

Attitudes Towards the Implementation of School Digital Citizenship

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Abstract: *In the current era, marked by the impact of globalization and the increasing prevalence of digital technologies, students are faced with the imperative to acquire a diverse range of skills for the future, with a specific focus on digital citizenship. These forward-looking competencies hold significant importance in addressing a multitude of educational challenges, particularly those associated with school policies and forthcoming practices. Consequently, the primary objective of this research is to evaluate students' perspectives regarding the integration of digital citizenship principles at the secondary school level, specifically within one of the Islamic Secondary Schools situated in Serang Banten. This qualitative descriptive study encompassed the participation of 120 students from Islamic Middle Schools and was executed through the administration of a questionnaire designed to explore the technology students employ within their school environment. The outcomes of the research revealed an average score of 30 across all questionnaire items, indicating an increasing adoption of digital media alongside a level of technology misuse exceeding the norm. As a result, it is strongly advised that both school administrators and digital teams gain a profound understanding of students' digital requirements concerning the future direction of their educational institutions. Given these findings, the researchers advocate for further investigations into the implementation of digital citizenship within school districts, taking into account diverse facets, including school administrators and educators.*

Keywords: Attitude Application, Digital School, Digital Citizenship.

Introduction

The current development of the world has entered the era of the fourth industrial revolution or the age of the industrial revolution 4.0, where technology has become the basis of human life and somehow it changes the way of communication and collaboration among people (Aldosari et al., 2020);(Davis, 2020);(Aladag & Çiftci, 2017);(Dingli & Seychell, 2015), including Secondary Islamic Boarding Schools students

who cannot deny the current progress and must be able to adapt. Digital and social media are expanding quickly and bringing all generations to become digital natives, digital immigrants, digital residents, or digital visitors. Mark Prensky stated in an influential article about two distinctive groups of technology users. Prensky identified the "digital natives" and the "digital immigrants". Digital natives are a society that has grown up close to digital technologies and seem to instinctively and naturally conceive and understand the technology (Rif'ati, 2020). In contrast, digital immigrants may be impressed by and may have adopted many aspects of the new technologies. Still, because they have not grown up with such digital tools and their issues, they do not use them as instinctively as the natives do (Ribble, 2015).

The digital native generation today lives a significant portion of their lives online and often fails to differentiate between online and offline activities. They view their digital identity as separate from their real-world identity, having multiple identities in different spaces. They have established routines that involve extensive use of digital technology and are skilled at multitasking. They rely on digital technologies to represent themselves, connect with others, access information, and develop new ways of understanding. Digital natives today view digital technologies as the primary means of interpersonal connection and communication. They have created a new form of digital network that seamlessly integrates human interaction, transforming the nature of relationships. They are equally at ease in online spaces as offline ones, considering their hybrid lives as ordinary rather than extraordinary. In contrast, digital immigrants often find these phenomena remarkable and may not fully embrace or understand the extent of this transformation (Dingli & Seychell, 2015).

These phenomena emerge due to their habit of spending more time in an online room than with their family or friends (Abdunnasir & Amirudin, 2022). They spend up to eight hours on average per day using mobile devices, which results in less possibility for them to get along with their parents or friends (Aldosari et al., 2020). With these situations, digital technology has changed quickly, especially in education. Education can be seen as a detector and an enhancing directive for technology usage in the classroom (McKnight et al., 2016). The fact that the education system itself is the technology built to produce a literate society and handle certain social norms needs to be noticed and remembered (Kosnik et al., 2016). Digital technology in the educational field can support the current and much more traditional educational approaches (Bulfin et al., 2015).

With the rapid diffusion of new digital technologies into education, the impact on educator practice and student learning appears to be relatively limited and educational issues remain relatively constant (Rodrigues, 2018). Nevertheless, the rapid integration of new digital technology in education is driving a shift from traditional teacher-centered classrooms to learner-centered environments. This shift is a fundamental theme in educational standards, with performance indicators encouraging teachers to employ learner-centred techniques to meet diverse student needs. More than simply using learner-centred strategies periodically is required. Today's teachers need to be familiar with and utilise a variety of learner-centred techniques tailored to the specific needs of their students (Borthwick & Hansen, 2017). To overcome the issue regarding technology use in the educational field, technology integration involves a reasonable systemic perception of innovation, a perception that the whole education community must support. Besides, schools are also responsible for ensuring that students are well prepared to participate effectively and ethically in an era where they spend significant time in online life for both private and academic matters.

