

The Role of Civic Education in Fostering Digital Citizenship Among Generation Z

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Abstract: This study aims to analyze the role of Civic Education (PPKn) in developing digital citizenship among Generation Z through the synthesis of relevant research findings. The study employs a Systematic Literature Review (SLR) method by examining scientific articles published between 2016 and 2026, sourced from Google Scholar, Scispace, Elicit, the Directory of Open Access Journals (DOAJ), and Scopus. The literature selection process was conducted based on inclusion and exclusion criteria using the PRISMA framework, while data analysis was carried out using thematic analysis. The findings indicate that the contribution of Civic Education to the development of Generation Z's digital citizenship focuses on three main aspects: strengthening digital literacy and critical thinking skills, internalizing digital ethics and civic values, and developing innovative, technology-based learning models. Civic Education plays a role in shaping critical, ethical, participatory, and responsible digital citizens through the integration of Pancasila values, democracy, and digital citizenship competencies. However, its implementation still faces several challenges, such as the digital divide, limited teacher competence, curriculum unpreparedness, and low levels of students' digital literacy. This study offers an integrative framework that connects values, competencies, and practices of digital citizenship as a foundation for developing more adaptive Civic Education learning and policies in the digital era.

Keywords: Civic Education; Digital Citizenship; Generation Z; Digital Literacy; Digital Ethics.

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A. INTRODUCTION

The massive advancement of digital technology has driven transformation across various aspects of society. Advances in information and communication technology have made it possible to access information, engage in social interactions, and carry out various other activities more quickly, efficiently, and without geographical barriers (Putri et al., 2025). Amid these changes, Generation Z has become the group most familiar with the digital environment, as they have interacted with the internet, social media, and a variety of modern technological devices since childhood. This familiarity gives Generation Z characteristics that differ from previous generations, particularly in how they obtain information, communicate, learn, and participate in social life. Digital technology no longer serves merely as a tool to support daily activities; rather, it has become an integral part that shapes the mindset, behavior, and perspectives of the younger generation toward various issues emerging in society (Nisa et al., 2024). The dynamic evolution of digital technology demands efforts to guide its wise use so

that Generation Z can develop into adaptive, critical, and responsible citizens in the digital age (Wasom et al., 2024).

The development of digital technology has opened up various opportunities in the fields of communication, education, and social participation; however, its use has also given rise to a variety of issues that can affect the fabric of national and civic life (Arbi & Amrullah, 2024). The rapid flow of information is often accompanied by the spread of unverified information, which fuels the emergence of hoaxes and disinformation aimed at spreading hate speech, engaging in cyberbullying, and propagating radical ideologies that threaten social cohesion and national values (Setyawan et al., 2023). These various phenomena indicate that technical proficiency in using technology does not necessarily align with the ability to use it wisely and responsibly. Low digital literacy and a lack of awareness regarding ethics in online interactions are factors that contribute to increasing the risk of technology misuse, particularly among the younger generation (Al Fadhlie et al., 2025). Strengthening civic competencies in the digital age is an urgent need to shape individuals who are not only proficient in utilizing technology but also capable of upholding ethical values, respecting the rights of others, and participating positively in digital spaces as part of democratic life (Y. M. Rahayu et al., 2025).

As the use of technology in various aspects of life intensifies, the concept of digital citizenship has become a crucial foundation for shaping citizens who can adapt wisely to the digital environment. Digital citizenship refers to a set of knowledge, skills, values, and attitudes that enable individuals to interact in digital spaces intelligently, ethically, and responsibly (Setyawan et al., 2023). This concept encompasses various fundamental aspects, such as the ability to critically understand and evaluate digital information, awareness of norms and ethics in online communication, active engagement in technology-based social and public activities, and an understanding of the rights and responsibilities of citizens in the digital space (Salsabila et al., 2025). For Generation Z, for whom digital technology is an integral part of daily life, mastering digital citizenship competencies plays a strategic role in developing critical thinking skills, responsible decision-making, and behavior that respects democratic values and diversity. Digital citizenship also contributes to strengthening citizens' participation in democratic life through the use of digital platforms as a means of communication, expressing aspirations, and engaging with various public issues (Nurmansyah et al., 2026). The development of digital citizenship aims not only to enhance individuals' capacity to use technology appropriately but also to support the realization of a participatory, democratic digital society grounded in the values of responsible citizenship (Lase & Lase, 2025).

