020, or around 27 million increases in the last 12 months, reaching 202.6 million of Indonesia's total population of 274. Nine million people (Hootsuite, 2021).

The high number of internet users is caused by one of the main features: accessing social media. Most of the world's people use social media as part of their lives, both for work and interacting with others. The characteristics of social media, among others, are that it is easily accessible by everyone, thus making social media material for daily consumption without exception for students. Most social media is used as a medium of communication that cuts the distance between one person and another. Social media exists without being limited by time and space, making it an extension of the human body (Saputra, Siddiq & Huda, 2020). Based on a report, it was revealed that social media users are dominated by productive age, namely the range of 13-34 years, amounting to 77.3% with a percentage of 40.9% men and 36.4% women from the total active users of social media, which is 170 million people (Hootsuite, 2021). The community's high percentage of social media users must be accompanied by excellent and correct digital use abilities or skills. In response, digital citizenship has become synonymous with the responsible use of digital technology.

Over the past 20 years, several studies and documents have documented the rapid growth in large numbers of a mission of US schools to prepare elementary and middle school students to become digital citizens, which many have come to regard as the availability of digital and mobile technologies. And also the increasing development of internet use (Ribble, 2012). According to a recent report from UNESCO, the pandemic

has led to an unprecedented uptake in technology for distance learning. The report revealed that around 94% of teachers use video conferencing to deliver course material, and 87% use social media to stay connected with students and parents. Meanwhile, many teachers have started incorporating digital technology in the learning process to promote students and practice distance teaching and online assessment (Hoskins & Donbavand, 2021).

Changes in human activities previously carried out in real life, or direct are now done online or through cyberspace. It has caused a shift in the meaning of citizenship into new capabilities that allow citizens to consume information networks beyond physical boundaries and engage in civic activities online (Banaji & Buckingham, 2003). This new form of citizenship causes citizens to be connected to the internet and technology, where people can participate in online societies, which some experts have called digital citizenship (Choi, 2016; Ohler, 2011). Hobbs and Jensen (2009) describe digital citizenship as the skills and knowledge needed to be effective in an increasingly social media environment. Furthermore, some experts state that digital citizenship aims to realize acceptable online behavior, responsible use of technology, and appropriate norms for online actions (Ohler, 2011; Ribble, 2011).

Citizenship education aims to form excellent and responsible citizens and has good character. Digital citizenship education based on life values is an alternative for developing citizens in the digital era (Komalasari et al., 2021). In the current perspective, civic education has been highlighted to promote active citizens in the digital world (Choi, 2016). Students are educated to have national values and norms to have the character of responsibility and obligation to be good citizens as part of classroom learning activities. Researchers have carried out several studies on citizenship and the internet. Among these studies, some examine how cultural citizenship can play a role in modern media society or internet-based communities (Choi, 2016). On the other hand, there are several



digital citizenship studies in education, especially social science studies such as citizenship education which is often used as a home for online activities (Nebel, Jamison, & Bennett, 2009). In particular, Hicks et al. (2014) provide and revise concrete and specific guidelines for using technology to improve citizenship practices for social studies teachers.

Over several years, technological developments have spawned various social media platforms that allow individuals to create content and follow others, such as Facebook, Twitter, Instagram, Youtube, and Tik Tok. The social media platforms mentioned above are expected to support the desired digital citizenship behavior (Krutka & Carpenter, 2017). This literature study will investigate how digital citizenship has been carried out globally in the learning process of citizenship education. Therefore, this literature study addresses the unexplored area between digital citizenship and citizenship education by investigating the practice and implications of digital citizenship in digital citizenship education. The following research questions help frame this literature study:

1. RQ1: What digital citizenship practices are used in civic education learning?
2. RQ2: What are the implications of the practice of digital citizenship on the learning performance of civic education (students, teachers, materials, curriculum, and policies)?