Unfortunately, some teachers do not delegate to be digital immigrants. But the truth is that not all students are as technologically intelligent as teachers might presume, and not all teachers are as incompetent as they consider. Even when students, as digital natives, are pleased to utilise technology, they may not comprehend how to use it wisely and appropriately. Besides, teachers and educators of all skill levels may need help understanding how to use digital technology effectively. Both students and teachers or educators have to pursue and find something in standard and become members of digital citizens (Ribble, 2015).

Our current teachers must understand what digital citizenship represents in today's community and the methods and procedures used to elevate and formulate digital citizenship for themselves and their students. This is all needed to increase literacy knowledge and understanding that will generate and provide principles for pedagogy so teachers can move based on sufficient knowledge in literacy and learning, equipped with technology towards critical digital literacy (Thompson, 2015). This situation will promote schools' role as it should prepare and establish students to safely navigate the digital environment so that students will take advantage of the wide range of information they can access (Lozano-Díaz & Fernández-Prados, 2020).

English has become the dominant language in all aspects, including politics, economics, and socio-culture. Therefore, English has a particular position in many countries that don't use English as their first language, such as Indonesia, where English is a foreign language officially included as part of the curriculum taught at the national level of education. English in Indonesia is the most widely taught foreign language after Bahasa (Umar, 2022). In the teaching and learning process at Islamic Schools, many partakers are actively involved in creating a conducive situation for students, which will be reflected in the maximum achievement of the output of the educational process. Among the partakers that have the leading role are teachers, students, and the ability of institutions to always keep updated on issues that are in the moment. One thing that cannot be denied nowadays is the use of technology in teaching and learning.

Teachers can use several technologies in the classroom for learning English to develop students' skills and productivity, which has recently become a fascinating discussion. Technology in education is going through a very rapid evolution. In the past teachers, they used tape recorders in class. Still, teachers can access technology easily and apply it in style in the teaching and learning process, where this technology makes students more independent and enthusiastic about learning the target language with more comprehensive access (Sidabutar, 2021).

With the technological developments that are happening at the moment and the massive use of technology to create a digital environment affecting many aspects of communication between individuals in real life and the digital environment, the main thing that should be concern by today's students is their responsibility for their behaviour not only in real life but also in their digital environment. Therefore, the current conditions require students to have full awareness and responsibility in using digital devices and include the digital citizen process as something that must be acknowledged (Erdogan, 2020).

There are many researchers performing research to discover the role of digital citizenship and social media in today's society (Sarwatay et al., 2021);(Zhong et al., 2021);(Phillips & Lee, 2019);(Aladag & Çiftci, 2017);(Pangrazio & Sefton-Green, 2021). Several studies have demonstrated that digital learning and social connectedness have been highly affected during the pandemic-related lockdowns. Other research examines the perspectives on the factors that influence cyberbullying among students presented in conjunction with digital citizenship, understanding the factors that influence cyberbullying as the key to

effectively limiting cyberbullying. Some other research also examines the difference between digital citizenship and digital rights and who will carry out the responsibility to deliver it.

These previous types of research were utilised as references to accomplish this research. These previous research and this research have some similarities, especially in discussing the role of digital citizenship in today's people's lives in education. Nevertheless, some cases distinguished this research from the two previous types of research. These earlier types of research focus on the relationship between digital learning connectedness, influencing factors of cyberbullying among college students, the difference between digital citizenship and digital rights, and the responsibility to deliver it (Ikhwan, 2019). At the same time, this research focuses on the student's attitudes toward implementing digital citizenship in school to discover the quality or level of technology use in a particular school and indicate to students whether they have good digital citizenship practices.

Method

This research uses a qualitative method with a qualitative descriptive approach. Qualitative research is presented to describe and interpret phenomena, events, social dynamics, attitudes and perceptions of a person or group of things (Ikhwan, 2020). The data collected in this research is then diagnosed and interpreted (Aspers & Corte, 2019). The qualitative expression guarantees that the survey will not use or eliminate emphasis on statistical techniques and quantitative strategic mechanisms such as survey research or epidemiology (Glass-Katz, 2019);(Cohen et al., 2017). This research involved 120 middle and high school students at Islamic Middle Schools who volunteered for this research. A voluntary response sample is described as a type of sample that consists of self-selected participants. Participants share their thoughts on issues that concern them (Murairwa, 2015).

