

# Digital-Based Civics Learning in Strengthening Democratic Characters of Digital Native Students

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## ARTICLE INFO

### Keywords:

Democratic Characters;  
Digital-based civics;  
Digital native students.

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### Article history:

Received 2022-01-04

Revised 2022-05-19

Accepted 2022-09-08

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## ABSTRACT

Civics learning as the executor of 21<sup>st</sup> century learning is evidence of the transformation of scientific progress and the renewal of the implementation of education. Civics learning is required to be able to increase student learning participation in its digital-based learning environment. Therefore, Civics teachers must not forget their duties as a medium to create skilled and intelligent young citizens by the character of their nation. This study examined the application of Civics learning applied through digital learning in strengthening the democratic character of digital native students. This study used literature study method by involving studies related to the research theme. The results of this study indicated that 1) Civics teachers used a scientific learning model to support the application of digital-based Civics learning, 2) Digital-based Civics learning could be a means for students to strengthen their democratic character, and 3) Digital-based Civics learning could increase student learning participation. Therefore, digital-based Civics Learning was able to develop a vision of 21<sup>st</sup> century learning in the application of learning that had educational and generative values and could develop the skills of citizens according to the character of the nations.

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## 1. INTRODUCTION

The novelty of the implementation of education has resulted in a renewal of the implementation and application of learning that leads to the development of civic capabilities and competencies as a form of implementing education in the context of the 21<sup>st</sup> century learning. As part of the vision in implementing educational goals, Civic Education should not be left behind by civilization in this worldwide information cycle. Civic education as a subject at the formal secondary school to tertiary level purposes to create skilled and intelligent students. This study focused on how to apply Civic Education as a form of adjusting the pattern of technological progress as digital-based learning in high school. Besides, this study also discussed the application of digital-based Civics learning at the secondary education level (SMA) as the main actor of a group called as the 'digital native generation'. Digital native is a generation whose social interactions use digital media as their main tool in completing interactions in their daily lives. The

development of information also leads to how the implementation of learning in educational institute can impact on how the formation of student character through the application of digital -based learning.

Regarding the reformation of education implementation, this study highlighted how secondary education teachers were trying to improve their digital skills and competencies in implementing digital -based Civics learning. This was in accordance with the statement of Winataputra & Budimansyah (2016), that Civics teachers are anticipated to have expertise in developing lesson plans and curricula based on mastery and advancement of technology as the implementation of education that leads to 21st century learning progresses. Principally, mastery on digital -based learning will make it easier for teachers to implement digital-based learning systems. This was supported by data and facts obtained by this study through statistical survey institutions and KOMINFO, that 4,014 schools dispersed over 34 provinces participated in a survey on technology use in the education sector. The poll was performed in 2018, and 56 percent of respondents utilized a phone. However, only 10.10 percent of secondary education teachers had training in technology ([kominfo.go.id](http://kominfo.go.id)). It has been established that teachers still make poor use of media and technologically related learning materials. Therefore, Civics teachers as one who has a vision in educating and shaping the character of the nation's children, should have a complex task to create strategies and a learning atmosphere, namely ability to answer the previous problems.

To strengthen the previous statement, we cited a statement, Civics teachers have the responsibility of creating educational objectives that can foster the development of civic abilities, such as knowledge, intellectual prowess, attitudes, and social skills. This statement becomes the basis to improve Civics teacher in order to formulate learning objectives in accordance with the expected competencies. In addition to the problem of implementing strategies, models and implementation of digital-based Civics learning, we also found a problem in the formation of the character of the students themselves. Character education that fosters democratic character through Civics is one of the characters that must be applied in school. Also, this attitude is an attitude that helps to train students' participation, responsibility, tolerance. Besides, it is also a reflection of behaviour that has an impact on students' morality.

