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The Effect of Pancasila Education Learning in Shaping Digital Literacy of Young Citizens (A Descriptive Study on 10th Grade Students in High Schools in Banyumas Regency)

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ABSTRACT

This research aims to determine the effect of Pancasila education learning in shaping digital literacy among young citizens, specifically 10th-grade students in high schools in Banyumas Regency. The method used in this research is descriptive research with a quantitative approach. The population for this study consists of 10th-gradestudents from SMA 1 Ajibarang, SMA 2 Purwokerto, SMA IT Al Irsyad Al Islamiyyah Purwokerto, and SMA Muhammadiyah Boarding School Ajibarang. The sample size is 99 students, determined through quota sampling.Data collection techniques used in this research include questionnaires, interviews, and documentation. The data analysis technique used is descriptive data analysis. This research indicates a positive and significant effect ofPancasila education learning in shaping digital literacy among young citizens, specifically 10th-grade students inhigh schools in the Banyumas Regency. The influence of the Pancasila education learning variable in shaping digital literacy among young citizens, specifically 10th-grade students in high schools in Banyumas Regency, is 0.234. This can be interpreted as Pancasila education learning contributes approximately 23.4% to digital literacy,while the remaining 76.6% is influenced by other factors not examined in this research.

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1. INTRODUCTION

The development of information and communication technology makes everything fast, and easy, and at the same time negates distance and time, which causes a borderless world where one of the indicators is the increasingly thin boundaries between public and private spaces through the internet. The internet allows people to easily obtain information from anywhere. Based on a survey conducted by HootSuite (We Are Social): Indonesia Digital Report 2022 through the andi.link website, internet users in Indonesia are 204.7 million with 191.4 million active social media users.

Based on the national socio-economic survey conducted by BPS (Central Statistics Agency) Indonesia in 2021, the purpose of using the internet is dominated by the use of social media with a percentage of 88.99%. Based on the latest data from the Indonesian Internet Service Providers Association (APJII) survey results through the data Indonesia. id website regarding the level of internet penetration in Indonesia in 2021-2022, the age group 13-18 years reached an internet penetration rate of 99.16%. This indicates that Indonesian teenagers use the internet more than other age groups. The data above makes children and teenagers in Indonesia called digital natives. Helsper & Enyon (2009: 1) say that digital natives are young people who were born when the internet became part of their lives. Digital natives are defined as young citizens, aged between 15 and 24 years old who

have five or more years of experience using the internet, cell phones, etc. The age of 15-24 is classified as a young citizen, which refers to students in school.

Based on the 2021 Indonesia Digital Literacy Status survey released by the Ministry of Communication and Information Technology together with the Katadata Insight Center (KIC) through the Databox.katadata.id website, the group of respondents with low education (high school and below) has a digital literacy index score of 51.5% below the national average (high index). The lack of education about ethics and virtue, as well as the lack of parental assistance in the mid-teenage phase, means that many of them use social media inappropriately, resulting in many violations, including cyberbullying, creating inappropriate content, spreading hoax news, spreading hatred, and invading privacy (Ningsih, 2022). According to a survey conducted by Microsoft in April - May 2020, in its latest report entitled Digital Civility Index (DCI) accessed through databox.katadata.id measures the digital civility of internet users around the world when they communicate in cyberspace. As a result, Indonesian netizens have the lowest ranking in Southeast Asia and are also known to be the rudest in the region.

Therefore, additional education and knowledge are needed to become a wise citizen in using technology, one of which is by implementing digital literacy as a first step in providing readiness for Indonesian citizens in digital transformation. Digital literacy is one of the nine elements of digital citizenship. Through digital literacy, it is expected that citizens as digital media users do not necessarily consume and disseminate information, but also sort and select factual and accurate information. Someone is said to have understood digital literacy if they have the ability or expertise to access, identify, integrate, analyze and evaluate digital resources (Rahmayanti, 2020: 84). To be able to play a meaningful role in the era of globalization, every citizen is required to have the ability to answer the demands of the times. Good digital citizens must start from a school culture that can be integrated into learning Pancasila Education.

Japar, et al. (2019: 19) state that the development of information and technology in the current millennial era encourages educators as educators to learn and master technology as a tool in learning, including in Pancasila Education learning activities. Pancasila Education is a subject that focuses on the formation and development of citizen character based on Pancasila values, including the character of digital "literacy" or digital literacy to students (Benaziria, 2018: 13).