In compiling this research, researchers conducted a questionnaire. This questionnaire consists of ten questions containing students' attitudes towards the use of technology in school to support the data obtained. The data analysis procedure in this research that the researcher used was qualitative data analysis. The questionnaire was written in Indonesian, and the researcher translated the results into English using Back-Translation (Chesterman, 2017) by completing the questionnaire from English to Indonesian and back to English to

ensure the meaning remained the same. The form used was adopted from (Ribble, 2015) as follows:

Table 1. Digital citizenship level form

Digital Citizenship	Extremely Important	Somewhat Important	Neither Important	Somewhat Unimportant	Extremely Unimportant	Score
Using cell phones to text message test answers to another student.	5	4	3	2	1	
Using e-mail or websites to intimidate other students.	5	4	3	2	1	
Downloading music files illegally from the internet.	5	4	3	2	1	
Being unable to complete class projects or research activities because of a lack of access to technology.	5	4	3	2	1	
Using a computer in an awkward situation.	5	4	3	2	1	
Plagiarising information obtained from the internet.	5	4	3	2	1	
Using cellular phones during class time.	5	4	3	2	1	
Posting private information on the internet.	5	4	3	2	1	
Going online to buy and sell items on auction sites during school.	5	4	3	2	1	
Dropping out of school for lack of distance learning alternatives.	5	4	3	2	1	
Total Score						

Consider the relative importance and frequency of the activities, behaviours, and concerns related to digital citizenship presented above, and rank each item from 5 (extremely important) to 1 (extremely unimportant). Once the form is entirely performed, the following scoring guide is used to interpret the score.

40-50 this score indicates that technology use is increasing in this school or community. 30-39 this score suggests that the use of technology in this school or district is moderate to high. 20-29 scores in this scope represent the midpoint of the path. 10-19 scores in this range indicate a low amount of inappropriate technology use.

Result and Discussion

Implementation of Digital Citizenship

Information and communication technology nowadays is broadly used in all aspects of life, including in educational fields, and significantly impacts human behaviour (Aladag & Çiftci, 2017). Using digital media in academic areas today is tricky and quite challenging. Since computing technology and digital media can significantly improve the potential for resourceful knowledge construction in social learning conditions (Collins & Halverson, 2018), numerous issues will be faced by teachers and students from the existential questions related to digital life challenges that emerge in their social relation. Thus, they must identify contemporary normative responses to these complex issues, such as digital citizenship, digital rights, and digital literacy (Pangrazio & Sefton-Green, 2021). Digital citizenship is usually defined as the responsibility and proper behaviour in using technology in online space (McGillivray et al., 2016), and it indicates a place in digital society (Davis, 2020). Schools, teachers, and all educators at all levels of education must ensure that every student is given the skills to safely and intelligently filter this extensive amount of information and navigate the online space that must contribute to their learning (Couros & Hildebrandt, 2015).

Creighton, in his scientific writing, divides people in society into digital immigrants and digital natives. A digital native is a current group already familiar with the internet and digital technology and is under twenty-four years old. Meanwhile, digital immigrants know the internet and digital technology after they mature (Creighton, 2018). Digital natives, also known as the net generation, are the generation who were born after the 1980s, where they are constantly surrounded by computers, video games, digital music players, video cameras, cellular phones and other digital toys. Thus, digital immigrants are people born before 1980 and have yet to grow up in the era of digital culture. They need the ability to adapt to the technology in everyday life.

This study delivered the basis of knowledge by investigating the development of technology usage, including its integration into school. This essential element guides practical evidence, which verifies the importance of compiling studies to explore digital perception and understanding citizenship in school learning. However, schools must ensure that teachers teach all aspects of citizenship, including digital citizenship, through lectures and life experiences. These life experiences can be formed in the student's participation in the digital citizenship

aspect, meaning they will require some area to exercise underneath teachers' mentorship (Mattson, 2017).

The phrase citizen has become a widespread topic among educators, researchers, parents and others. It is considerably described as a naturalised or native person who owes commitment to the state or a more significant collaborative and who disseminates the privileges and obligations afforded to all components of that collective (Kokkinos et al., 2016);(Phillips & Lee, 2019). The explanation states that a citizen performs for and profits from the more distinguished society. The notion of digital citizenship as a highly challenged concept primed for crucial scrutiny (McCosker et al., 2016) reinforces the positive elements of technology so everyone can perform and recreate many things in this digital world (Ribble, 2015).

Schools as educational institutions and their members and society have to build their consciousness regarding the significance of digital citizenship and its relation to recent policies and the practice in the future (Ribble, 2015). A study showed a significant relationship between principals' technology leadership and teachers' technology integration (Thannimalai & Raman, 2018). Also, various digital technologies are available from one school to another within the same district (Holland, 2017). Considering the relative importance and frequency of the activities, behaviours, and concerns related to digital citizenship, it is essential to discover students' attitudes regarding digital citizenship at the educational institution to know the level of technology use in it. This process will come out with a specific score so that the school or educational institution which held this action can discover at which level is the school or educational institution regarding digital citizenship practices and technology use.

