Civic Education: Responding to the Development of Civilization

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Abstract: The development of human civilization continues to develop from year to year, starting with the 1.0 revolution until now; the world is entering the 4.0 revolution towards 5.0. The progress in the field of information and communication from analog to digitalization can be seen in the development of civilization today. Social media, as one aspect of the development of information and communication, has changed human social interaction. Where nowadays, most humans carry out the process of social interaction through social media. This paper uses the Grounded theory method with digital native research subjects in Bandung. The problem raised in this paper is how Civic Education can adapt to the developments of the times that are happening at this time. Civic Education as one of the compulsory subjects taught from elementary school to university level, as much as possible can answer the current developments, where the digital literacy process is strengthening in the field of Civic Education so that the process of forming good citizens directed at digital natives who have one of the competencies of civic skills, namely digital literacy so that they cannot be easily influenced by news or writings on social media which are hoaxes. Integrating digital literacy with Civic Education will strengthen the science of Civic Education. Ultimately, the Science of Civic Education can be dynamic in making good citizens from one civilization to another.

Keywords: Civic Education, Digital Literacy, social media, Civic Skills, Digital Natives.

Introduction

We are now in a new era in which globalization and the rapid evolution of digital technologies such as the Internet of Things (IoT), artificial intelligence (AI), and robotics are bringing significant changes to society. The environment and people's values are becoming increasingly diverse and complex. The wave of digital transformation is the common element driving such activities; thus, digital transformation has become a pillar of industrial policy. At the same time, the world is increasingly facing global challenges, such as depletion of natural resources, global warming, growing economic disparity, and terrorism. We are now in a challenging age of uncertainty and growing complexity at all levels. Thus, we must leverage ICT to its fullest to gain new knowledge and create new values by making connections between "people and things" and between the "real and cyber" worlds as an effective and efficient means of resolving issues in society, creating better lives for people and sustaining healthy economic growth. In order to realize such a society through digitalization, it will be vital to overcome these

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challenges by including various stakeholders at multiple levels to share a common future vision. (Mayumi Fukuyama, 2018)

The development of new technology in the field of computers and information brings two things at once: hopes and worries, especially among those who manage and utilize resources in the form of data, information, and knowledge. In the world of libraries, digital libraries were born due to the development of information and communication technology. These changes range from skin to content, technical to paradigm shifts and simple to complex (Pendit et al., 2007).

Various social spaces in the real world can now be substituted in the world of digital information in a synthetic form, namely a form of social simulation (Piliang, 2012). Behind its popularity, the era of digital technology holds various potentials and negative impacts that can harm humans. The ease of all work with various applications and technologies makes a person move less, less physical activity, laziness appears, and various diseases such as obesity and so onwards can appear. Excessive use of social media can backfire, which hurts its users. Technology can be addictive (addiction) and difficult to change if special and severe treatment is not carried out. There is nomophobia, which is the fear when digital equipment such as cellphones are left behind, continuously checking cellphones every few minutes, depending on chargers, even feeling fear and stress when the battery is low, or maybe the signal is not optimal. The dangers of radiant cell phones and excessive use of cell phones at night will disrupt sleep hours and reduce rest time which in turn becomes a health problem (Setiawan, 2017). In addition, digital transformation is also drastically impacting conventional industries, increasing social complexity. Digital society's negative aspects, such as security risks and privacy concerns, are now becoming apparent. At the same time, the trend toward creating new value through digital technology and contributing to tomorrow's society can now be seen worldwide. The evolution of digital transformation is not an unavoidable path. Therefore, these negative aspects must be shared and acknowledged, and we are trying to accelerate multi-stakeholder participation and sharing of best practices (Danuri, 2019).

Social media is undoubtedly increasingly used for various activities. Activities on social media are also reasonably free so anything can be uploaded to social media platforms. This freedom tends to be misunderstood by society. Free as if not heeding the rules that apply. The reason is that the absence of a regulator in social media makes the extent and massive reach of social media cannot be monitored to the root. (Datubara & Irwansyah, 2019)

The shift in the social structure of society indirectly changes the communication patterns that occur in the community. Currently, teenagers in Indonesia are not shy in conveying all their activities to the public sphere. There is a cultural shift. They live in a global village where they try to get to know and care for each other. Individuals in Indonesian society are now more active in sharing their life stories through social media (Afriluyanto, 2018).