B. Method

This literature review paper uses a research method with a content analysis approach that analyzes 41 articles on digital citizenship in civic education learning. The selection of analytical methods was carried out to answer the common research questions. Content analysis is often used in the social sciences and humanities to analyze developing issues (McMillan, 2012). Furthermore, Creswell (2021) explains the content analysis of written texts, recordings, images, and artifacts. Furthermore, in analyzing this literature review, the author combines content analysis and

thematic analysis to facilitate the author in synthesizing all data from the literature that is the author's focus according to the objectives and research questions.

The author utilizes and performs a SCOPUS database search facility that examines citizenship in civic education to select the literature to analyze. Researchers accessed all articles from September 2, 2021, to December 3, 2021, using "digital citizenship" and Civic education." The author tries to limit the articles that are considered most related to the writing of this article on SCOPUS to maintain the quality of the articles produced. The articles analyzed in this literature review are the results of research in the field; proceedings and books identified in the search process are discarded to maintain the quality of the articles to be analyzed. According to Martin et al. (2021), SCOPUS is the most trusted citation index database in the world's platform for finding quality scientific information.

C. Result and Discussion

1. Result

The literature review results identified 40 articles that were reviewed in a process related to digital citizenship and citizenship education. The results of the study are presented following research questions (1) Digital citizenship practices used in civic education learning and (2) Implications of digital citizenship practices on civic education learning performance (students, teachers, materials, curriculum, and policies).

a. The digital citizenship practices used in teaching citizenship education

The authors identify selected literature on digital citizenship and civic education published in Scopus-indexed international journals in this question. After the analysis, it was found that there were 41 research articles related to digital citizenship with existing dimensions and civic education with scientific knowledge (Table 1).



Based on this literature, there are nine articles of research conducted by world authors comprehensively from all dimensions and indicators of digital citizenship ranging from the dimensions of respect (digital ethics, digital access & digital law), the educational dimension (digital literacy, digital communication & digital trade) and dimensions of respect (digital rights, digital security & digital health). Of the nine studies that comprehensively examine digital citizenship related to civic education, only 1 study from Indonesia, written by Heru et al. (2021), studied digital citizenship among high school students in Central Java with variables such as internet skills, internet attitudes, and computer self-efficacy. The findings reveal that educators, education policymakers, and other researchers can determine students' level of digital citizenship readiness from various existing indicators.

It can be concluded that research on digital citizenship related to citizenship education is still very minimal globally and nationally, especially in Indonesia. Globally, Choi is one of the most productive researchers who has published several works on digital citizenship related to civic education. Choi's first study deals with civic education in the Internet age with the contribution approach of digital citizenship. The study results reveal that digital citizenship is comprehensive and interconnected, which needs to be understood as a multidimensional concept in life. Media literacy, information, ethics, online participation, and engagement are the main dimensions that build digital citizenship (Choi, 2016).

Furthermore, the latest research by Choi et al. (2021) relates digital citizenship to civic education based on participatory democracy. This study provides information that digital citizenship with an intersectional lens that leads to participatory democracy allows educators and researchers to rethink institutional structures. For example, individual web-based activities include building a social circle that distributes free information on social media to promote digital citizenship education.



