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DIGITAL LITERACY AND THE FORMATION OF STUDENTS' CITIZENSHIP COMPETENCIES IN THE TECHNOLOGY ERA: A STUDY OF STUDENTS OF STIK BINA HUSADA PALEMBANG

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Abstract

This study aims to determine the impact of digital literacy on citizenship education in the technological era for students at Bina Husada College, Palembang. The study subjects were 58 students who had taken the Citizenship Education course. Data were collected through a questionnaire and analyzed using a descriptive qualitative approach, presented as percentages. The results showed that students' digital literacy levels were considered good, with 75.8% falling into the good and very good categories. Digital literacy has been shown to have a positive impact on the understanding of civic values, with 75.9% of students experiencing improvements in their understanding of concepts such as Pancasila, democracy, and the rights and obligations of citizens. Furthermore, digital literacy also impacted students' critical thinking, with 72.4% falling into the critical and very critical categories in filtering and evaluating information in digital media. In terms of digital ethics and responsibility, 77.6% of students demonstrated good and very good attitudes in using technology. Thus, digital literacy plays a crucial role in improving the quality of citizenship education, particularly in developing critical, ethical, and responsible students in the technological era.

Keywords: Digital Literacy, Citizenship Education, Students, Technology Era**Abstrak**

Penelitian ini bertujuan untuk mengetahui dampak literasi digital terhadap pendidikan kewarganegaraan di era teknologi pada mahasiswa Sekolah Tinggi Bina Husada Palembang. Subjek penelitian berjumlah 58 mahasiswa yang telah mengikuti mata kuliah Pendidikan Kewarganegaraan. Data dikumpulkan melalui angket dan dianalisis menggunakan pendekatan deskriptif kualitatif dengan penyajian dalam bentuk persentase. Hasil penelitian menunjukkan bahwa tingkat literasi digital mahasiswa tergolong baik, dengan 75,8% berada pada kategori baik dan sangat baik. Literasi digital terbukti memberikan dampak positif terhadap pemahaman nilai-nilai kewarganegaraan, di mana 75,9% mahasiswa mengalami peningkatan dalam memahami konsep seperti Pancasila, demokrasi, serta hak dan kewajiban warga negara. Selain itu, literasi digital juga berpengaruh terhadap sikap kritis mahasiswa, dengan 72,4% berada pada kategori kritis dan sangat kritis dalam menyaring serta mengevaluasi informasi di media digital. Dari aspek etika dan tanggung jawab digital, sebanyak 77,6% mahasiswa menunjukkan sikap yang baik dan sangat baik dalam penggunaan teknologi. Dengan demikian, literasi digital memiliki peran penting dalam meningkatkan kualitas pembelajaran pendidikan kewarganegaraan, khususnya dalam membentuk mahasiswa yang kritis, beretika, dan bertanggung jawab di era teknologi.

Kata Kunci: : Literasi Digital, Pendidikan Kewarganegaraan, Mahasiswa, Era Teknologi

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INTRODUCTION

The development of information and communication technology in the digital era has brought significant changes to various aspects of human life, including education. Digital transformation allows for faster, broader, and more accessible access to information. This requires individuals to have the ability to manage information effectively, critically, and responsibly. In the context of higher education, this ability is known as digital literacy, a crucial competency for students, a generation living and learning amidst the development of digital technology (Ng, 2016; UNESCO, 2018).

Digital literacy relates not only to the technical ability to use technological devices but also encompasses the cognitive and social skills needed to understand, evaluate, and critically utilize information. According to Yvonne Ng, digital literacy encompasses technical, cognitive, and socio-emotional skills that enable individuals to use technology effectively in their learning and daily lives (Ng, 2016). Furthermore, digital literacy also relates to an individual's ability to filter information, understand the context of digital communication, and use technology ethically and responsibly.

In the context of higher education, digital literacy is closely linked to strengthening civic values. Civics education aims to shape citizens with democratic awareness, social responsibility, and the ability to actively participate in public life. According to Joel Westheimer and Joseph Kahne, civics education plays a role in developing critical, participatory citizens who care about democratic life in society (Westheimer & Kahne, 2017).

With the development of digital technology, the concept of citizenship is also undergoing a transformation toward digital citizenship. Students not only act as citizens in real life but also as digital citizens active in the digital public sphere. Therefore, digital literacy is a crucial aspect of civics education because it helps students understand social, political, and national issues that develop through digital media. This skill also encourages students to participate responsibly in the digital space and avoid the spread of invalid information or hoaxes (Choi, 2016; Ribble, 2017).

However, the level of digital literacy among students still shows significant variation. Not all students have adequate skills to understand and evaluate information obtained from digital media. This situation can lead to various problems, such as poor critical thinking skills regarding information circulating in digital media and a lack of ethical awareness when interacting in the digital space. Therefore, strengthening digital literacy is crucial in the learning process at universities so that students can use technology wisely, critically, and responsibly (European Commission, 2017; UNESCO, 2018).

