

## **Strengthening Student Citizenship Literacy in the Digital Era through Pancasila Education**

**Tri Indrayati<sup>1)\*</sup>, Uky Eji Anggara<sup>2)</sup>, Wilda Afriani<sup>3)</sup>, Khoerotun Nisa Liswati<sup>4)</sup>**

<sup>1)</sup> Pancasila and Citizenship Education, FISIP, University of Bangka Belitung  
<sup>2,3,4)</sup> Indonesian Language Education, FISIP, University of Bangka Belitung

\*Corresponding Author  
Email: [indrayati@ubb.ac.id](mailto:indrayati@ubb.ac.id)

---

### **Abstract**

*The rapid development of digital technology has significantly transformed patterns of communication, information access, and civic participation, while simultaneously presenting new challenges to strengthening university students' civic literacy. This study aims to analyze and synthesize previous research on the role of Pancasila Education in strengthening students' civic literacy in the digital era. The study employed a literature review method by examining relevant national and international scholarly publications published between 2020 and 2026. Data were analyzed using qualitative content analysis through the processes of identification, classification, interpretation, and synthesis of research findings. The results indicate that the major challenges to students' civic literacy include the spread of misinformation, limited critical thinking skills, weak digital ethics, and increasing polarization in digital spaces. Pancasila Education plays a strategic role in strengthening civic knowledge, civic skills, and civic dispositions through the internalization of Pancasila values integrated with contextual learning, discussions of contemporary issues, collaborative learning, project-based learning, and the promotion of digital citizenship. This review concludes that strengthening civic literacy requires the transformation of Pancasila Education into a more adaptive and innovative learning approach that responds to technological developments while fostering critical, democratic, responsible, and value-oriented citizens.*

**Keywords:** *Civic Literacy; Digital Era; Literature Review; Pancasila Education; University Students.*

---

## **INTRODUCTION**

Digital transformation has fundamentally changed the way individuals communicate, obtain information, build social relationships, and participate in the life of society and the state. The advancement of information and communication technology, marked by the increasing use of the internet, social media, artificial intelligence, and various digital platforms, has created a new public space that allows people to participate more openly in various social, political, economic, and cultural issues. These changes provide a great opportunity to improve the quality of democracy through wider access to information and more inclusive citizen participation. However, the digital space also presents new challenges in the form of the spread of hoaxes, disinformation, hate speech, social polarization, digital radicalism, and declining ethics in communicating in digital public spaces. This phenomenon shows that mastery of technology alone is no longer adequate, but must be balanced with critical thinking skills, ethical awareness, and responsibility as citizens so that people are able to use digital space productively and responsibly. Thus, civic literacy is one of the essential competencies that need to be developed to form citizens who are able to filter information, respect diversity, and actively participate in democratic life in the digital era. (Permata & Multisuandi, 2025; Son, 2025)

In the context of higher education, students are the group that has the highest intensity of digital technology use compared to other age groups, so they are important actors in building a digital citizenship culture. As digital natives, students not only play the role of information users, but also as producers, distributors, as well as shapers of public opinion through various digital platforms. This position makes students have a strategic role as agents of change in democratic life. However, the high intensity of digital media use is not always directly proportional to the quality of civic literacy. Various studies show that the young generation still faces various

problems, such as low critical thinking skills towards digital information, increasing tendency to believe fake news, instant culture in accessing information, weak digital ethics, and low awareness of the social consequences of activities in the digital space. (Ekafitri & Susantiningrum, 2025b; Son, 2025)

International research by found that the digital citizenship of students and the younger generation is not only determined by the ability to utilize technology, but also by the behavior of respecting others in the digital space (online respect) and involvement in online civic activities. Furthermore, the research shows that even though students have an awareness of digital ethics and the dangers of misinformation, their civic participation in the digital space still tends to be passive, so a more contextual and participatory citizenship learning model is needed. (Jones & Mitchell, 2016) (And et al., 2025)

The findings are in line with several national studies. proving that digital literacy contributes to improving students' critical thinking skills which is one of the important components in civic literacy. explained that strengthening cultural and civic literacy is able to build social harmony, strengthen national identity, and improve the quality of citizen participation in the digital era. In addition, through bibliometric studies and systematic literature reviews, it is emphasized that civic education has a strategic role in developing civic knowledge, civic skills, and civic disposition as the main competencies of 21st century citizens. This condition shows that it is not enough for students to be equipped with digital literacy that is oriented towards technical skills in using technology, but also requires civic literacy that is able to form reflective thinking skills, democratic attitudes, social concerns, and responsibility in using digital media as a space for public participation. Therefore, strengthening civic literacy in the university environment is increasingly important as an effort to build a young generation that is adaptive to technological developments without losing national identity and democratic values. (Ekafitri & Susantiningrum, 2025) (Supriatna & Atikah, 2024) (I. B. Komara et al., 2025)