Civics Education (PPKn) plays a strategic role in developing the character and competencies of Generation Z as digital citizens who are both adaptable and responsible in navigating the dynamics of the modern era (Hasibuan & Syamzaimar, 2026). Through the internalization of the values of Pancasila—which include belief in God, humanity, unity, democracy, and justice PPKn contributes to shaping moral awareness, strengthening social responsibility, and fostering the tolerant attitudes necessary to navigate the complexities of interactions in the digital space (Kurniawansyah et al., 2026). Civics education also plays a role in enhancing students' digital literacy through the development of critical thinking skills, an understanding of media ethics, and awareness of the social impacts of technology use

(Supriyanto, 2026). The integration of technology into the learning process helps create a more interactive, collaborative, and participatory learning environment, thereby encouraging students' active engagement in learning activities. In line with the rapid development of information technology, the Civic Education curriculum is required to be adaptive through the application of innovative learning approaches, such as project-based learning, which can connect the subject matter to the digital realities faced by students (Marif et al., 2025). The implementation of Civic Education to support the development of digital citizenship still faces various challenges, particularly regarding disparities in access to education and limited resources in various regions; therefore, sustained efforts are needed to ensure equitable educational benefits for all students (Irfandi, 2025).

A study on the relationship between Civic Education (PPKn) and digital citizenship among Generation Z reveals a significant gap in the existing literature. Previous studies have tended to examine these two concepts separately, with PPKn more often associated with increasing civic engagement and strengthening democratic values, while digital citizenship has focused more on students' skills, knowledge, and technological literacy (Kusumawati et al., 2025). Various studies have also emphasized the integration of technology into Civic Education to increase student participation; however, they have not comprehensively examined the conceptual and practical relationship between civic education and the integrated development of digital citizenship (D. A. Rahayu et al., 2025). Existing research tends to focus on the measurement of digital competencies and political participation, thus failing to sufficiently explore how the values, learning strategies, and pedagogical approaches of Civic Education can systematically contribute to the development of digital citizenship among Generation Z. The rapid evolution of digital platforms often outpaces curriculum adaptation, creating a potential gap between the theory of civic education and the reality of digital citizenship practices in Generation Z's daily lives a situation that underscores the urgency of ongoing research in this field (Anisya et al., 2026).

This study aims to conduct an in-depth examination of the role of Civic Education (PPKn) in shaping digital citizenship among Generation Z, particularly in responding to the dynamics, challenges, and opportunities emerging in the digital age. A number of studies have shown that discussions regarding Civic Education (PPKn) and digital citizenship are still developing separately, thus failing to produce a comprehensive understanding particularly in the context of Generation Z as a group that has grown up in a digital ecosystem. Existing research has generally failed to establish a systematic connection between PPKn values such as Pancasila, democracy, and civic responsibility and the development of digital citizenship competencies, which include digital literacy, online communication ethics, and active participation in digital spaces. Another limitation lies in the fact that the Civic Education curriculum and teaching approaches have not yet optimally responded to the rapid pace of digital technology development, resulting in a gap between the theoretical framework of civic education and the practical realities of digital citizenship in students' daily lives.

B. METHOD

This study employs a Systematic Literature Review (SLR) approach with a qualitative literature review design aimed at identifying, evaluating, and synthesizing various scientific findings regarding the contribution of Civic Education (PPKn) to the development of digital citizenship among Generation Z. Data sources were obtained from relevant, reputable scientific articles accessed through various academic databases, including Google Scholar, Scispace, Elicit, the Directory of Open Access Journals (DOAJ), and Scopus, to ensure the diversity and credibility of the references used.