Civic Education (PKn) is a subject that focuses on the formation of citizens who understand and can carry out their rights and obligations to become intelligent, skilled, and characterized Indonesian citizens by the mandate of Pancasila and the 1945 Constitution (Attachment of Permendiknas No. 2006).

Cogan and Kerr in Winataputra and Budimansyah (2012, pp. 5-11) define Civic Education, or Civic Education in Indonesia: "A primary subject in schools designed to prepare

young citizens so that they can play a role in adulthood. Active in the community. Civic Education is broadly formulated to cover the process of preparing the younger generation to take on their roles and responsibilities as citizens and, in particular, the role of education, including schooling, teaching, and learning, in preparing these citizens.

Somantri (2001, p. 154) states that civic education is an effort to equip students with essential knowledge and skills relating to the relationship between citizens and the state, as well as primary education to defend the state to become citizens so that they can be relied on by the nation and state. Therefore, based on the description above, the question arises, how does Civic Education answer the development of digital civilization in order to be able to adapt to digitalization, especially regarding the obligations and rights of citizens in the digital world?

This paper will discuss how Civic Education, which aims to form excellent and intelligent citizens, is not timeless to the pace of digitalization civilization. Being a good citizen is a process in Civic Education that can integrate Civic Education with digital literacy. Nowadays, the problems that arise in the digital world are related to internet citizens (Netizens) who do not know how to position themselves. Virtual. The integration between Civic Education and digital literacy is expected to bring fresh air to the "concept of good and smart citizens" in the digital era as it is today.

Literature Review
1) Social Media

According to Nasrullah, social media is a medium on the internet that allows users to represent themselves and interact, cooperate, share, and communicate with other users to form virtual social bonds. In social media, three forms that refer to social meaning are cognition, communication, and cooperation. (1) Social media makes it easy for users or their members to easily participate, share, and create content in blogs, social networks, Wikipedia, forums, or even in the form of communities built online in virtual spaces.

According to Gunelius (2011), social media is the online publishing and communication tools, sites, and goals of Web 2.0 rooted in conversation, engagement, and participation. In this case, according to several experts, Nasrullah (2015) suggests several definitions of social media. First, Mandiberg (2012) states that social media is a medium that accommodates collaboration between users who produce content (user-generated content). Second, Shirky (2008), social media and social software are tools to increase the ability of users to share, cooperate among users and take collective action, all outside the institutional and organizational framework. Boyd (2009) describes social media as a collection of software that allows individuals and communities to gather, share, communicate, and sometimes collaborate or play with each other. Social media has power in user-generated content (UGC), where content is generated by users, not editors, as in mass media institutions. Fourth, Van Dijk (2013), mass media is a media platform that focuses on the existence of users who facilitate their activities and collaboration. Therefore, social media can be seen as an online medium (facilitator) that strengthens users' relationships and social bonds. Fifth, Meike and Young (2012) define social media as a convergence between personal communication in the sense of sharing between individuals (to be shared). Moreover, public media to share with anyone without any individual specificity.

Media convergence is more than just a technology shift. Convergence changes the relationship between existing technologies, industries, markets, genres, and audiences. Convergence refers to a process but not an endpoint. Thanks to the proliferation of channels and the portability of new computing and telecommunication technologies, society is entering an era where media will be everywhere, and use all kinds of media in conjunction with one another. Mobile phones are not only telecommunications devices but also allow for playing games, downloading information from the internet, and sending photos (Jenkins, 2004).

2) Literasi Digital

Gilster (2012) suggests that digital literacy is the ability to use technology and information from digital devices effectively and efficiently in various academic, career, and everyday contexts. Gilster's opinion simplifies digital media, which consists of various forms of information at once, such as sound, text, and images. Therefore, Eshet (2002) emphasizes that digital literacy should be more than just the ability to use various digital resources effectively. Digital literacy is also a form of digital user thinking patterns. Finally, Bawden (2001) offers a new understanding of digital literacy rooted in computer and information literacy. Computer literacy developed in the 1980s when microcomputers were increasingly used not only in the business environment but also in society. Meanwhile, information literacy was widespread in the 1990s when information was more easily compiled, accessed (building students' character), and disseminated through social networked information technology.