Table 1: Matrix of digital citizenship practices in civic education learning

Author	Digital Citizenship								
	Respect			Educate			Protect		
	DE	DA	DL	DLR	DC	DCM	DR	DS	DH
Bowyer & Kahne, 2020				x					
Heru et al., 2021	x	x	x	x	x	x	x	x	x
Thomas et al., 2020				x			x	x	x
Dedebali & Dasdemir, 2019	x	x	x	x	x	x	x	x	x
Xu et al., 2019	x	x	x	x	x	x	x	x	x
House et al., 2013				x					
Kahne et al., 2019				x					
Blevins et al., 2014		x							
Candra et al., 2020		x							
Santovena-Casal et al., 2021		x		x	x				
Bennett et al., 2009		x		x					
Choi, 2016	x	x	x	x	x	x	x	x	x
Choi et al., 2017	x	x	x	x	x	x	x	x	x
Clements, 2020	x			x					
Milenkova & Lendzhova, 2021		x		x					x
Couldry et al., 2014				x					
Choi & Cristol, 2021	x	x	x	x	x	x	x	x	x
Emejulu & Mcgregor, 2019				x					
Choi et al., 2018	x	x	x	x	x	x	x	x	x
Tangül & Soykan, 2021	x	x	x	x	x	x	x	x	x
Freelon et al., 2013					x				
Gallagher et al., 2020					x				
Garcia & Roock, 2021				x	x				
Heath & Heath, 2018		x		x	x		x		
Yang et al., 2018	x	x	x	x	x	x	x	x	x
James et al., 2017		x			x				
Kahne et al., 2013		x		x	x				
Kahne & Bowyer, 2016		x		x	x				
Kim et al., 2016		x		x	x				
Literat & Kligler-vilenchik, 2018		x		x	x				
Chen et al., 2021	x	x	x	x	x	x	x	x	x
Yue et al., 2019		x		x	x				
Martens & Hobbs, 2015		x		x	x				
Martin et al., 2019	x	x		x				x	



Author	Digital Citizenship									
	Respect			Educate				Protect		
	DE	DA	DL	DLR	DC	DCM	DR	DS	DH	
McGrew et al., 2018		x		x						
Ohme, 2018		x		x	x					
Kahne et al., 2016		x		x	x					
Tapingkae et al., 2020		x		x	x					
Kahne et al., 2018		x			x					
Waters et al., 2020	x	x								x
Xenos et al., 2014		x			x					

DE: Digital Etiquette; DA: Digital Access; DL: Digital Law; DLR: Digital Literacy; DC: Digital Communication; DCM: Digital Commerce; DR: Digital Rights; DS: Digital Security; DH: Digital Health

Based on table 1 on the practice of digital citizenship in civic education learning, several dimensions of digital citizenship often appear in the study of civic education. These dimensions include digital literacy and digital access, which are often used in viewing civic education in terms of democracy and politics in the digital era (Bowyer & Kahne, 2020; Kahne et al., 2013, 2016, 2018, 2019; Kahne & Bowyer, 2016). Furthermore, the digital citizenship dimension is also used in civic education in pre-service teacher preparation programs (Yang et al., 2018). Moreover, it is also applied to other fields, such as teacher and student opinions about digital citizenship education (Tangül & Soykan, 2021), teachers as digital citizens (Choi et al., 2018), and assessing the learning process of digital citizenship education (Bowyer & Kahne, 2020).

More detail about the development of digital citizenship in civic education learning is seen in Figure 1. The trend of applying for digital citizenship in educational learning is described in Figure 1. The research process was carried out for 13 years, from 2009 to 2021, with several publications on citizenship. They were published in 2020 & 2021, each with 7 SCOPUS indexed articles. The figure provides research information on digital citizenship in learning citizenship education which has increased yearly. The 40 SCOPUS articles are related to digital citizenship in Civic Education learning (Figure 2).