To keep this nation stable as a valuable asset with the wealth of intelligent and characterful generation, the government and school need an extra effort to maintain the formation of this character. According to Child Protection Commission (KPAI), that since 2018, the juvenile cases had committed irregularities including anarchy, such as fights among students, and 1.1% bullying. In addition, from 2017 to 2018, there was an increase of 14% of cases ([www.kpai.go.id/](http://www.kpai.go.id/)). Therefore, this number should become a concern. There needs to be a very strong role in strengthening the character of citizens, so that undesirable things do not happen. Based on the data and facts obtained in this study, we aimed to find out how the teacher's strategy in implementing digital-based Civics learning as an effort to strengthen the democratic character of digital native students. The democratic character in this study was the character of openness to others, accepting differences, tolerance, being responsible, and being able to participate in active learning, so that there are two formulations of problem, namely (a) the application of digital-based learning strategies and models by Civics teachers in secondary education, and (b) the impact of implementing digital -based Civics learning to strengthen the democratic character of digital.

Digital -based learning is a form of learning media formulated based on thoughts, feelings, and concerns (Efendi, 2018), so that it is connected to the theory of Pewluczuk et al. (2018) which says, learning needs to be implemented in a way that takes into account the concerns for using digital media that lead to abilities, such as participation, knowledge, learning, play, and power dynamics. The main basis in this section is the existence of a theory about the existence of learning implementation theory in the 21<sup>st</sup> century (Trilling & Fadel, 2009) which mentioned that teachers in the 21<sup>st</sup> century learning are required to have soft and hard skills. Similarly, Daryanto & Karim (2017) argue, the skills of teachers in the 21<sup>st</sup> century are the characteristic of skills where the speed of information is the main characteristic, so that teachers are required to have the ability of creating digital-based learning atmosphere, providing digital-based learning examples, motivating and planning learning based on abilities and experiences in the classroom.

The previous ideas have a connection with Civics learning as an implementer of digital-based learning. Civics learning is directed at the ability to develop intelligent and critical citizenship

competencies as to have responsibility for the existence of information. In this context, Wahab & Sapriya (2011) argue that a teacher should create curriculum objectives for civics instruction that help students improve their competencies as citizens, including their knowledge, skills, attitudes, and sympathy. The previous opinion has become the strength and basis in the implementation of digital-based Civics learning as well as his duty in developing the character of citizens in accordance with the development of the era. To strengthen the statement above, we also used the opinion of Gafur (2012) who said, the signs of digital learning are connected to theory and practice of planning, implementing, managing, and assessing the usage of digital learning. Therefore, we tried to examine teacher's efforts in teaching students through the application of digital -based Civics learning about how the strategies used by high school teachers in strengthening the democratic character of digital native students. This purposed was in line with the objective of Civics education that was to create civilized citizens as well as to solve problems, increase its participation in the school environment and in everyday life (Wahab & Sapriya, 2011). Related to this, digital learning was marked as an adaptation of learning that is done using digital devices to the design, execution, and assessment of learning done using digital means (Munir, 2017).

In this study, the specified character was democratic. The grand theory taken in the development of this study was to use the theory of Inkeles & Lasweell that formulates character development in contemporary people can be accomplished through communication and interpersonal connection that fosters social skills including openness to difference, capacity for self-improvement, tolerance, and active engagement (Lasswell, 2017). To strengthen previous theory, Komalasari & Saripudin (2017) also cited the notion of character, such as Alport's opinion which says that an attitude that defines person's value, which then consists of an array of values that underlies the thoughts, behaviors that are carried out by a person is called as characters. Then, Lickona (2012) says, character is an attitude of virtue that a person has that allows him to govern his actions, which will have an effect on the environment and the country. Similarly, Budimansyah (2012) says, Character education is an effort made by educators to build character ideals so that they are ingrained in students' souls through systematic and formal endeavors. In accordance with previous explanation, character is an attitude that leads to the moral condition possessed by a person, so that in the next section, we could formulate the character possessed by students was digital native group. Mac Prensky's theory (in Hills, 2010) points out digital native as the individuals that utilize computers, digital music players, and other technology-dependent interactions all around this as their mode of interactions. In addition, Young (in Hills, 2010) also adds that the characteristics of the digital native generation are: 1) caring about self-identity, such as the use of self-statement on social media, 2) being open-minded and opened to their privacy. 3) tend to practice freedom and did not want to be restrained, 4) the learning process was done through digital -based media, 5) a way of thinking that belonged to a non-linear mindset, and 6) multi-tasker. The previous idea became the capital in this study to investigate that secondary education students are a generation that belongs to the digital native generation group, where they have done social interaction and learned based on digital media, as well as showing their identity into social media. Therefore, this study highlighted the character possessed by the digital native generation.