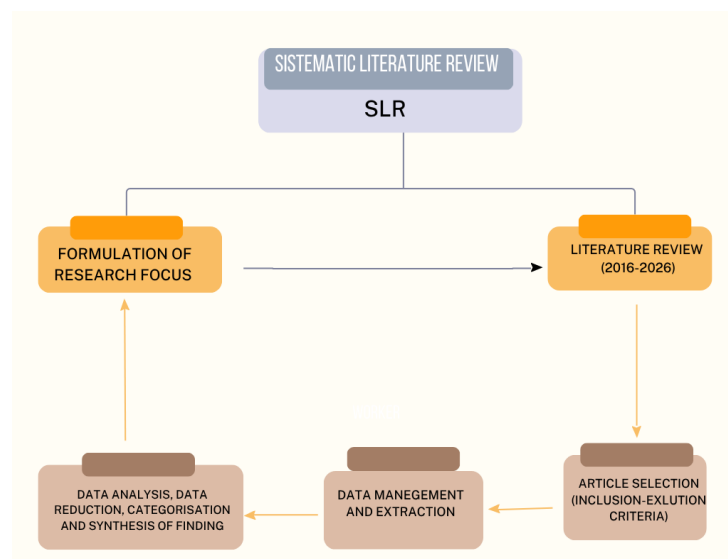


Figure 1. Research Flowchart for a *Systematic Literature Review*

Figure 1 illustrates that the literature was selected based on systematically formulated inclusion and exclusion criteria. The inclusion criteria encompassed scientific publications from 2016 to 2026 that addressed Civic Education (PPKn), digital citizenship, digital literacy, or Generation Z; were available in full text; and were written in Indonesian or English. Exclusion criteria include articles irrelevant to the study's focus, publications not subject to peer review, duplicate articles, and sources that do not provide sufficient data or information for further analysis. The literature search was conducted systematically through the processes of identification, screening, eligibility assessment, and final selection of studies for analysis, in accordance with the PRISMA framework to ensure a transparent and structured selection process. The selected data were then analyzed using thematic analysis techniques to identify patterns, key concepts, and relationships among research findings.

C. RESULTS AND DISCUSSION

Based on a synthesis of the various literature reviewed, studies on the contribution of Civic Education (PPKn) to the development of digital citizenship among Generation Z can be classified into several key areas. First, the aspects of digital literacy and critical thinking skills, which focus on strengthening students' abilities to access, evaluate, and verify information objectively amid the flood of disinformation. Second, the aspects of digital ethics and civic values, which emphasize the internalization of Pancasila values, social responsibility, and the

development of digital character with integrity in every interaction in the digital space. Third, the integration of digital literacy into Pancasila and Civic Education (PPKn) instruction in the Society 5.0 era is a strategic effort to transform conventional learning processes into technology-based learning, particularly through the use of Artificial Intelligence (AI). This integration not only emphasizes technological proficiency but also the development of analytical and critical thinking skills, as well as the cultivation of responsible digital citizenship. The use of AI in PPKn instruction fosters a more interactive, participatory, and reflective learning process, enabling students to adapt to the demands of technological advancements and the dynamics of digital society.

Table 1. Research Findings

No	Name Field or Focus	Names of authors in the same field	Insight or research variable
1	Digital Literacy and Critical Thinking Skills in Civic Education	(Nasution et al., 2025), (Selan et al., 2026) & (Fakhri et al., 2025)	Strengthening digital literacy involves the ability to access, evaluate, verify, and analyze information, as well as make ethical decisions when confronted with disinformation, hoaxes, and radical content; this is accompanied by the development of critical thinking skills in the digital space
2	Digital Ethics and Civic Values in Digital Character Development	(Siregar et al., 2025), (Ahmadin et al., 2026), (Florenxia et al., 2025)	Internalizing the values of Pancasila, social responsibility, tolerance, and digital ethics to foster responsible and ethical behavior among digital citizens
3	Integration of Digital Literacy into Civic Education	(Supriyanto, 2025), (Riska et al., 2025), (Lestari et al., 2026)	Integrating Digital Literacy into Civic Education, Artificial Intelligence (AI)-Based Learning, The Transformation of Learning in the Society 5.0 Era.

Table 1. Illustrates how Pancasila and Civic Education (PPKn) in the digital age plays a strategic role in shaping students' digital citizenship through three interrelated main focuses. First, strengthening digital literacy and critical thinking skills emphasizes students' ability to carefully access, evaluate, and verify information, as well as make ethical decisions amid the flood of disinformation. Second, the development of digital ethics and civic values is directed toward the internalization of Pancasila values, social responsibility, and a tolerant attitude as the foundation for shaping the behavior of digital citizens with integrity. Third, the integration of digital literacy into Civic Education (PPKn) through the use of Artificial Intelligence (AI) reflects the transformation of education in the Society 5.0 era, which promotes a learning process that is more adaptive, interactive, and focused on strengthening students' digital competencies. Overall, these three aspects demonstrate that digital citizenship in Civic

Education (PPKn) is shaped through the synergy of cognitive abilities, moral values, and educational technological innovation.