Shapiro and Hughes (1996). Computer literacy consists of several literacies (a) Tool literacy is the competence to use software and hardware. (b) Source literacy is understanding various sources of form, access, and information. (c) Structural social literacy is an understanding of how to produce and socially benefit information. (d) Research literacy is using information technology for research and knowledge. (e) Publishing literacy is the ability to communicate and publish information. (f) New technology literacy as an understanding of the development of information technology. (g) Critical literacy is the ability to evaluate the benefits of new technologies.

3) Civic Education

Cogan and Kerr in Winataputra and Budimansyah (2012, pp. 5-11) define Civic Education, or Civic Education in Indonesia: "A primary subject in schools designed to prepare young citizens so that they can play a role in adulthood. Active in the community. Civic Education is broadly formulated to cover the process of preparing the younger generation to take on their roles and responsibilities as citizens and, in particular, the role of education, including schooling, teaching, and learning, in preparing these citizens. Somantri (2001, p. 154) states that civic education is an effort to equip students with essential knowledge and skills relating to the relationship between citizens and the state, as well as primary education to defend the state to become citizens so that they can be relied on by the nation and state. Civic Education is a subject that focuses on the formation of citizens who understand and can carry out their rights and obligations to become Indonesian citizens who are intelligent, skilled, and have a character by the mandate of Pancasila and the 1945 Constitution (Attachment of Permendiknas No. 22 the year 2006)

Civic education is said to be a subject in charge of how to form good citizens (how good civic). It is also said that Civics is a subject with a mission in developing nations, and character building and citizen empowerment have a role in forming civil society. This understanding is an understanding of the new paradigm of Civics, which has evident scientific roots based on political science, law, and moral philosophy/Pancasila philosophy (Cholisin, 2005, p. 1). Through civic education learning at the school level, whose study substance and instructional materials support and are relevant to the development of a civilized democratic society, it is hoped that the nation's young generation, especially students at all levels of education, will become Indonesian citizens who have a sense of nationality and love for the homeland. (Sulianti et al.., 2019). Budimansyah (2015) that civic education must play a role in building the nation's character as a curricular program in formal and non-formal educational institutions, as a socio-cultural movement for civic, and as national political education for state administrators, leaders, and members of social organizations and political organizations. Building the character of the nation's young generation in addition to being carried out in education and family is no less critical. It has a significant influence on shaping the character of the younger generation, namely the community environment. Character education should indeed begin to be built at home, developed in the school education environment until it is applied in people's lives and included in the business and industrial world, Komalasari and Saripudi (2017). (Character Implementation).

The purpose of Civics, as stated in the attachment of Permendiknas No. 22 of 2006 concerning Content Standards, is that students can:

1. Think critically, rationally, and creatively in responding to civic issues.
2. Participate actively and responsibly, and act intelligently in community, national, and state activities, as well as anti-corruption
3. Develop positively and democratically to shape oneself based on the characteristics of the Indonesian people so that they can live together with other nations
4. Interact with other nations in the world arena directly or indirectly by utilizing information and communication technology.

Meanwhile, according to the NCSS (National Council for Social Studies), Civics aims to form informed, analytical citizens, implement democratic values , and take an active role in society. Cholisin (2000, pp. 1-15) suggests that these goals are broken down into 11 goals, namely:

1. Knowledge and skills for solving problems. (Knowledge and problem-solving skills)
2. Awareness of the contemporary file of science. (Awareness of the contemporary role of science)
3. Readiness for useful economic life. (Readiness for a more effective economic life)
4. Value judgments for a changing world. (Ability to make value decisions)
5. Receptivity to new facts, ideas, and ways of life. (Acceptance of new facts, ideas, and life)
6. Participation in decision-making. (Participation in decision-making)
7. Belief in equality and liberty. (Beliefs in the principle of equality and freedom)
8. National pride and international cooperation.

9. The creative arts and humanistic awareness. (creative and humanistic arts)
10. A compassionate citizenry. (Respect humans as humans)
11. Development and application of democratic principles. (Development and implementation of democratic principles)

Observing the objectives of Civic Education above, it can be seen that Civic Education has three main functions, namely as a vehicle for developing democratic citizens, namely the function of developing civic intelligence, functioning in fostering citizens who have an attitude of responsibility (civic responsibility) and functioning in encourage citizens to take part and be actively involved in various activities (civic participation). The three civic competencies are considered in line with the three components of civic education, namely civic knowledge, civic skills, and civic disposition (Winarno, 2013, p. 19).