## 2. METHODS

The method used in this research was literature study. According to Zed & Mestika (2010), literature study is a series of research activities related to collecting library data, taking notes, reading and processing research results. Diah (2015) stated that literature study is an academic activity whose main goal is to develop theoretical aspects as well as aspects of practical benefits by directing researchers to be able to classify and allocate variations of literature in their field. According to Darmadi (in Diah, 2015) who said that literature study is an effort made by researchers after they determine the title and theme of the research that leads to the formulation of problems that help them to enter the field to obtain data. In this study, we involved scientific articles and literature reviews that contained research concepts.

### 3. FINDINGS AND DISCUSSION

The following is the summary of the literature that is taken as the data of this study.

Writers	Year	Content
Gafur	2012	Civics learning planning in the content of the high school curriculum could assist teachers to achieve learning objectives
Cholisin	2013	learning plans are structured, digital -based learning planning process to achieve learning objective
Munir	2017	the implementation of digital -based Civics learning was a teacher's effort to teach students through digital -based learning resources and learning media that helped to achieve Civics learning objectives
Juwandi	2020	E-learning is a manifestation of the renewal of education implementation to answer the challenges of progress in the information age, and that online learning can help to motivate students to learn effectively with a variety of methods and many
Flores & Carrie James	2020	that the preparation of digital learning materials can be in the form of a site map or learning program to help students and teachers explore lesson plans, sequences, making it easier because this site map can be presented in visual form
Nawang et al., 2021	2021	the implementation of this learning could be done through problem -based learning model, such as displaying videos or pictures in accordance with Civics learning materials

#### 3.1. Application of digital-based Civics Learning in Secondary Education

The results of the research and analysis found that the application of digital-based Civics learning had been able to be well integrated into learning tools, such as syllabus and lesson plans. This was confirmed by Gafur (2012) that the digital-based Civics learning planning in the content of the high school curriculum could assist teachers to achieve learning objectives. Briggs in Cholisin (2013) strengthened that to accomplish learning objectives, learning plans are an organized, digital-based planning approach. Another finding found in this study was that the implementation of Civics learning was an educational practice to achieve the goals of civic education, where there was a charge of students' cognitive, character, and skill aspects, so that Munir (2017) said that the implementation of digital -based Civics learning was a teacher's effort to teach students through digital -based learning resources and learning media that helped to achieve Civics learning objectives.

Our analysis was that digital learning was designed for the implementation of learning with digital -based designs in developing the principles of freedom, independence, and up-to-date sense, so that learners could be democratic in their learning (Munir, 2017). This was also evidenced by Jones and Mitchell (2015), that by giving children a freedom to be creative through their technological capabilities, it could help to form independent characters for young citizens, because the creativity of these children needed to be honed through planned programs in education. Similarly, Munir (2017) pointed out that digital-based learning also contained learning programs, program presentations and especially designed learning implementation processes that were not limited by space and time, as well as distance and age.