Based on BPS (Central Bureau of Statistics) data, Central Java ranks in the top 11 in terms of the percentage of the population accessing the internet which is inversely proportional to the digital literacy index ranking which ranks in the bottom 11. Ultimately, improving digital literacy in Central Java Province is a must and not the role of just one party but all parties and elements ranging from parents, and teachers, to the government itself.

As one of the most populous regencies in Central Java province, high school students, especially in Banyumas Regency, need to have digital literacy skills, one of which is through learning Pancasila Education as an effort to equip students in the digital era and as an effort to increase digital literacy in Central Java Province. In addition, the majority of high schools in Banyumas Regency in 2022 for grade ten have used an independent curriculum based on the Decree of the Minister of Education, Culture, Research and Technology Number 56 / M / 2022 concerning Guidelines for Curriculum Implementation in the Context of Learning Recovery. Digital Literacy is an important part of the Independent Curriculum. The Merdeka Curriculum emphasizes strengthening literacy and numeracy and requires effective and thorough learning in all subjects (Oktora, 2022).

According to information obtained by researchers from the management of the MGMP of Pancasila Education for high schools in Banyumas Regency, teachers have been equipped with TPACK skills through training and in-service education and integrated into the Pancasila Education learning process, so that Pancasila Education learning can shape the digital literacy of students at the high school level in Banyumas Regency. Based on the background described above, researchers are interested in conducting research on the influence of Pancasila education learning in shaping the digital literacy of young citizens (descriptive study on tenth-grade high school students in Banyumas district).

2. FINDINGS

2.1 The normality tests

The result of the normality test will be described below:

Table 1. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		99
Normal Parameters[a,b]	Mean	0,0000000
	Std. Deviation	3,79945945
Most Extreme Differences	Absolute	0,056
	Positive	0,056

Negative	-0,050
Test Statistic	0,056
Asymp. Sig. (2-tailed)	,200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Based on the results of the normality test performed on the results of the Pancasila education and digital literacy tests, a significant value of 0.200, or that the data is normally distributed, may be drawn.

2.2 The linearity tests

The result of the linearity test will be described below:

Tabel 2. ANOVA Table

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Y * X	Between Groups	(Combined)	707,503	5	141,501	7,988	0,000
		Linearity	551,765	1	551,765	31,147	0,000
		Deviation from Linearity	155,738	4	38,935	2,198	0,075
	Within Groups		1647,487	93	17,715		
	Total		2354,990	98			

According to the results of the completed linearity test, the score for linearity significance is 0, and the deviation from linearity significance is 0,075. This indicates a link between the two variables is linear.

2.3 The hypothesis tests

The result of the hypothesis test will be described below:

Table 3. Coefficients

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	45,433	6,195		7,334	0,000
	Pancasila education learning	1,970	0,362	0,484	5,448	0,000
a. Dependent Variable: Litersi Digital						

Based on Table 3, the result of hypothesis test of Pancasila education and digital literacy shows that Tcount = 5.448 > Ttable = 1.970. It can be concluded that H0 is rejected and Ha is accepted. It is related to the hypothesis formula of a hypothesis test if Tcount > Ttable = H0 is rejected and Ha -is accepted. In short, there is an influence of using Pancasila education in shaping digital literacy on10th Grade Students in High Schools in Banyumas Regency.

2.4 The correlation coefficient

The result of the correlation coefficient will be descrined below:

Table 4. Correlations

Correlations			
		Pembelajaran Pendidikan Pancasila	Literasi Digital
Pancasila education learning	Pearson Correlation	1	,484**
	Sig. (2-tailed)		0,000
	N	99	99
Digital literacy	Pearson Correlation	,484**	1
	Sig. (2-tailed)	0,000	
	N	99	99
**. Correlation is significant at the 0.01 level (2-tailed).			

Based on the results of the correlation coefficient hypothesis test in the table above, it can be seen that the correlation value of the Pancasila Education Learning variable (X) has a positive influence on the Digital Literacy variable (Y). Based on the Pearson Correlation r value, it is known that the rcount for Pancasila Education learning (X) on digital literacy (Y) is 0.484. For rtable with N 99 is 0.197, then rcount> rtable (0.484> 0.197) so it can be said that there is a significant positive influence between the two variables. The magnitude of the influence is in the medium category with a value of 0.484 in the positive direction because there is no negative sign (-) in the results.