Methodology

This study uses a qualitative approach to observing people in their environment, interacting with them, and trying to understand language and their interpretation of the world around them (Creswell, 2014). This article is part of dissertation research using the grounded theory method.

Any qualitative research requires a decision about how the analysis will be carried out. This decision must inform and be informed by the researcher to the audience (Maxwell, 2013). The data analysis process in qualitative research will co-occur with data collection and writing findings (Creswell, 2018). Data analysis will talk about the process of sorting and giving meaning to text and images. Grounded theory research already has a systematic step in data analysis (Corbin & Strauss, 2015; Strauss & Corbin, 2017). Grounded theory procedures include (1) categorizing the information obtained (open coding), (2), selecting one category and placing it in a theoretical model (axial coding), and (3) composing a story of the relationship between categories (selective coding). (Corbin & Strauss, 2015; Creswell, 2018; Strauss & Corbin, 2017).

Findings & Discussion

Socio-cultural change is a social structure and cultural pattern that changes due to human nature, which always wants change. Socio-cultural changes caused by social media can be positive or negative. Positive changes can facilitate intercultural communication, the exchange of knowledge, and business transactions. However, one of the negative changes is culture shock. Cultural shocks occur due to information obtained from social media being swallowed whole, believed to be accurate, and applied in everyday life, even though it is not by the surrounding culture. This can lead to communication changes in values, norms, and rules (Anwar, 2017).

Sociologically, technology has a deeper meaning than equipment. The technology establishes a framework for the non-material culture of a group. If the technology of a group changes, the way people think will also change. It also impacts the way they relate to others. For Marx, technology is a tool. Historical materialism only refers to several tools humans can use to achieve prosperity. Weber defines technology as an idea or the human mind itself. Meanwhile, according to Durkheim, technology is a collective consciousness that is predicted

to replace the position of religion in society (Martono, 2012, pp.277-278) (Technology Advancement).

Speaking of digital literacy in general, it can be interpreted as a kind of ability to use information and communication technology aimed at finding, evaluating, utilizing, creating, and communicating content/information with cognitive or technical skills. The purpose of digital literacy is as a framework for understanding information contained in the internet media. With that goal, there is a framework of thinking from digital literacy so that digital literacy can become the discourse of the Indonesian people. This offer is designed based on ICT Watch by offering three main frameworks, namely: protection (safeguard), rights (rights), and empowerment (empowerment).

1. Safeguard

In using the internet, we must understand various things, aiming for safety and our comfort as users. Moreover, as ordinary users, we are provided with various information and will be confused in selecting and sorting information. Therefore, in understanding protection, there are three underlying sub-systems, namely personal data protection, online safety & security, and the last is individual privacy with encryption technology services as a solution to face the challenges of the virtual world from personal risk or the issue of cyberbullying, cyberstalking, cyber harassment and cyber fraud.

Protecting personal information is very important because if it falls into the wrong hands or by an irresponsible person, it can be misused, such as credit card break-ins, fraud, slander, and so onwards. In such cases, we as users will lose, especially in the digital world, and it is tough to detect the case. Personal protection data is protecting the data related to daily life, both identified and unidentified, which is combined with information systems in electronic systems. In its protection, users can do several things that must be understood, namely, make personal data protection, data does not leak to other people who are not responsible, do not post a lot of personal data to the public, online or offline, always use antivirus on a computer or a cellphone, and education. The tools we can always use to be safe in searching for information or browsing are a private browser on firefox, incognito window on crome, thor browser, or network security (VPN), namely Hotspot Shield, ZenMate, TunnelBear, NordVPN.

Users should also understand online security because this is very important to maximize security when users use the internet. Includes self-protection from computer crimes, such as security when buying and selling online, security in banking transactions, and security for storing data (documents, photos, and others) online. We, as users, can do various things so that when surfing the internet, users can be safe. For example, always use antivirus when using a computer or mobile phone, use complex passwords, do not install any applications, read first before clicking ok or agree on the web or application, constantly update software, and always back up data in several places. These things must always be considered because they can harm the user.