The result of the second study was that the selection of the implementation of digital-based Civics learning as a method and learning model for students belonging to the digital native or high school generation was the right step in adjusting the learning conditions of students who were already technology-based (Riggs & Fred, 2011). This was reinforced by an opinion that "the implementation of

digital-based learning formulations will help to train students' learning independence, and can improve the technological abilities of the teacher" (Munir, 2017). Furthermore, in formulating digital-based Civics learning, teachers should also pay attention to the content of the syllabus, learning materials and also digital -based learning assessments, so that they could be in accordance with the learning components that could direct them into changes to students in accordance with the demands of the 21<sup>st</sup> century learning (Daryanto & Karim, 2017). The results show that the preparation of digital learning materials can be in the form of a site map or learning program to help students and teachers explore lesson plans, sequences, making it easier because this site map can be presented in visual form (Flores & Carrie James, 2020). This is also reinforced by (Daryanto & Karim, 2017) who said that the use of learning tools using tools, site maps, etc. was a learning design carried out by teachers to meet the requirements of 21<sup>st</sup> century learning skills. The findings in this study also found that the implementation of digital -based Civics learning in high school schools by conducting online-based learning. That was carried out by doing remote learning using applications, such as Zoom, Google Classroom, Teacher's Room. This finding was reinforced that renewal in the implementation of learning was a breakthrough to produce patterns of children's learning habits in accordance with the demands of changing ways of learning the world (Kahne et al., 2011).

The above statement was also reinforced by Nawang et al. (2021) that the implementation of this learning could be done through problem-based learning model, such as displaying videos or pictures in accordance with Civics learning materials. The appearance of these pictures and videos can stimulate students' thinking directly related to their daily lives. Meanwhile, task collection and digital -based evaluation can be done using Google Forms, WhatsApp, and others. In addition to previous points, the results of the study also illustrated that by demonstrating videos and pictures in Civics learning could help students to find facts and data related to the environment where they lived and even in their school environment. Therefore, digital -based Civics learning had been able to be a requirement as contextual learning (Komalasari, 2011). Moreover, Komalasari & Saripudin (2017) said that learning with strategies, inquiry learning models, problem -based learning, project -based learning, work -based learning, and cooperative -based learning, and coupled with Civic Education with character -based value learning were some steps to deepen students' learning characters. Therefore, the findings in this study could be regarded as a learning media that helped students to access learning materials any time, and leads to students' ability to use up-to-date media and learning resources (Feriyanayah, 2015).

The above statement was supported by the opinion of Komalasari & Saripudin (2017) that media and learning resources were elements that channeled messages, reflected thoughts, and stimulated student motivation to encourage learning process. This learning media could be in the form of hardware and software. Therefore, this study showed that the implementation of digital -based Civics learning provided students to have motivation in utilizing technology media as media and learning resources (Neta Kligler-Vilenchik, 2017). The results of other studies showed that the implementation of digital -based Civics learning has been able to meet the requirements to implement learning as an effort to implement 21<sup>st</sup> century learning, namely the concept of learning based on theory (Trilling & Fadel, 2009) which leads to improvement on creative learning, such as having technological skills, oral and written communication, critical thinking, problem solving, etc. (Nur Aziz, 2019).

The above statement was in line with efforts to achieve the successful application of the 21<sup>st</sup> century learning as stated by Daryanto & Karim (2017) that: "we need tools to support success in the 21<sup>st</sup> century learning process, such as computers and the internet, cell phones, pencils and paper, educational games, critical thinking patterns, etc." By this, we generalized our finding by referring to the theory conceptualized by Trilling & Fadel (2009) which tried to formulate the skills of teachers and students in achieving 21<sup>st</sup> century learning, namely teachers could formulate learning based on digital learning that could foster learning atmosphere that improved students' 4C abilities, namely communication, collaboration, creativity and cooperation (Zubaidah, 2016).

The researcher's findings also show that the implementation of digital-based Civics learning will make it easier for teachers to formulate authentic Civics learning, concepts and facts related to everyday

life. When viewed from the object of study, civic education itself is the formation of the character of its citizens through strengthening character values in civic education (Kahne et al., 2011). Further result was also found that in the successful application of digital -based Civics learning in high school also required teacher skills in creating a creative learning atmosphere, able to operate technology, skilled in creating strategies in implementing digital -based learning (Diego Miguel-Revilla, 2020). Hereby, it led to the statement that digital -based Civics Learning could be done through an authentic learning, problem -based learning, inquiry and discovery learning (Komalasari & Saripudin, 2017). Another result showed that the implementation of digital -based Civics learning could meet learning strategies and models that could develop updated student competencies and abilities. This was in accordance with the opinion of Winataputra and Budimansyah (2016) that: "the obstacle in implementing digital -based Civics learning is the lack of teacher's ability to formulate curriculum and lesson plans that describe democratic nuances in Civics learning". Therefore, to answer previous problems, teachers were required to have skills in the formulation of digital -based Civics learning, skills in integrating digital learning in the syllabus lesson plans, and be able to apply digital -based Civics learning as a learning media that led to a scientific learning model (Prayogy & Aesthetics, 2019).