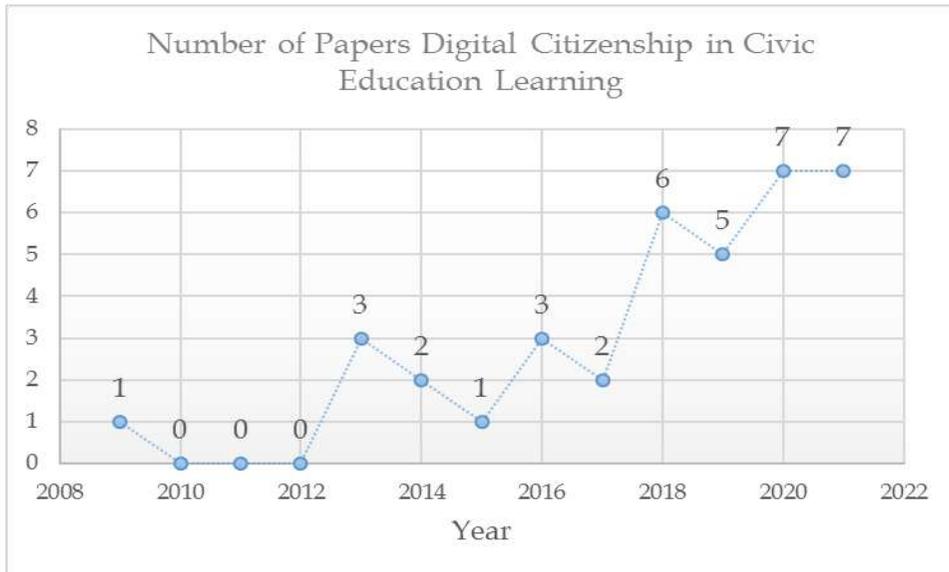


Figure 1: Trends in the application of digital citizenship in civic education learning

In the literary analysis that has been carried out, social media has become the most frequently used communication tool in promoting and carrying out citizen online activities such as online engagement, democratic activities, political participation, and overcoming cyberbullying problems (Loader et al., 2014; Waters et al., 2020; Xenos et al., 2014; Yue et al., 2019). Findings from the analyzed literature reveal that digital engagement-oriented learning is considered more attractive, so the authors believe that large-scale studies focusing on civic education have a strong relationship in forming digital citizenship. The author finds an excellent opportunity for learning with digital engagement in learning and practicing the skills needed in participation in politics, democracy, online participation, and online involvement of citizens in various social issues.



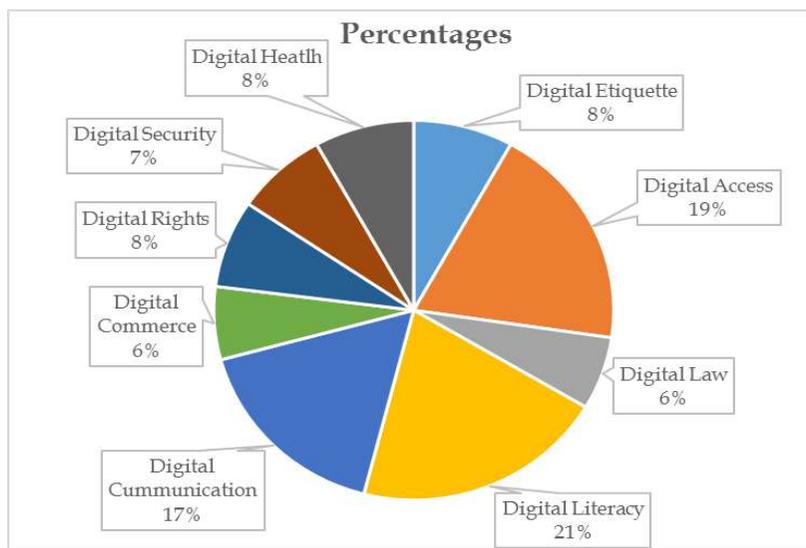


Figure 2: Percentage of digital citizenship by indicator

b. The implications of digital citizenship practice on the teaching performance of citizenship education

After analyzing the dimensions of citizenship in the learning process, the authors identify the literature to answer the second research question, "The implications of digital citizenship practice on the learning performance of civic education from the perspectives of students, teachers, materials, curriculum, and policies ."There were 24 articles identified as having a relationship with the research question from 41 (Table 2). From the literature that has been analyzed, it is known that the most analyzed material aspects relate to the dimensions of digital citizenship. This aspect of the material is not an in-depth analysis of the material from civic education but how to study citizenship education in general (Choi, 2016) and specific such as political participation, citizen involvement, and democratic participation, which are then linked to digital citizenship in the current era (Choi, 2016). 2016; Kahne et al., 2016; 2018, 2019; Kahne & Bowyer, 2016).

Furthermore, studies still lack the implications of digital citizenship for civic education in policy aspects. The policy aspect in

question is the result of studies related to the scale of digital citizenship instruments used in civic education, such as the study conducted by Choi et al. (2017) about becoming a citizen in the internet era. In addition, another study conducted by Choi (2016) on democratic citizenship education in the internet era contributes to the concept of digital citizenship.