## RESEARCH METHODS

This study uses a qualitative approach with the literature review method. According to , literature review is a research method that aims to identify, evaluate, and synthesize the results of previous research systematically to produce a comprehensive understanding of a research topic. The qualitative approach was chosen because it allows researchers to interpret various research findings so as to gain a deep understanding of strengthening student citizenship literacy in the digital era. The research data is in the form of secondary data obtained from national and international journal articles, scientific books, and relevant policy documents and published in the range of 2020–2026. Literature was obtained through searching the Google Scholar, Scopus, Crossref, and Garuda databases using the keywords civic literacy, citizenship education, digital citizenship, digital literacy, Pancasila Education, and Pancasila Education. Data is analyzed using content analysis techniques, which according to are techniques to produce valid inferences through the process of identification, classification, and systematic interpretation of data. Furthermore, the analysis process follows the stages of data condensation, data presentation, and conclusion drawing and verification as stated by (Snyder, 2019) (Creswell & Creswell, 2018) (Krippendorff, 2019) (Miles et al., 2014).

## RESULTS AND DISCUSSION

### Results

#### 1. Characteristics of the Literature Studied

This study analyzes scientific articles that discuss civic literacy, Pancasila Education, civic education, digital literacy, and digital citizenship in the context of higher education. The literature studied was published in the period 2020–2026 and consisted of national and international articles with qualitative, quantitative, mixed methods, literature review, and systematic literature review approaches. The results of the synthesis show that these studies have a relatively similar focus, namely the development of civic knowledge, civic skills, and civic disposition as the main competencies of citizens in the digital era. (E. Komara & Adiraharja, 2020; Michelle, 2021)

#### 2. Findings Related to the Challenges of Civic Literacy

The development of digital technology has brought significant changes to the interaction patterns, access to information, and civic participation of students (Choi, 2016). Students are the group that is most active in using digital media as a source of information and a space for public participation, but the high intensity of digital media use has not always been followed by the ability to evaluate the credibility of information (Ahmadin et al., 2026; Katy & Payne, 2019). These challenges are related to the lack of optimal integration of digital literacy and civic literacy in the learning process in higher education. (Mary, 2015)

#### 3. Findings Related to the Role of Pancasila Education

Pancasila education has a strategic role in strengthening students' civic literacy in the digital era, especially in helping students understand citizenship issues while applying Pancasila values in real life, including in the digital space (Mary, 2015; William, 2007). The integration of Pancasila values in learning is able to increase students' awareness to use digital media ethically, respect differences of opinion, and avoid the dissemination of unverified information (Ahmadin et al., 2026). The effectiveness of Pancasila Education increases when learning applies an active and contextual approach, such as discussion of actual issues, case studies, collaborative learning, and critical reflection (Sari & Multisuandi, 2025).

#### 4. Findings Related to Strengthening Strategies

Student-centered learning approaches are more effective in developing critical thinking, communication, collaboration, and active student participation skills than learning that is oriented towards material delivery alone (Ahmadin et al., 2026; Kamlasi & Utami, 2025; Shofiyah et al., 2025). The integration of digital citizenship in learning is an important strategy to improve student citizenship literacy (Ahmadin et al., 2026; Kamlasi & Utami, 2025).

#### 5. Findings Related to Implications in Higher Education

Strengthening civic literacy in higher education requires a more contextual, participatory, and adaptive transformation of Pancasila Education learning to digital technology developments (Ekafitri & Susantiningrum, 2025b; Maharani & Susantiningrum, 2025; Marsini & Wijayati, 2025). Successful strengthening of civic literacy requires institutional policy support, learning innovation, and improving lecturers' competence in integrating digital citizenship issues into the learning process (Daniel & Skipworth, 2017).

## DISCUSSION

#### 1. Interpretation of Literary Characteristics

The dominance of qualitative research in this study shows that strengthening civic literacy is more studied through the analysis of learning implementation, internalization of Pancasila values, and the formation of student character, as reflected in various recent studies. (E. Komara & Adiraharja, 2020; Michelle, 2021)

## **2. Interpretation of the Challenges of Civic Literacy**

The ease of obtaining information through digital media provides opportunities to improve civic knowledge, but on the other hand it poses challenges in the form of spreading hoaxes, disinformation, hate speech, and social polarization. This condition emphasizes that civic literacy is no longer sufficiently understood as mastery of concepts, but must include critical thinking skills, digital ethics, and responsibility in using digital media (Choi, 2016)

The gap between the intensity of digital media use and the ability to evaluate information has the potential to make students disseminators of unverified information, involved in polarization of opinions, or show communication behaviors that do not reflect civic values (Ahmadin et al., 2026; Katy & Payne, 2019).