### ***3.2. Strengthening the democratic character of secondary school students through digital-based Civics learning***

In this context, we quoted the views of Lickona (in Citra, 2020), that character education consisted of three main components, namely knowledge of morals, moral feeling, and moral action. This statement referred to a basic value in the implementation of virtue by an individual which involved aspects of one's knowledge, feelings and actions. Lickona further explained that: "the implementation of character education during learning in school must be based on a curriculum that contains character values that are well integrated into subjects (Lickona, 2012). Furthermore, Lickona also added that the implementation of character education in school is an effort to instil character values into school members who build awareness, interest and actions that lead to the nature of virtue (Komalasari & Saripudin, 2017). The third result of this study was that secondary school teachers had been able to properly integrate character values into their learning components, especially by developing democratic characters into learning materials (Feriyanasyah, 2015).

The results of other studies showed that secondary school teachers as the main actors in education were not only limited to integrating character values in learning tools, but also being able to create a democratic classroom culture in learning (Djahiri, 2006). Our finding indicated that the teacher's efforts in building the democratic character of students were carried out by forming study groups and an active democracy lab for students, so that this became a forum for students to participate directly in the formulation process up to the learning evaluation stage (Baehaqi, 2014).

Apart from these, this study also showed that digital -based Civics learning had been able to provide values and the basis for character reinforcement through habituation activities carried out by teachers, namely through learning preparation activities, such as preparing learning support tools, learning implementation activities in the form of discussions, asking questions. responsibility, collection of assignments and active participation of students in learning. Also, the practice of character education in the school environment, such as being active in extracurricular activities and being able to use social media wisely (Ibnatul, 2014).

The previous findings were reinforced by the opinion that: "the characteristics of students' lives can be grouped into integration of living values education integrated into learning materials, and the successful application of this method is that if students are able to integrate their learning materials through their habits applied in the values of life, classroom activities, home and school community (Komalasari & Saripudin, 2017). In accordance with the direction of this study, the strengthened character was a democratic character. Indonesia's distinctive democratic character was the existence of religious, honest, trustworthy and mutual assistance and tolerance (Baehaqi, 2014). This original character was in accordance with the formulation of the theory of the democratic character of Inkeles

and Laswell. In accordance to this theory, Inkeles & Laswell said that modern humans tend to interact with each other with an open nature, prefer to accept differences, uphold tolerance, be responsible, and have a high sense of participation (Laswell, 2017). This reference was a benchmark for our study, where the subject was the digital native generation as a generation whose environmental adaptation was accustomed to using digital -based media.

Maintaining a democratic character that as in accordance with the character of the nation in the midst of the unstoppable frenzy of technological progress and information required an extra role of teacher in maintaining the authenticity of the character values possessed by Indonesian in accordance with the values of Pancasila (PUSKUR, 2015), so that it could give an added value to this study that the application of digital -based Civics learning provided a positive value in the application and strengthening of the democratic character of students as digital natives generation (Feriyanasyah, 2014). The results of this study showed that students were digital natives in accordance with Marc Prensky's, where it was a form of scientific and technological progress that directed to the renewal of new needs by generations living in this era accustomed to interacting using technology, or even having a multitasker nature theory (Hills, 2010).

