Integration of Global Citizenship Education and Digital Citizenship Towards the Development of Moral Character and Youth Literacy

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Abstract: This research aims to examine in depth the relationship between global citizenship education and digital citizenship towards the development of moral character and digital literacy among youth. The main focus of this research is to reveal how the integration of these two forms of citizenship can support learning that is relevant to the demands of the 21st century. The approach used is qualitative with a case study type, with the research subjects consisting of high school and college level youth who have been exposed to global citizenship materials and have access to digital media and technology in the learning process. The main instrument was the researcher himself, assisted by structured interview guidelines, observation sheets, and documentation. The data analysis technique used the Miles and Huberman model which includes the stages of data reduction, presentation, categorisation, pattern identification, and interpretation of meaning and conclusions. The results show that the integration of global citizenship values in digital learning can significantly shape the moral character of students who are adaptive, critical, and socially responsible. In addition, strengthening digital literacy also goes hand in hand with instilling values such as empathy, tolerance, social justice and intercultural awareness.

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A. INTRODUCTION

Strengthening character education in the context of nationality in Indonesia is very important to foster a generation that embodies intellectual and moral excellence. The implementation of Merdeka Curriculum aims to improve character education at all levels of education, addressing the need for a curriculum that evolves with societal demands (Khairiyah et al., 2023). Despite these efforts, challenges remain, as many graduates demonstrate high intellectual abilities but lack important character values, indicating gaps in the effectiveness of current education policies (Ichsan et al., 2023). The integration of character education, particularly through the values of nationalism, is critical to developing a strong national identity and moral integrity among students (Latuapo, 2022). Character education must be holistic, involve family and community, and must be rooted in Islamic and national principles to effectively combat the moral crisis and promote dignified citizenship (Sarwadi & Nashihin, 2023). A comprehensive approach that combines curricular

and extracurricular activities through the utilisation of digital transformation exists to effectively instil character values.

Digital transformation in civic education is increasingly recognised as essential to improve the quality of education and foster digital citizenship. The development of digital transformation pathways for civic education management in universities, emphasises the need for increased ideological and political competence among educators and students (Suárez et al., 2021). The role of digital transformation in open education, advocating its implementation to meet society's demands for lifelong learning and digital citizenship training. Digital transformation can update educational content and processes through digital technologies, which not only improves subject knowledge but also fosters responsible citizenship among youth (Örtegren, 2022). Moreover, the exploration of terminology and management issues in digital education underlines the importance of innovative technologies in reshaping educational practices and outcomes. Collectively, these studies illustrate that digital transformation is essential in modernising civic education and preparing individuals for active participation in a digital society (Mohamed Hashim et al., 2022). Today's youth need to be equipped with knowledge related to global civic education to instil a sense of nationalism at the international level.

Global Citizenship Education (GCE) is increasingly recognised as essential for fostering active, informed and responsible citizens in a globalised world. It covers a wide range of themes, including peace education, human rights, and civic engagement, aiming to equip individuals with the necessary skills to address complex global challenges (Amna Saleem et al., 2022). The integration of GCE into national curricula, such as Indonesian Pancasila and civic education, is crucial for developing competencies that promote global understanding, values and skills among youth (Kim, 2023). Furthermore, GCE enhances learning and innovation skills, preparing students to engage in collaborative problem solving and critical thinking, which are essential in the 21st century. The importance of GCE is underscored by its role in fostering a sense of global citizenship that balances local identity with global awareness, especially in the context of digital citizenship and the impact of globalisation (Lukmanul Hakim, 2022).

Based on several previous studies that examined digital citizenship such as research conducted by (Nurhasanah et al., 2024; Putri & Setyowati, 2021; Rizal, 2024; Sakhi & Najicha, 2023; Saputra, 2022; Wulandari et al., 2024). Research conducted by Saputra, (2022) explains the findings and results of his research that civic education is a general compulsory course in higher education. This course aims to develop students' personalities. As a student personality development course, civic education courses need to respond to the development of technology and information by integrating the concept of digital citizenship. Internet ethics (netiquette) is the result to be achieved from the implications of integrating digital citizenship in civic education learning in higher education. Rizal, (2024) mentioned that the importance of global citizenship education to be able to increase students' global awareness, critical thinking skills, and intercultural empathy. Recommendations for educational practice include the development of educational resources, teacher training, and international

cooperation to support the implementation of global citizenship education in the Civics curriculum.

Putri & Setyowati, (2021) stated in their research that the implementation of digital citizenship education is shown by providing facilities in the form of easy internet access at school or digital access. The integration of digital citizenship values in school regulations and programmes in realising digital rights and responsibilities, namely all forms of technology abuse committed by students will be dealt with by the school through homeroom teachers, counseling teachers, and the school discipline team, there are also academic sidak activities, literacy week. Meanwhile, research conducted by Nurhasanah et al., (2024) confirms that Civic Education is very important in promoting understanding of Pancasila, developing ethical character, and encouraging a sense of patriotism among Generation Z.