2.5 Survey results regarding Pancasila Education Learning

Mean : 76,90
Median : 82,5
Std. Deviation : 16,09
Sum of percentages (%) : 77,68 (good) Indicators
- Pancasila Education Learning Materials : 85,74
- Pancasila Education Learning Methods : 72,72
- Pancasila Education Learning Media : 68,43
- Pancasila Education Learning Strategy : 74,24
- Pancasila Education Learning Evaluation : 74,74

2.6 Survey Results Regarding Digital Literaci

Mean : 301,3
Median : 303
Std. Deviation : 18,15
Sum of percentages (%) : 76,09
Indikator
- Digital Skills : 78,93
- Digital Culture : 75,19
- Digital Ethic : 74,05
- Digital Safety : 76,51

3. DISCUSSION AND CONCLUSION

Pancasila Education learning has an influence in shaping the digital literacy of young citizens of tenth-grade high school students based on the results of calculations using Product Moment Correlation analysis shows that there is a positive and significant influence between the Pancasila Education learning variable on the digital literacy of young citizens, namely tenth-grade high school students in Banyumas Regency, obtained a correlation coefficient or rcount of 0.484. The result of the rcount is greater than the rtable at the 5% significance level with N or the number of respondents 99 and the rtable is 0.197 so it can be said that there is a significant positive

influence between the two variables. The magnitude of the influence is in the medium category with a value of 0.484 in the positive direction because there is no negative sign (-) in the output.

Simple linear regression test data shows the coefficient of determination obtained by the R Square value of 0.234 which can be interpreted that the independent variable (X), namely Pancasila Education learning, has an influence contribution of 23.4% to the dependent variable (Y), namely digital literacy of young citizens, namely tenth-grade high school students in Banyumas Regency and 76.6% others are influenced by other factors not examined in this study.

The existence of a positive and significant influence between the learning variables of Pancasila Education on digital young citizens, namely tenth-grade high school students in Banyumas Regency, cannot be separated from the existence of Pancasila Education teachers who have been certified and mastered TPACK (Technological Pedagogic Content Knowledge). TPACK is learning that uses a combined application of an education system that prioritizes technology and certain applications (content) in learning.

In addition, in the independent curriculum teachers are also required to carry out technology-based learning, for this reason, in accordance with these demands, high school Pancasila Education teachers in Banyumas Regency, especially in grade ten, have implemented an independent curriculum where in terms of content/material it has been designed to help shape students' digital literacy as well as the Pancasila Education teacher's strategy which integrates technology in methods, media, strategies, and evaluations to develop digital literacy of young citizens.

The learning materials for tenth-grade Pancasila Education in the independent curriculum contain character strengthening, literacy, and 21st-century skills that are tailored to the needs and changing times. There are four elements in the Pancasila Education learning materials, namely Pancasila, the 1945 Constitution, Unity in Diversity, and the Republic of Indonesia, in which there are materials that have been designed to support the digital literacy skills of young citizens in order to face advances in science and technology.

Among them there is material as follows: First, in the Pancasila element, there is material on the application of Pancasila in the context of the nation and Pancasila in the era of social media. Second, in the 1945 Constitution element, there is material about the 1945 Constitution of the Republic of Indonesia in everyday life. Learners can relate to articles or verses in the 1945 Constitution that are felt to be related to their daily life experiences. According to Gazali (2021: 69), there are many articles that are in direct contact with the lives of all citizens. For example, Article 28F states that everyone has the right to communicate and obtain information to develop their personal and social environment, and has the right to seek, obtain, own, store, process, and convey information using all available channels. Third, the Unity in Diversity element contains material on recognizing, realizing, and appreciating identity diversity, intercultural collaboration in Indonesia, and cultural exchange on the global stage. Fourth, in the NKRI element, there is material on understanding nationalism, nationalism, and maintaining the NKRI. The essence of these materials can support the formation of digital literacy in young citizens, especially in the elements of digital culture, digital ethics, and digital security contained in Pancasila Education materials at the high school level in grade ten.