Based on this description, this study aims to analyze the impact of digital literacy on citizenship education in the technological era for students at STIK Bina Husada Palembang. This research is expected to contribute to the development of citizenship education that is more adaptive to

developments in digital technology and can strengthen students' citizenship competencies in the digital era.

METHOD

This study uses a qualitative descriptive approach to in-depth describe the phenomenon of student digital literacy and its impact on Civics learning in the technological era. A qualitative descriptive approach is used to understand the real conditions experienced by the research subjects through systematic data collection and analysis (John W. Creswell, 2018). This method allows researchers to comprehensively describe social phenomena based on empirical data obtained from the research respondents.

The research subjects consisted of 58 students from the Bina Husada Palembang College of Health Sciences (STIK) who had taken the Civics course. Subjects were selected using a purposive sampling technique, selecting respondents based on specific criteria relevant to the research objectives (Sugiyono, 2019). The students selected as respondents were students who had previously received Civics instruction and were therefore considered experienced in utilizing digital media to understand civics material.

The data collection technique in this study used a structured questionnaire to measure students' digital literacy levels and their impact on their understanding of civic values, critical thinking, and digital ethics. Questionnaires are an effective instrument for collecting educational research data because they can systematically describe respondents' attitudes, perceptions, and experiences (Louis Cohen et al., 2018). The research instrument was developed based on digital literacy indicators, which include the ability to access digital information, evaluate information, critically utilize digital media, and apply ethics in technology use.

The concept of digital literacy used in this study refers to an individual's ability to access, understand, evaluate, and utilize information through digital media effectively and responsibly (UNESCO, 2018). Digital literacy relates not only to technical skills in using technology but also encompasses critical thinking skills and ethical awareness in the use of digital information (Paul Gilster, 2017).

The data obtained from the questionnaire were then analyzed using descriptive analysis techniques, presented as percentages. Descriptive analysis aims to illustrate the distribution of data obtained from respondents, thus providing an overview of digital literacy levels and their impact on Civics Education learning (Donald Ary et al., 2019). The results of the data analysis were then presented in tabular and percentage form to facilitate interpretation of the research findings.

To ensure data validity, researchers examined the instruments and the alignment of research indicators with the concept of digital literacy and Civics competencies relevant to current digital technology developments. Thus, this research method is expected to provide an objective overview of the impact of digital literacy on Civics learning for students in the technological era.

RESULTS AND DISCUSSION

Results

Results of a study on the impact of digital literacy on Civic Education in the technological era among students at Bina Husada College, Palembang. The study subjects were 58 students who

had taken the Civic Education course. Data were obtained through a questionnaire and analyzed descriptively and presented as a percentage (%).

1. Student Digital Literacy Level: The results indicate that the majority of students have a good level of digital literacy.

Table 1. Digital Literacy Level of Students

Digital Literacy Category	Number of Students	Percentage (%)
Very Good	18	31.0%
Good	26	44.8%
Fair	10	17.2%
Poor	4	7.0%
Total	58	100%

Based on Table 1, 75.8% of students were in the good and very good categories. This indicates that the majority of students at Bina Husada College, Palembang, have adequate digital literacy skills to support the Civics learning process.

2. Impact of Digital Literacy on Understanding Civic Values

Digital literacy plays a role in enhancing students' understanding of civic values such as Pancasila, democracy, the rights and obligations of citizens, and nationalism.

Table 2. Understanding of Civic Values

Understanding Category	Number of Students	Percentage (%)
Highly Improved	20	34.5%
Improved	24	41.4%
Fair	10	17.2%
Low	4	6.9%
Total	58	100%

A total of 75.9% of students stated that their understanding of civic values improved after utilizing digital media in civics learning. This indicates that digital literacy helps students access and understand civics material more broadly and contextually.

3. The Impact of Digital Literacy on Students' Critical Thinking: Students' critical thinking was measured through their ability to filter information, assess the veracity of news, and respond to social and political issues in digital media.

Table 3. Students' Critical Attitudes in Civic Education (PKn) Learning

Critical Attitude Category	Number of Students	Percentage (%)
Highly Critical	17	29.3%
Critical	25	43.1%
Fairly Critical	11	19.0%
Less Critical	5	8.6%

Critical Attitude Category	Number of Students	Percentage (%)
Total	58	100 %

The research results show that 72.4% of students fall into the critical and very critical categories. This indicates that digital literacy contributes to developing students' critical thinking skills regarding information circulating in the digital space.

4. Impact of Digital Literacy on Digital Ethics and Responsibility

Digital ethics and responsibility include polite communication, avoiding the spread of hoaxes, and fostering legal awareness in the use of digital media.