1. The Role of Civic Education in Developing Digital Citizenship Competencies Among Generation Z

Civics Education (PPKn) not only serves as a vehicle for transferring civic knowledge but also functions as a strategic instrument in shaping digital character grounded in social and moral responsibility (Pertiwi et al., 2025). The digital literacy developed through PPKn instruction is not limited to the technical aspects of technology use but also encompasses the reflective ability to evaluate, filter, and understand the implications of information for social life. The reinforcement of digital ethics in PPKn serves as a behavioral guideline that directs students to interact politely, safely, and responsibly in digital spaces (Zulmawati, 2025). The integration of civic values strengthens students' affective dimension in understanding their role as digital citizens who have moral and social obligations to maintain order and harmony in the digital public sphere.

While the implementation of Civic Education has contributed to improving digital literacy and ethical awareness, there remain several limitations in its practice (Supandri et al., 2025). This gap is evident in the inconsistent development of critical thinking skills and the application of digital ethics among students in real-world situations. This situation indicates that the effectiveness of PPKn instruction is significantly influenced by the quality of the pedagogical strategies employed and the level of technology integration in the learning process. The predominance of conventional teaching approaches in some educational contexts also acts as a factor hindering the comprehensive and sustainable development of digital citizenship competencies (Asitah et al., 2026). Civics Education (PPKn) plays a strategic role in developing digital citizenship among Generation Z by strengthening digital literacy, digital ethics, and the internalization of civic values that emphasize social and moral responsibility. This contribution not only focuses on mastering cognitive aspects and technical skills but also encompasses the development of reflective abilities to critically process, evaluate, and respond to information responsibly in the digital space. However, the implementation of Civic Education still faces various limitations, particularly regarding the inconsistent development of critical thinking skills and the application of digital ethics in students' daily practices indicating that the effectiveness of learning is largely determined by the quality of pedagogical strategies, the level of technology integration, and the continued dominance of conventional learning models.

2. Strategies, approaches, and learning models used in Civic Education to foster digital citizenship among Generation Z

The strategies, approaches, and learning models in Civic Education (PPKn) reflect a shift in the learning paradigm from traditional models toward more participatory, contextual, and digitally-based learning (Rahmat et al., 2026). The use of technologies such as social media, community-based projects, and artificial intelligence demonstrates that the learning process is no longer confined to the classroom but has expanded into digital social spaces that are an integral part of Generation Z's lives. Students are positioned as active participants engaged in

the process of knowledge construction through direct interaction with various civic issues in digital spaces (Dikarsa, 2024). At the same time, they are also guided to internalize local cultural values and strengthen national identity. Civic Education (PPKn) learning focuses not only on cognitive aspects but also on fostering critical awareness, shaping civic identity, and developing adaptive skills to navigate the complexities of the global flow of information (Korompis, 2025). While these strategies, approaches, and learning models hold significant potential for developing digital citizenship competencies, their implementation still faces a number of substantial challenges (Yusup, 2025). The digital divide, unequal access to technology, and limitations in educational infrastructure are the main factors hindering the effective implementation of technology- and artificial intelligence-based learning. There are still limitations in educators' digital competencies, which result in the inconsistent and suboptimal implementation of innovative learning models across various educational contexts (Wahyuni et al., 2025). The success of developing digital citizenship is not solely determined by the design of learning strategies but also heavily depends on the comprehensive readiness of the educational ecosystem, including policy support, the availability of resources, and the strengthening of educators' pedagogical capacity.

The strategies, approaches, and learning models in Civic Education (PPKn) reflect a paradigm shift from conventional learning toward a more participatory, contextual, and digitally-based learning experience. This transformation is reflected in the use of technologies such as social media, community-based projects, and artificial intelligence, which expand the learning space from the classroom environment to the digital social sphere, while positioning students as active participants in the process of constructing civic knowledge. The implementation of these various learning innovations still faces significant obstacles, particularly regarding the digital divide, infrastructure limitations, and educators' suboptimal digital competencies; consequently, the effectiveness of digital citizenship development is heavily influenced by the readiness of the overall education ecosystem. Strengthening policies, enhancing pedagogical capacity, and ensuring equitable access to technology are necessary so that Civic Education can optimally shape Generation Z into critical, adaptive, and responsible digital citizens.