Learning that is still oriented towards mastery of the material is considered inadequate to develop critical thinking skills, problem solving, collaboration, and decision-making in dealing with digital citizenship issues, so it is recommended to strengthen more contextual learning by integrating actual issues and experiential learning (Mary, 2015).

## **3. Interpretation of the Role of Pancasila Education**

The role of Pancasila Education is not only oriented towards increasing the understanding of Pancasila values as the basis of the state, but also on character building, strengthening critical thinking skills, and developing democratic attitudes and social responsibility (Mary, 2015) .

In addition to strengthening civic knowledge, Pancasila Education contributes to the development of civic dispositions such as tolerance, mutual cooperation, nationalism, integrity, and respect for diversity of values which are important foundations in shaping responsible citizen behavior in the digital space (Ahmadinet al., 2026). With an active and contextual learning approach, students are encouraged not only to understand the concept of citizenship but also to relate the values of Pancasila to the challenges of the digital era, so that Pancasila Education can be interpreted not only as a normative course but as a means of building relevant civic competence. (Permata & Multisuandi, 2025).

## **4. Interpretation of the Strengthening Strategy**

The effectiveness of the student-centered learning approach compared to material delivery-oriented learning emphasizes the need for Pancasila Education to be designed as a learning space that encourages students to analyze actual problems and make decisions based on Pancasila values. Strengthening digital competence is interpreted not only as technical ability, but also as the ability to verify information, maintain communication ethics, and participate responsibly in the digital space so that students are not only users of technology, but digital citizens who support democratic life. (Ahmadin et al., 2026; Kamlasi & Utami, 2025; Shofiani & Maruti, 2021).

Strategies based on actual issues, case studies, project-based learning, and collaborative learning are considered to be able to connect the concept of Pancasila Education with real student experiences, thereby improving the ability to solve social problems critically, democratically, and based on Pancasila values.

## **5. Interpretation of the Implications for Higher Education**

These findings indicate that Pancasila Education needs to be transformed so that it is no longer only oriented to mastering concepts, but to developing civic competencies that include civic knowledge, civic skills, and civic disposition (Ekafitri & Susantiningrum, 2025; Maharani & Susantiningrum, 2025; Marsini & Wijayati, 2025) . The success of this transformation depends on institutional policy support and the improvement of lecturer competence, so that Pancasila Education can be interpreted as a strategic means in forming adaptive, critical, democratic, and characterful citizens according to Pancasila values (Daniel & Skipworth, 2017)

## CONCLUSION

Based on the results of the literature review, it can be concluded that strengthening student citizenship literacy in the digital era is an increasingly important need in response to the development of information technology and the increasing complexity of challenges in the digital space. The results of the synthesis show that students not only need to master civic knowledge, but also civic skills and civic disposition to be able to think critically, filter information wisely, behave ethically in the use of digital media, and actively participate in democratic life. Pancasila education has a strategic role in strengthening civic literacy through the internalization of Pancasila values, character building, and the development of attitudes of tolerance, responsibility, and nationalism that are relevant to the life of the digital society. In addition, the implementation of contextual and student-centered learning, such as discussion of actual issues, project-based learning, collaborative learning, and digital citizenship integration, has proven to be an effective strategy in supporting the strengthening of civic literacy. Therefore, universities need to continue to develop Pancasila Education learning innovations that are adaptive to technological developments and the needs of the digital society. The next research is suggested to use an empirical approach, both quantitative and mixed methods, to test the effectiveness of various learning models of Pancasila Education in improving students' citizenship literacy in various university contexts.