Wulandari et al., (2024) revealed in their research that global citizenship refers to the close relationship between individuals and the global community, which includes understanding and respect for cultural, national, and global perspectives, as well as fostering empathy and understanding of global challenges. The integration of global perspectives into the school curriculum can help students develop a global mindset, critical thinking, problem-solving skills, and social-emotional learning. Sakhi & Najicha, (2023) emphasised how important it is for the spirit of nationalism to be reinforced in the nation's generation. The current era is characterised by rapid technological advancements around the world, making it all the more important to remind each other to keep the spirit of struggle high. If not, there could be a crisis of national integration in Indonesia in the 21st century. Therefore, technology can be an effective tool in building strong integration in various fields through learning Civic Education (PKN).

Some of the previous studies mentioned and discussed above, most of the previous researchers focused more on global citizenship or civic education to form nationalism values only, so this study aims to explore and analyse the effect of global citizenship education on the formation of students' moral character, as well as identify the role of digital citizenship in improving digital literacy among the younger generation. In addition, this research also focuses on revealing the relationship between global citizenship education and digital citizenship in relation to the development of students' moral character and digital literacy, so that in the future it is hoped that there will be strategies and implementation of digital-based global citizenship education as part of efforts to support learning that is relevant to the demands of the 21st century.

B. METHOD

This research uses a qualitative approach with a case study type that aims to examine in depth how the integration between global citizenship education and digital citizenship contributes to the development of moral character and digital literacy among youth (Azwar & Jayadi, 2025). This approach was chosen to comprehensively capture the meanings, perceptions, and experiences of the research subjects in the context of social life and digital-based learning. The research subjects consisted of young people who are currently pursuing

formal education at the high school and college levels, who have been exposed to global citizenship materials and have access to digital media and technology in the learning process.

The main instrument in this research is the researcher himself, supported by tools such as structured interview guidelines to explore the views and experiences of youth related to global citizenship values and digital citizenship practices, observation sheets to observe participants' activities in digital learning, and documentation as supporting data sources. Data were analysed using thematic analysis techniques and Miles and Huberman's data analysis which includes the stages of data collection, data reduction, data presentation categorisation, identification of patterns and themes, to interpretation of meaning and conclusion. Data validity was maintained through source and method triangulation, member check, and peer discussion to strengthen the credibility of the findings.

C. RESULTS AND DISCUSSION
1. Integration of Global Citizenship Values in the Context of Digital Education

The integration of global citizenship values in the realm of digital education is gaining increasing attention as a strategic step to form critical awareness and social responsibility attitudes among learners. This research reveals that the utilisation of information and communication technology (ICT) has great potential in supporting the effective implementation of global citizenship education. Through this research, learners are not only equipped with knowledge about global issues, but also directed to have concern for social justice, ethical participation, and responsibility in digital interactions. The utilisation of technology should not be limited to technical aspects, but also as a means of reflective learning that strengthens democratic values and multiculturalism. Global citizenship values are a set of principles that encourage individuals to think across borders and act with responsibility to the global community in mind. These values include intercultural awareness, respect for diversity, empathy and tolerance of differences.

"The first value is intercultural awareness, which is the ability to understand, appreciate and interact with individuals from different cultural backgrounds. The second value is empathy and solidarity, which encourages concern for the suffering of others and a spirit of co-operation for the common good. The third value is social justice and equality, which teaches the importance of fighting for the basic rights of every individual without discrimination. The fourth is global responsibility, which emphasises that every individual has a role to play in maintaining peace, preserving the environment, and addressing global issues such as poverty and conflict. Furthermore, the value of active and democratic participation is the foundation for individuals to engage in decision-making processes in both local and global contexts. Critical thinking towards media and information is also an important value in the digital era, so that individuals are not only consumers of information but also able to assess the validity, ethics, and social impact of the information. Environmental awareness encourages learners to adopt sustainable lifestyles and maintain the global ecosystem. The fifth value, tolerance and respect for diversity, is a fundamental value in promoting peaceful and harmonious living in a multicultural society."

Learners equipped with these values are expected to be able to interact inclusively, respect human rights, and have a deep cross-cultural understanding. Global citizenship

education emphasises the importance of strengthening awareness of the interconnectedness of local and global life, thus fostering mutual respect and solidarity between people.