Table 2: Literature on the implications of digital citizenship practices in civic education learning

Author	Year	Aspects of Implication				
		Student	Teacher	Material	Curriculum	Policy
Bowyer & Kahne, 2020	2020	x			x	
Heru et al., 2021	2021	x				
Choi, 2016	2016			x		x
Choi et al., 2018	2018		x			
Choi et al., 2017	2017	x				x
Tangül & Soykan, 2021	2021		x			
Yang et al., 2018	2018		x			
Thomas et al., 2020	2020					x
Dedebali & Dasdemir, 2019	2019		x			
Guitert et al., 2020	2020				x	
Kahne et al., 2016	2016			x		
Kahne & Bowyer, 2016	2016			x		
Kahne et al., 2018	2018			x		
Kahne et al., 2019	2019			x		
Clements, 2020	2020			x		
Couldry et al., 2014	2014			x		
Emejulu & Mcgregor, 2019	2019			x		
Heath & Heath, 2018	2018			x		
Chen et al., 2021	2021				x	



Author	Year	Aspects of Implication				
		Student	Teacher	Material	Curriculum	Policy
Martin et al., 2019	2019	x	x			
McGrew et al., 2018	2019				x	
Ohme, 2018	2018			x		
Tapingkae et al., 2020	2020	x			x	
Waters et al., 2020	2020	x		x		

In the following analysis, aspects of students and teachers are also involved in the implications of digital citizenship in the learning process of civic education. One study by Choi et al. (2018) revealed that teachers must have good digital citizenship to teach students in the internet era. The study also revealed that the background, level of internet use, and the teacher's characteristics affect the level of digital citizenship. Further findings, teachers have a low level of digital citizenship, especially on the internet politics aspect and critical perspective.

Another study conducted by Yang et al. (2018) focused on educators. The study results revealed that students must be equipped with various digital citizenship indicators before teaching the material to students. In these findings, pre-service teachers have a strategic role in instilling digital citizenship in future students. More clearly, Figure 3 explains the percentage of implications of digital citizenship in civic education, with the highest percentage of implications for materials and students. It is evident from the 24 studies conducted that there are 11 research articles on digital citizenship related to implications for the material and six articles for students. Furthermore, five research articles from 24 are analyzed related to the implications of digital citizenship in learning citizenship education (Figure 3).



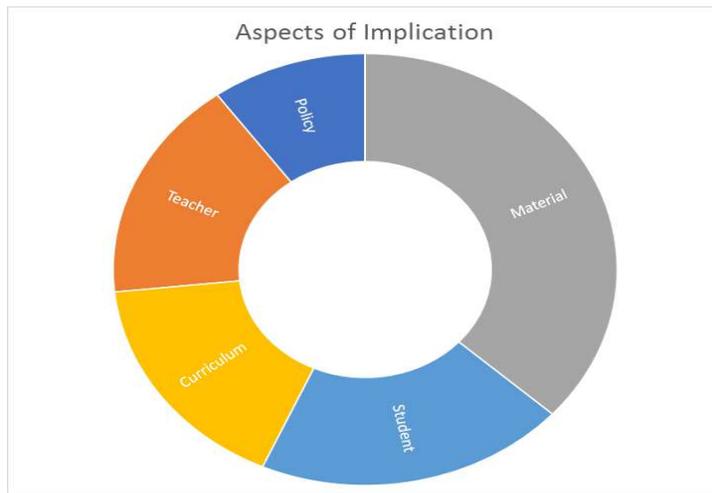


Figure 3. Implications of digital citizenship in civic education

On the aspect of student implications, a survey study conducted on high school students revealed that students lacked an understanding of digital citizenship practice, namely, only 37.1% of students. The study also showed that students use of mobile devices had increased, which led to the need for monitoring by parents and students. On the material aspect, Choi (2016) research investigated democratic citizenship education in the internet era by examining the concept of digital citizenship. In this study, researchers analyzed the contribution of digital citizenship to students' democratic attitudes in the internet era.