## REFERENCES

- Agus, A. A., Rizal, A., Muhajir, M., & Jamalong, A. (2025). From Awareness to Action: Rethinking High School Civic Education for the Digital Generation in Indonesia. *Cogent Education*, 12(1), 2534156. <https://doi.org/10.1080/2331186X.2025.2534156>
- Ahmadin, Noprianto, Ilham, M. J., Laadi, M. A., & Asmar, A. (2026). Transformation of ethical values and Pancasila character in PPKn UNTIKA Luwuk students in the flow of digitalization. *Journal of Citizenship Virtues*, 6(1), 23–39.
- Choi, M. (2016). A concept analysis of digital citizenship for democratic citizenship education in the internet age. *Theory & Research in Social Education*, 44(4), 565–607. <https://doi.org/10.1080/00933104.2016.1210549>
- Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. In *SAGE Publications, Inc.*
- Daniel, & Skipworth, S. A. (2017). Kids in the Capitol: Improving Civic Literacy Through Experiential Learning. *Learning: Research and Practice*, 3(2), 163–167. <https://doi.org/10.1080/23735082.2017.1349169>
- Ekafitri, Y., & Susantiningrum. (2025a). The Influence of Digital Literacy and Self-Efficacy on Students' Critical Thinking Abilities. *Journal of Information and Communication of Office Administration*, 9(6), 623–633. <https://doi.org/10.20961/jikap.v9i6.104980>
- Ekafitri, Y., & Susantiningrum. (2025b). *The Influence of Digital Literacy and Self-Efficacy on Students' Critical Thinking Abilities*.
- Jones, L. M., & Mitchell, K. J. (2016). Defining and Measuring Youth Digital Citizenship. *New Media & Society*, 18(9), 2063–2079.
- Kamlasi, A. Y., & Utami, T. (2025). Strategies to strengthen national insight for students of the Pancasila and Citizenship Education Study Program, Faculty of Teacher Training and Education, Nusa Cendana University. *Journal of PLS Study Program, Nusa Cendana University*, 5(2).
- Katy, & Payne, K. A. (2019). Critical Civic Education for Young Children. *Multicultural Perspectives*, 21(2), 127–132. <https://doi.org/10.1080/15210960.2019.1606641>

- Komara, E., & Adiraharja, M. I. (2020). Integration of Local Wisdom Values in Entrepreneurship Learning at SMK Negeri 10 Bandung City. *EDUCATIONAL MIMBAR*, 5(2). <https://doi.org/10.17509/mimbardik.v5i2.28870>
- Komara, I. B., Sari, F. N. I., & Darmayanti, M. (2025). *Cultural and Civic Literacy in Elementary Schools: A Bibliometric and Systematic Literature Review*.
- Krippendorff, K. (2019). *Content analysis: An introduction to its methodology* (4th ed.). SAGE Publications.
- Maharani, Y. E., & Susantiningrum. (2025). The influence of digital literacy and self-efficacy on students' critical thinking abilities. *Journal of Information and Communication of Office Administration*, 9(6), 623–633. <https://doi.org/10.20961/jikap.v9i6.104980>
- Marsini, & Wijayati, I. W. (2025). Reimagining digital citizenship through artificial intelligence in elementary social studies education: A systematic literature review. *Jurnal Jendela Pendidikan*, 5(4).
- Mary, E. (2015). Civic Engagement and Civic Literacy Among Social Work Students: Where Do We Stand? *Journal of Policy Practice*, 14(3–4), 292–307. <https://doi.org/10.1080/15588742.2015.1004396>
- Michelle, H. (2021). The Academic Librarian's Role in Fostering Civic Literacy and Engagement. *Public Services Quarterly*, 17(3), 188–194. <https://doi.org/10.1080/15228959.2021.1937444>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Permata, D., & Multisuandi, N. N. (2025). Digital Literacy in Non-Formal Education: Opportunities, Challenges, and Strengthening Strategies. *JPUS: Journal of Education for All*, 9(2), 47–51.
- Putra, K. I. (2025). Digital Literacy Strategies to Foster Positive Student Perceptions of Cultural Diversity on Campus Social Media. *Journal of Educational Innovation and Technology*, 1(4).
- Sari, D. P., & Multisuandi, N. N. (2025). Digital literacy in non-formal education: Opportunities, challenges, and strengthening strategies. *JPUS: Journal of Education for All*, 9(2), 47–51.
- Shofiani, A. K. A., & Maruti, E. S. (2021). Character Cultivation through the Rainbow Laskar Film in Online Learning for Elementary School Students. *Paedagogia: Journal of Educational Studies, Research and Development*, 12(2). <https://doi.org/10.31764/paedagogia.v12i2.4961>
- Shofiyah, N., Martin, A.-S. R. A., Purnamasari, G. N., Dwinov, R. R., Supriyono, & Apriady, H. (2025). The Role of Pancasila Education on Children's Character Development: Systematic literature review. *Journal of the World of Education*, 5(5).
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Supriatna, M. N., & Atikah, C. (2024). Strengthening citizenship through cultural literacy: Establishing social harmony in the digital era. *Pendas: Scientific Journal of Basic Education*, 9(4), 854–872. <https://doi.org/10.23969/jp.v9i4.19040>
- William, A. (2007). Civic Knowledge, Civic Education, and Civic Engagement: A Summary of Recent Research. *International Journal of Public Administration*, 30(6–7), 623–642. <https://doi.org/10.1080/01900690701215888>