3. Challenges, Gaps, and Directions for the Development of Civic Education in the Digital Age

The challenges in fostering digital citizenship among Generation Z are not solely influenced by technological aspects but are also closely linked to cognitive and affective dimensions, as well as the formation of civic identity (Syahrudin et al., 2025). Generation Z's familiarity with digital technology does not automatically translate into critical thinking skills, adequate information literacy, or ethical awareness when interacting in digital spaces. The proliferation of disinformation and radical content highlights a gap between easy access to information and the ability to reflectively verify and evaluate it (Aziz & Aziz, 2025). The suboptimal integration of local wisdom values with the principles of global digital citizenship in the Civic Education (PPKn) curriculum indicates that the process of internalizing civic

identity still faces challenges in adapting to the ever-changing dynamics of the digital ecosystem.

The implementation of Civic Education in the development of digital citizenship still faces a number of limitations in both structural and pedagogical aspects (Sembiring & Ndonga, 2025). The curriculum's lack of readiness to respond to cutting-edge technological developments such as artificial intelligence, educators' low digital competence in effectively integrating technology, and the uneven digital literacy levels among students are the primary factors hindering the optimization of the learning process. These conditions indicate that the existing Civic Education approach remains only partially adaptive and is not yet fully transformational in addressing the demands of the digital age (Aisiyah et al., 2025). A comprehensive review of the curriculum and learning strategies, as well as capacity building for educators, is needed so that Civic Education can adapt more responsively to the complexity of contemporary digital challenges.

The challenges in developing digital citizenship among Generation Z are multidimensional in nature, influenced not only by technological advancements but also by cognitive and affective aspects, as well as the process of forming a sense of civic identity. Although Generation Z engages in high levels of interaction with digital technology, this does not automatically translate into critical thinking skills, adequate information literacy, or ethical awareness when interacting in digital spaces, as evidenced by the rising prevalence of disinformation and radical content – which reflects the gap between access to information and the ability to verify it critically. The suboptimal integration of local wisdom values with the principles of global digital citizenship indicates that the process of internalizing civic identity still faces challenges in adapting to the dynamics of the ever-evolving digital ecosystem. This situation is further exacerbated by various structural and pedagogical limitations, such as the curriculum's lack of readiness for cutting-edge technological developments, low digital competencies among educators, and the uneven digital literacy levels of students all of which indicate that the Civic Education (PPKn) approach remains partial and is not yet fully transformative. A comprehensive transformation is needed through curriculum renewal, the strengthening of learning strategies, and the enhancement of educators' capacity so that Civic Education can be more adaptive in responding to the complexities of digital citizenship challenges in the contemporary era.

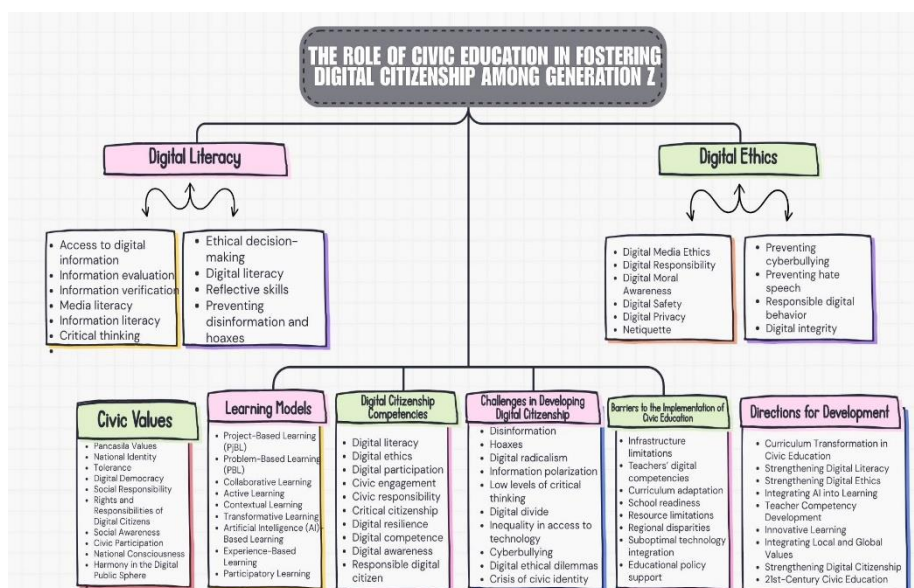


Figure 2. A Conceptual Framework for the Role of Civic Education in Fostering Digital Citizenship Among Generation Z