In using the internet, there needs to be a controller from oneself to regulate information and whether or not the information should be disseminated. Self-control is vital so that we as users are always respected and eliminate the control of others over our lives. The danger is that

if all information is disseminated in the digital world, the result is that various parties who do not like it or have other interests will dominate us, and our safety will be threatened.

Civic education is essentially a form of education for the next generation which aims to make them citizens who think sharply and are aware of their rights and obligations in living in society and the state, also aiming to build the readiness of all citizens to become citizens of the world (global society). Intelligent. (Nurmalisa et al., 2020). Knowing how to protect data and themselves in cyberspace has become part of Civic Education, where Netizens can find out their rights and obligations in cyberspace.

2. Rights

The internet is a very free world. Users are free to express opinions and issue ideas and opinions; these rights are already protected by the government and are part of the freedom of expression of human rights (HAM), as long as it is done not by violating the rights of people. On the other hand, there are different forms of expression. Some are through speech, writing, and even many other forms of communication. In the rights of opinion, users can issue what they want to convey, such as opinions, ideas, feelings, and opinions, including criticism of the government. However, because internet media is accessible and comprehensive, caution must be exercised. There are also restrictions, such as if the information is uncertain, avoid mentioning the name of the person, agency, or institution concerned, and if necessary, include data in the form of documents or photos to support opinions. What is said, do not spread false information, slander, hate (hate speech), or offend ethnicity, religion, or race. They must remember that his opinion has already been published, so they must be ready for the consequences.

Even when expressed on the internet, the built creations can be protected by copyright. It aims to get recognition rights, awards for the works created, or even incentives, especially if the work is helpful for many people. The works built can be in the form of works of art and literature, designs, symbols, names, photos, or images. To grant copyright to work made, the author must include the name of the work created, or it can also register a patent for an invention or creation to an agency or institution. When using a work, people need to ask permission before using it to duplicate or distribute their work.

In the internet world, users can also carry out social activism, entering into the rights of association and assembly to encourage social change. By doing so, an era can be formed, one of which is by conducting social criticism or expressing opinions, leading public opinion, supporting/rejecting a case, even advocating for victims of crime, and raising funds for various social purposes. All things that can be done can use social media such as Twitter, Facebook, Instagram, youtube, blogger, and other media.

3. Empowerment

The internet can also empower, namely by becoming citizen journalists, entrepreneurs, and information ethics. These activities can create a relationship between individuals in citizen journalism by reporting on a variety of regional cuisines on the blog, one of them is. It is necessary to be thorough in writing and searching for data and facts. Citizen journalism is needed to support or balance mass media journalism. The aim is to help media journalism that

is not necessarily present in a community environment by reporting and recording all events as they are without censorship and interest.

Furthermore, the internet is also used for entrepreneurship, aiming to develop a business or business to profit. Now many places are online, or called e-commerce, where sellers can develop, organize, and manage businesses. Like shoppe, lazada and others. There are also those on social media, such as MSMEs, to find customers. Even making the website is usually a start-up business. Business development is significant with the support of the internet because online media now control people's economy. People mostly socialize on the internet, which eventually becomes a sizable market.

Information ethics empowers the public to raise awareness of various issues related to the dissemination of electronic data, such as filtering out hoax news and conveying information properly. An information activist is required to have a good understanding of management and dissemination. The internet can also empower, namely by becoming citizen journalists, entrepreneurs, and information ethics.

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Information ethics empowers the public to raise awareness of various issues related to the dissemination of electronic data, such as filtering out hoax news and conveying information properly. An information activist must have a good understanding of managing and disseminating information responsibly and appropriately. One of the problems is censorship, whose primary purpose is to limit expressions that are not fit for public consumption. The often restricted sources are articles, photographs, books, art, music, and data. According to the Australian Journal, censorship is an appropriate measure to provide health information to the public. One of the ethical responsibilities is to protect the younger generation from entering into inappropriate values.

Based on the explanation above, Civic Education is entering a new scientific development phase. Where digital literacy is an inseparable part of Civic Education, the involvement of citizens in cyberspace brings positive and negative influences, so the inclusion of digital literacy in Civic Education can bring fresh air in the process of making good citizens who are supported by the knowledge, skills, and attitudes of citizens related to how they interact in space. Virtual, so that they become good citizens in the true sense.

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