In a digital and global context, the ideal citizen is expected to be able to think critically about information, actively participate in the democratic process, and contribute to the resolution of global issues such as poverty, climate change, and social conflict. Education that integrates global citizenship values will create a young generation that is not only knowledgeable, but also has high social and moral sensitivity to responsibly face the challenges of the 21st century. However, digital citizenship education frameworks in general still tend to emphasise the individual aspect, thus not considering the substantial linkages between digital and global citizenship. Therefore, a more holistic and integrative approach that reflects the reality of young people's digital interactions in a global context is needed. Teacher education programmes have also made significant progress by beginning to integrate topics such as equal access to technology, cultural diversity and ethical responsibility online. Thus, a comprehensively designed digital citizenship education is expected to shape young people who are not only technologically competent, but also committed to democratic values and global responsibility.

2. Digital-based Global Citizenship Education Implementation Strategy

The implementation of Digital-Based Global Citizenship Education (DBGCE) emphasises the need to integrate digital citizenship values into the curriculum system, especially in civic education. This approach is intended to develop critical thinking skills, digital literacy, ethics in online communication, and cybersecurity awareness. In an increasingly globally connected digital era, citizenship is no longer limited to physical space alone, but also includes cyberspace which requires responsibility and active involvement from each individual.

The implementation of DBGCE still faces various challenges, both in terms of infrastructure and human resource readiness. The limited information and communication technology facilities in some education units, as well as the lack of professional training for educators, are obstacles that hinder the optimisation of this programme. Planned interventions in the form of teacher capacity building and institutional support are needed, so that the integration of digital technology is not merely administrative, but also substantive in supporting learning objectives. The pedagogical approach should balance technological mastery with character building and contextualised civic values.

Technological advances can also be utilised as a means to build a participatory and contextualised learning environment, encouraging students to understand and engage with social and global issues. Through reflective and transformative digital learning, learners can develop empathy, caring and awareness of their role as responsible global citizens. Thus, the success of DBGCE depends not only on the availability of technology, but also on the synergy between the curriculum, learning strategies, and underlying human values.

3. Development of Moral Character and Youth Literacy

The development of moral character and literacy among youth is a crucial aspect in shaping a generation that is not only intellectually intelligent, but also has integrity in social life. Moral character includes values such as honesty, responsibility, empathy, justice, and concern for others.

a. Honesty: The ability to tell and act on the truth without deceiving, hiding facts, or telling lies for personal gain. Honesty is the basis of trust and integrity in social interactions.

b. Responsibility: The willingness to accept and carry out a duty or obligation seriously, and to bear the consequences of one's actions. This character reflects maturity in thinking and acting.

c. Empathy: The ability to feel and understand the feelings, needs, or circumstances of others, and to show concern through concrete actions. Empathy strengthens social relationships and reduces conflict.

d. Justice: The attitude of treating others fairly, equally, and impartially, and upholding the rights and obligations of each individual. The value of justice is important in creating harmony and equality in the social environment.

e. Care for others: An attitude of caring, helping, and contributing to the welfare of others, either directly or indirectly. It reflects social solidarity and high human values.

In the midst of rapid social change due to technological advances and globalisation, character building is both a challenge and a necessity so that youth are not trapped in the current of pragmatism or deviant behaviour that is often reinforced by a permissive digital culture. Thus, character education must be based on universal values that are aligned with the local context, and integrated systemically in the formal and non-formal education process (Azwar, 2023). Meanwhile, youth literacy is not only limited to the ability to read and write, but includes digital literacy, media literacy, information literacy, to social and cultural literacy. This comprehensive literacy is the basis for youth to be able to think critically, make rational decisions, and actively participate in community life. When this literacy is built alongside moral values, youth will be able to become reflective, responsible and adaptive citizens to global challenges. Increasing the synergy between character education and strengthening literacy should be a priority in education policy and youth development as a long-term investment for the nation's progress.

D. CONCLUSIONS AND SUGGESTIONS

Based on the results of the research, it can be concluded that the integration of global citizenship values in digital education is a strategic step in shaping the character of adaptive, critical and socially responsible learners in the era of globalisation. Through this approach, learners are not only equipped with digital skills, but also instil values such as empathy, tolerance, social justice, global responsibility, and intercultural awareness. Digital-based citizenship education provides space for learners to actively engage in global discourse through digital media, while strengthening their ability to think critically about information that develops in the digital space. However, the implementation of this model still faces challenges such as infrastructure limitations, digital literacy gaps, and the need to increase teacher capacity in integrating technology and human values in learning. An integrative and contextual pedagogical approach is needed to balance the mastery of technology and the strengthening of national and global character.

Future research is recommended to develop more specific and applicable digital-based global citizenship learning models, such as through the creation of interactive modules, digital learning platforms, or global values-based simulations. In addition, it is important to conduct longitudinal evaluative research to assess the long-term impact of digital citizenship education on learners' attitudes and behaviours, especially in terms of social engagement and global awareness.

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