Figure 2, shows that Civic Education (PPKn) plays a strategic role in fostering digital citizenship among Generation Z through the development of digital literacy, digital ethics, civic values and participatory skills, all of which are integrated into the learning process. Digital literacy serves as the primary foundation, equipping learners with the ability to access, evaluate, verify and critically analyse information, thereby enabling them to tackle various challenges such as disinformation, hoaxes and the manipulation of information in the digital space. Strengthening digital ethics is also an essential aspect, achieved through the instilling of responsibility, integrity, moral awareness, digital security and privacy, netiquette, and the ability to prevent negative behaviour such as cyberbullying. At the same time, the internalisation of the values of Pancasila, democracy, tolerance, diversity, social justice, national identity, and an awareness of citizens' rights and obligations strengthens the dimension of digital citizenship, which is oriented towards fostering citizens of good character who are inclusive and responsible. These objectives are realised through the development of digital citizenship competencies, which encompass civic knowledge, civic skills, civic disposition and civic engagement, so that learners are able to participate actively in social, political and democratic life within the digital environment. Its implementation is supported by adaptive learning strategies through the integration of digital literacy, the use of technology, social media, digital community projects, and contextual, collaborative, participatory and transformative learning approaches.

Various learning models, such as Project-Based Learning, Problem-Based Learning, Collaborative Learning, Inquiry Learning, Experiential Learning, AI-Based Learning, and Digital Learning Environments, have proven to be relevant in developing learners' critical thinking, problem-solving, creativity, and collaboration skills. The success of this process is heavily influenced by teachers' digital competences as facilitators, innovators, mentors and

role models in the responsible use of technology. Nevertheless, the development of digital citizenship still faces various obstacles, including the digital divide, infrastructure limitations, low levels of digital literacy and critical thinking skills, cyberbullying, digital radicalism, and ethical dilemmas arising from the rapid development of technology. The direction of Civic Education development in the digital age needs to focus on curriculum transformation, strengthening digital literacy and ethics, integrating artificial intelligence, enhancing teachers' competences, and developing a 21st-century learning ecosystem capable of harmonising local and global values to shape Generation Z into critical, ethical, participatory and responsible digital citizens.

D. CONCLUSIONS AND SUGGESTIONS

Based on the results of the literature review and evaluation, it can be affirmed that Civic Education (PPKn) plays a fundamental role in shaping digital citizenship among Generation Z through the integration of digital literacy, digital ethics, civic values, and the strengthening of participatory competencies relevant to the demands of a digital society. This role is not only focused on mastering technical skills in utilising information technology, but is also directed towards developing critical thinking skills, moral awareness, social responsibility, and the internalisation of the values of Pancasila in various digital activities. The implementation of various innovative learning approaches, such as Project-Based Learning, Problem-Based Learning, collaborative learning, and the use of artificial intelligence, demonstrates great potential in fostering the development of critical, ethical, and responsible digital citizens. Optimising the role of Civic Education (PPKn) still faces a number of obstacles, including limitations in educators' digital competences, a curriculum that is not yet fully adapted to technological developments, infrastructure gaps, and the uneven ability of pupils to apply digital citizenship values and competences in their daily lives.

Based on the findings of existing studies, there remain a number of research gaps that open up opportunities for future research. The majority of research is still dominated by conceptual and descriptive approaches focusing on digital literacy, whilst empirical studies on the effectiveness of learning models in enhancing digital citizenship competences remain relatively limited. Research on the integration of artificial intelligence into Civic Education (PPKn) learning, the interconnection between the values of Pancasila and local wisdom with the concept of global digital citizenship, and the influence of digital technology on the formation of civic engagement has also not been explored in depth. Furthermore, there is a lack of longitudinal research examining the long-term impact of Civic Education (PPKn) learning on students' digital citizenship behaviour after they have interacted in real-life situations within society. Urgent research priorities include the development of AI-based Civic Education learning models; strengthening pupils' resilience against disinformation and digital radicalism; enhancing teachers' digital competences; integrating local values into global digital citizenship; and testing the effectiveness of various innovative learning models in shaping adaptive, participatory digital citizens who embody the values of Pancasila. It is hoped that research in these areas will make a more substantial contribution to the transformation of Civic Education in addressing the challenges of the 21st-century digital society.

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