2. Discussion

The findings of this study present an overview of the literature from empirical research on digital citizenship studies in the context of civic education learning. This literature review has contributed to overcoming the research gaps mentioned above and provides insight into the digital citizenship indicators that have been carried out and aspects of the implications in civic education learning. This study provides information and contributes to research that will be carried out on digital citizenship in the aspects of the implications that have been discussed in



depth. This review shows that digital citizenship studies in civic education are still minimal. From the literature study analyzed on the SCOPUS database, there are only 40 empirical studies (Table 1).

The literature study also provides an overview of the research development that continues to increase, especially in 2020 & 2021. Each finds seven empirical study articles on digital citizenship in civic education (figure 1). The review shows that digital citizenship is becoming increasingly essential and significantly influences people's lives in digitalization (Heat & Heath, 2018; Karmila & Budimansyah, 2022; Milenkova & Lendzhova, 2021). Therefore, further studies are needed to analyze the level of knowledge and skills needed for digital citizenship for students both in the learning process and in the community.

This study's analysis was conducted to reveal digital citizenship indicators that often appear or are analyzed in empirical studies for civic education learning. The research findings in this study show that the three digital citizenship indicators are essential and often used by students in everyday life. These three indicators are by the conditions of society in the digitalization era, where daily life is often spent in cyberspace through digital access and digital communication (Chen et al., 2021; Yue et al., 2019). On the one hand, the current condition of society requires digital literacy that can provide knowledge and skills in using the internet or digital wisely and well. Digitization, on the other hand, provides access and convenience for students and the community, such as in carrying out promotions and rapid socialization via the internet, which in this case is related to digital communication (Kuzmin et al., 2022). Student and community activities in the internet world require adequate knowledge, skills, and digital behavior to control the behavior caused when interacting in the digital space. In this case, prosocial behavior becomes an essential alternative in shaping the character and attitudes of students in the digital space (Mohd Yusoff et al., 2022).



Another study from this literature review reveals aspects of the implications of digital citizenship in civic education learning with the domains of students, teachers, materials, curriculum, and policies. This study's findings analyzed 24 empirical study articles, which provide an overview of the implications. 11 empirical study articles have been carried out related to aspects of digital citizenship material in civic education learning.

This study confirms that knowledge about digital citizenship needs to be improved through teaching materials in each subject and curriculum policies in each school (Al-Abdullatif & Gameil, 2020). Given that internet use among students is relatively high, students are risking their personal safety, online reputation, and future employability and putting themselves and others at risk due to their misuse of technology (Choi et al., 2018; Ren & Zhu, 2022). Therefore, further empirical studies are needed to analyze the importance of inculcating digital citizenship values; the essential aspect that needs to be improved is increasing digital citizenship knowledge for students in civic education and every school subject.

D. Conclusion

Based on the analysis of digital citizenship in teaching citizenship education, it is necessary to emphasize several points in the analyzed literature review. The citizenship dimensions analyzed relate to respect (digital ethics, digital access, and digital law), educational dimensions (digital literacy, digital communication, and digital commerce), and respect dimensions (digital rights, digital security, and digital health). The practice of digital citizenship often carried out by civic education learning is digital access, digital literacy, and digital communication. The practice of digital access in civic education learning is used as a tool to promote the importance of being a good citizen in the internet era. In practice, digital literacy is used to explore civic education knowledge such as political participation, democratic participation, and online engagement in the digital era.

Meanwhile, in sharing information on developing social issues, social media has become the most widely used tool for digital



communication. Furthermore, the analysis also shows minimal literature on digital citizenship in civic education. Hence, several studies in the second question concluded that the implications of digital citizenship practices in teaching civics education in policy aspects are minimal. Even the policies resulting from the three articles are still at the scale of the instruments to be used and analysis of the concept of digital citizenship in the teaching of democratic citizenship education. So in-depth research is needed on the material, curriculum, and policy aspects of the implications of digital citizenship practices in civic education.

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