Table 3. Students' Critical Thinking Attitudes in Civic Education (PKn) Learning

Critical Thinking Category	Number of Students	Percentage (%)
Highly Critical	17	29.3%
Critical	25	43.1%
Fairly Critical	11	19.0%
Less Critical	5	8.6%
Total	58	100 %

A total of 77.6% of students demonstrated good and excellent digital ethics and responsibility. This demonstrates that digital literacy plays a crucial role in fostering students' ethical awareness in using technology.

Based on the research results, it can be concluded that digital literacy has a significant impact on Civic Education in the technological era for students at the Bina Husada College of Health Sciences, Palembang. Digital literacy can improve students' understanding of civic values, foster critical thinking in responding to digital information, foster ethics and responsibility in the use of technology, and make Civic Education learning highly relevant and effective in shaping students into intelligent, critical, and character-based citizens in the digital era. Digital literacy has a significant impact on Civic Education in the technological era for students at the Bina Husada College of Health Sciences, Palembang.

Discussion

The research results show that the digital literacy level of students at STIK Bina Husada Palembang is in the good to excellent category. This finding indicates that students have sufficient skills in utilizing digital technology as an information source in the learning process. These skills include the ability to access information, understand digital content, and evaluate information obtained from various internet sources. This condition aligns with Yvonne Ng's view that digital literacy is a combination of technical, cognitive, and social skills that enable individuals to use digital technology effectively in learning and daily life (Ng, 2016). Digital literacy is not only related to the ability to use technological devices but also includes the ability to think critically about information obtained from the digital environment.

In line with this, UNESCO affirms that digital literacy is a crucial competency for the 21st century, enabling individuals to responsibly access, understand, evaluate, and create information through digital technology (UNESCO, 2018). In the context of higher education, digital literacy is a crucial skill that students must possess to support technology-based learning processes. Research conducted by Sarah McGrew et al. also shows that digital literacy skills significantly influence students' ability to evaluate the credibility of information circulating on the internet (McGrew et al., 2018).

The findings of this study also indicate that digital literacy contributes to improving students' understanding of civic values. The use of digital technology enables students to obtain a variety of information on social, political, and democratic issues developing in society. This aligns with Joel Westheimer's view that civic education aims to develop citizens who possess democratic awareness, critical thinking, and the ability to actively participate in public life (Westheimer, 2019). With good digital literacy, students can understand various civic issues more broadly and contextually.

Furthermore, Joseph Kahne explains that the use of digital technology in civic education can increase students' participation in discussions on public issues and strengthen their awareness of their responsibilities as citizens (Kahne & Bowyer, 2017). This demonstrates that digital literacy is closely related to the development of civic competence in the younger generation.

In the digital era, public space is not only formed in direct social settings but also develops in the digital space through social media and various online communication platforms. According to Karen Mossberger, digital citizenship is an individual's ability to use digital technology to actively participate in democratic life (Mossberger et al., 2017). Therefore, digital literacy can help students understand various civic issues emerging in society and encourage them to actively participate in public discourse.

The results of this study also indicate that digital literacy plays a role in shaping students' critical attitudes toward various information circulating in the digital space. Students' ability to filter information and assess the veracity of news indicates that digital literacy can support the development of critical thinking skills in Civics learning. This aligns with Mike Caulfield's research, which emphasizes that the ability to verify information is a crucial skill in digital literacy to prevent individuals from being easily influenced by misleading information (Caulfield, 2017).

The spread of false information or hoaxes in digital media also poses a challenge in modern society. According to Claire Wardle and Hossein Derakhshan, the development of digital technology has increased the speed of information dissemination, including inaccurate information. Therefore, the public needs to have good digital literacy skills to identify valid information (Wardle & Derakhshan, 2017). Therefore, critical thinking skills are an important competency in citizenship learning in the digital age.

In addition to improving critical thinking skills, digital literacy also plays a role in shaping students' ethics and responsibility in using technology. Research results show that the majority of students have positive attitudes toward using digital media responsibly. This reflects students' awareness of the importance of ethics in interacting in the digital world.

CONCLUSION

Based on the research results, it can be concluded that digital literacy has a positive impact on Civic Education learning for students at the Bina Husada Palembang Health Sciences College. The majority of students demonstrated a good level of digital literacy, which contributed to an increased understanding of civic values, the development of critical attitudes in responding to information in the digital space, and the formation of ethics and responsibility in the use of technology. These findings indicate that digital literacy is a crucial competency in shaping students as intelligent, critical, and characterful citizens in the technological era. Therefore, Civic Education learning in higher education needs to systematically integrate digital literacy strengthening through the use of digital media and learning resources so that the learning process becomes more relevant to technological developments while simultaneously strengthening civic values in students.

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