The method most widely used by the majority of tenth-grade high school Pancasila education teachers in Banyumas Regency is group discussion, which begins with giving directions by the teacher and the material that will be the subject of discussion, followed by group presentations. This method encourages collaboration and interaction between learners. Collaboration skills are one of the four 21st-century skills that can be implemented in learning activities such as during discussion activities where each learner will be involved and active during learning activities. By discussing, each learner will convey their ideas related to a particular topic and the birth of mutual respect for various opinions, and a conclusion can be drawn that is collectively agreed upon. According to Amrullah, Ahmad Zubaidi (2023) states that collaboration and interaction between learners through online platforms to work together on group projects, share ideas, and provide real-time feedback can improve learners' digital literacy in the digital skills element. Learning media for Pancasila Education, shows that the majority of Pancasila Education teachers have integrated technology in learning by using digital platforms such as menti.com, quizizz, and Google Docs, other applications such as google classroom, zoom meetings and Canva as one of the graphic design applications that support students' creativity, where students are given assignments/projects through canva.

In addition, almost 50% of students have experienced the blended learning method implemented by the teacher in learning Pancasila Education and the use of ebooks as one of the learning resources provided by the teacher. The blended learning method is also one of the ways for teachers to optimize the potential of students. The application of blended learning methods and the use of ebooks in learning is also an effort to improve students' digital skills in using computer hardware and software and students' interest in learning Pancasila Education.

But there is the lowest assessment in the Pancasila Education learning media indicator, namely most Pancasila Education teachers have not invited students to be critical of hoax content by fast-checking or checking facts through sites such as cekfakta.com or TurnBackHoax.id, even though this is very important for students in the digital era which is rampant with false information, for this reason character education is needed by Pancasila

Education teachers as well as the ability to be critical of hoax content and check facts through these sites to dismiss hoaxes.

Learning Strategies for Pancasila Education In the independent curriculum, the majority of Pancasila Education teachers use Project Based Learning (PjBL) and Problem-Based Learning (PBL) learning strategies. The Project Based Learning (PjBL) learning strategy focuses on the process. The results of Project Based Learning itself do not have to be goods or products but can be concepts, ideas, idea proposals, to a new theory. PjBL is based on real experiences/problems that are relevant to students' lives. For example, there are projects about mutual cooperation, the rights and obligations of students in interacting in the digital world, etc.

Meanwhile, the Problem-Based Learning (PBL) learning strategy according to Duch (in Gazali, Hatim 2021) defines Problem-Based Learning as a teaching model in which complex real problems are used as a medium in learning to develop critical thinking skills, problem-solving abilities, and communication skills. For example, in the material of nationalism, the threat of national integration in the digital era, and the material of norms in everyday life.

In evaluating Pancasila Education learning, the majority of students have used computers or cellular devices in conducting learning evaluations. The use of computers are usually used by students in doing school assessments, while the use of cell phones is usually used for weekly or semester evaluations in each subject through each school's LMS as well as the Kahoot application, Quizizz, Google Form, Google Classroom, and other applications that can support students' digital skills.

According to Riefni (2021), some of the reasons for using learning technology in the process of assessing students are saving time, making the learning process more comprehensive and friendly, offering quick feedback, more practical interesting, and fun for students. For example, Unicheck Plagiarism Checker Add-on for Google Docs allows learners to not only avoid unintentional or intentional plagiarism but also check their citations and references, it can also improve learners' digital ethics, where they are aware of plagiarism.

Learners' digital skills are hard skills which include the ability to recognize, access, and operate digital devices and software. In the digital skills indicator, it is known that students have mastered the use of social media, such as Facebook, YouTube, Instagram, TikTok and Twitter. Nugrahaeni (2021) said that educators are expected to involve students in creating online content activities. Utilizing digital platforms for learning, and creating learning materials that are uploaded on social media. Parents and teachers, especially Pancasila Education teachers, play a role in directing children to consider using the internet according to their needs and use it responsibly. As well as educating that digital activities carried out always have risks or consequences. This understanding is important to instill when children are still in the process of character building.