To continue to face the progress of the era -the information age, teachers has become the main actors in education. They must have the ability to create citizen character and wisely opened to change as an improvement for his potency, also maintaining a character in accordance with the personality of the Indonesian (Leen D'Haenens et al., 2020). Another result showed that the democratic character intended in this study was the direct and opened involvement, and activeness of students in the application of digital -based Civics learning. Learning that described democratic nuances was the achievement of the learning process that led to the 21st century learning (Winataputra, US, & Budimansyah, 2016). Then, strengthening the democratic character carried out by teachers through civic education, namely in the vision of preparing citizens who were able to actively participate politically in the life of the nation and state (Zamroni, 2008). Citizenship education is part of democratic education for citizens with the ability to think critically and act democratically (Zamroni, 2008). Thus, the results of other studies also showed that things needed to be done in strengthening the democratic character of citizens through civic education (Winataputra, US, & Budimansyah, 2016). First, it payed attention and complex efforts in developing the characteristics of democracy. Second, developing curriculum tools and other educational tools that were able to integrate democratic character values and how to practice them. Third, there were learning resources that could facilitate and explore the advantages and disadvantages of democratic education.

Strictly speaking, the media can provide a means for students to understand the application of democratic education. Besides, the learning media can be in the form of print, electronic, or online media. Then, what the teacher can do next is to develop civic education as a democracy laboratory. In this case, Zamroni (2010) said: "making a democracy laboratory is an effort to empower students to develop student behaviour, as well as directing them to practice democratic decision-making abilities". This was evidenced by the previous research conducted by Tri et al. (2019), that "it is an effort to preserve the democratic character possessed by students to achieve success in character education through Civics, thus it will help students have a democratic mindset, attitude, behaviour and equal rights and obligations".

Another study by Juwandi (2020) had found that E-learning is a manifestation of the renewal of education implementation to answer the challenges of progress in the information age, and that online learning can help to motivate students to learn effectively with a variety of methods and many. Meanwhile, in this study, we attempted to reform it by implementing digital -based Civics learning in Civics as a form of implementing the 21st century learning that led to 4C abilities and teacher skills in the 21st century. This digital form could strengthen the character of students as digital native group whose daily interactions used technology.

#### 4. CONCLUSION

The sophistication and advancement of technology-based information was a proof that the era had changed to a period based on networks and electronic communication. Digital-based civics learning is a manifestation of the implementation of 21<sup>st</sup> century learning applied by secondary school Civics teachers which was then integrated into the lesson plans and syllabus. The use of digital-based Civics learning had been able to increase creative competence, communication, cooperation, independence and freedom of students in using technology as a medium of learning. Digital-based Civics learning could help students to access learning materials as flexible as possible. Digital-based Civics learning was able to answer the challenges of implementing education carried out by teachers with learning methods and strategies that led to scientific learning and authentic learning. Digital-based Civics learning was also able to strengthen the democratic character of digital native students by making habituation in learning discipline, discussion, question and answer as well as openness to change, being tolerant of differences of opinion. Then, digital-based Civics learning was able to involve students directly in their learning as evidenced by the ability of students to connect their learning at school with their daily lives. Strengthening the character of democracy can be done by developing the classroom as a democracy laboratory as implemented into discussion groups and student learning, and as a direct practice (e.g., how students responded to a problem in the classroom). From this study, it was expected that it could provide recommendations to various parties as well as benefits to this study. Besides, it could provide useful values for future researchers, and valuable lessons for the next generation. Through this study, it could transform the value of democratic character in Civics learning, because this study provided the construction of democratic character values into Civics learning to strengthen the democratic character of digital native students. This study also presented the concept of digital native into a democratic character as well as a means to deepen the value of democratic character in Civics learning.

**Acknowledgments:** Our deepest gratitude is expressed to the owner of the universe and who manages everything that happens by His will, who has given all forms of enjoyment to his hamlet. We also do not forget to also thank you with longing for the owner of the mankind who has gave such a beautiful light, Rasulullah *saw*. We also thank to both parents for their prayers and blessing that this paper can be completed, as to all those who have also supported and prayed for us, so that this study can be completed properly. Hopefully, this study can contribute to the progress of all circles, including the government, academics, the younger generation and society.

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