The digital culture indicator shows that learners already know the existence of cultural diversity in all communities in Indonesia and the cultural diversity they encounter in their interactions in the digital space followed by their ability to apply the values of Pancasila and Unity in Diversity in the digital space. The lowest result on the digital culture indicator is that students are still rare to disseminate and promote various collaborative Indonesian cultural activities through digital space, This is directly proportional to the research results that the Pancasila Education teacher has only reached the stage of providing projects regarding cultural collaboration, not yet utilizing the social media platforms controlled by students as a forum for disseminating or promoting various cultural collaboration activities. In addition, good results also show that students are able to assess digital content that is aligned and not aligned with the values of Pancasila and Unity in Diversity, knowing and understanding that an attitude of nationalism is needed in facing the threat of national disintegration in the digital era, this is in line with the Pancasila Education learning material presented. Therefore, the digital culture framework needs Pancasila and Unity in Diversity as the foundation of digital skills.

The digital ethics indicator shows that students know and practice the various types and scope of digital ethics to interact, participate in transactions, and collaborate in the digital space according to ethical rules and applicable regulations and understand what should be uploaded and not when using social media and other digital devices. Nugrahaeni (2021) states that there are 4K digital technology intelligence. Namely critical, thinking before speaking, writing, and uploading content in digital spaces; security, being responsible by respecting the privacy and culture of various parties; collaboration, working with various parties to provide good benefits; creativity, producing useful work. The lowest results show that not many students know how to assess the credibility of information sources through sites such as cekfakta.com or TurnBackHoax.id and so on. This is in line with the results of the study which show that the majority of Pancasila Education teachers have not taught and invited students to check the credibility of information sources.

The digital security indicator, it shows that the most digital security carried out by learners is that learners are accustomed to creating passwords with a high level of security with a combination of numbers, letters, and punctuation marks on each account that learners have. These results show that learners have practiced digital device protection at least for themselves. Learners also know and realize that there are legal provisions that they will get when committing digital crimes, such as the ITE Law. Which the teacher teaches in the 1945 Constitution material content. The lowest result on the digital security indicator is that there are still many students who have

not reported to the digital device manager if there are suspicious actions related to indications of misuse of our personal document files. According to Yunadi (2021), students' digital activities are also not free from the threat of data theft (cyber espionage), cybercrime such as fraud, bullying, online predators (cyber crime), and cyber terrorism or the use of the internet to commit acts of violence that result in or threaten the loss of life or significant physical harm to achieve political gain through intimidation.

For this reason, students must understand the four pillars of digital literacy, namely digital skills, meaning that students are able to know, understand, and use ICT hardware and software in everyday life. Next is digital culture, meaning that students are able to read, describe, familiarize, examine, and build insights into nationality and diversity in life. Furthermore, in digital ethics, learners are able to realize, imitate, adjust, rationalize, consider, and develop netiquette. The digital safety, learners are able to recognize, model, analyze, apply, consider, and improve personal data security on the internet.

This is also supported by school facilities that are adequate for the implementation of technology-based learning, including the four high schools that are the research sites, namely SMA N 1 Ajibarang, SMA N 2 Purwokerto, SMA IT Al Irsyad Al Islamiyyah Purwokerto, SMA MBS Ajibarang. All of these schools already have a hotspot for each class, so the internet connection is smooth and stable. In addition, the availability of an adequate number of computers and other digital facilities such as LCD projectors and speakers support teachers in carrying out the learning process.

In addition, this is also reinforced by the awareness of Pancasila Education teachers as one of the subject teachers whose job is to shape the character of students, where Pancasila Education must keep up with the times which must participate in preparing students in character to become digital citizens. According to Sabinus Bora (2021), both educators, parents, and students need to have a number of digital skills to support learning in the digital era. Parents and teachers play a role in directing children to consider using the internet according to their needs and use it responsibly. As well as educating that digital activities carried out always have risks or consequences. This understanding is important to instill, when children are still in the process of character building. Nugrahaeni (2021) states that digitalization must be strengthened by strengthening individual character because character education contributes strongly to educating a digital society. We must quickly adapt to the flow of information through digital technology. For this reason, it is very important for students to have digital literacy skills which include digital skills, digital culture, digital ethics, and digital safety.

Based on the results and discussion previously described, the researchers can conclude that there is a positive and significant influence of Pancasila Education learning of 23.4% in shaping the digital literacy of young citizens of tenth-grade high school students in Banyumas Regency and the other 76.6% is influenced by other factors not examined in this study.

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