The discussion of digital citizenship in this study will focus on the awareness and responsibility of students in Islamic Schools regarding technology related to digital citizenship (Robertson, 2014). This research will take place at one of the Secondary Islamic Schools at Serang. This research is essential to discover the level of digital citizenship practice and technology used in this institution. Once this research is done, the institution will benefit by knowing their story and the steps to evaluate the result.

Students' Attitudes towards the Implementation of School Digital Citizenship

This research focuses on the student's attitudes toward implementing digital citizenship at school to discover the quality or level

of technology use in a specific school and indicate whether students have good digital citizenship practices.

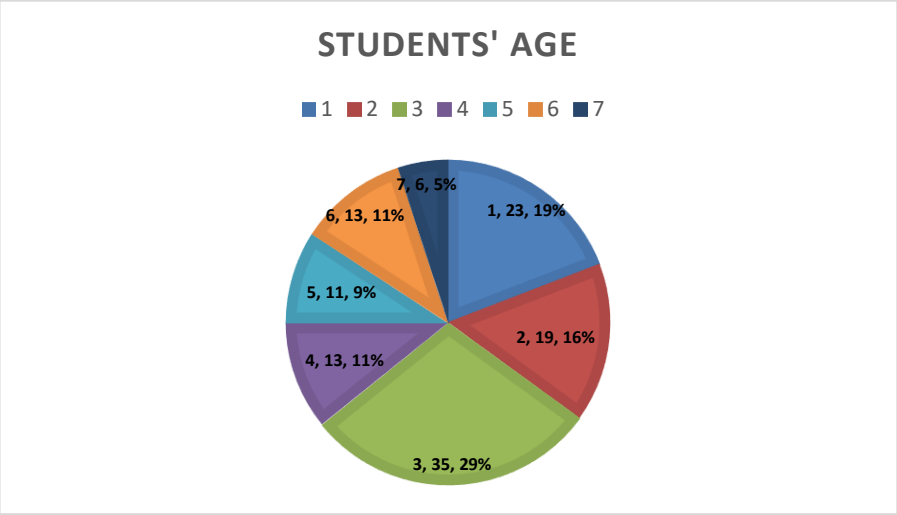


Figure 1. Participant age chart pie

From the chart pie above, students’ age can be known as follow:

Table 2. Data of participant

Age	Quantity	Percentage
12	23	19%
13	19	16%
14	35	29%
15	13	11%
16	11	9%
17	13	11%
18	6	5%
Total	120	100%

From the table above, it can be seen that from 120 respondents in this research, there were 23 respondents or 19%, aged 12 years old. Nineteen respondents, or 16%, were 13 years old, and 35 or 29% were 14. Thirteen respondents, or 11%, were aged 15 years old. Eleven respondents, or 9%, were aged 16 years old. Thirteen respondents, or 11% aged 17 years old, and six respondents or 5% aged 18 years old. From this detail, it can be concluded that the youngest respondents are 13-year-old students in Junior High School, and the most senior respondents are 18-year-old students of Secondary Islamic School.

Table 3. Result of digital citizenship level form

No	Statements	Scale (Presentation)				
		Extremely Important	Somewhat Important	Neither Important	Somewhat Unimportant	Extremely Unimportant
1	Using cell phones to text message test answers to another student.	41%	38%	17%	2%	2%
2	Using e-mail or websites to intimidate other students.	18%	24%	48%	5%	5%
3	Downloading music files illegally from the internet.	7%	22%	54%	10%	7%
4	Being unable to complete class projects or research activities because of a lack of access to technology.	7%	15%	32%	28%	18%
5	Using a computer in an awkward situation.	6%	20%	51%	11%	12%
6	Plagiarising information obtained from the internet.	5%	30%	43%	18%	4%
7	Using cellular phones during class time.	12%	17%	23%	23%	25%
8	Posting private information on the internet.	2%	21%	40%	33%	4%
9	Going online to buy and sell items on auction sites during school.	18%	28%	36%	11%	7%
10	Dropping out of school for lack of distance learning alternatives.	17%	17%	48%	11%	7%
Average score of all question		30				

Considering the first statement, "Using cell phones to text message test answers to another student," the relatively low percentages of students finding it unimportant suggest that they value ethical conduct and understand the negative implications of such behaviour. This indicates that students have a positive inclination towards responsible use of technology and respecting academic integrity. These results highlight the importance of promoting digital citizenship education within the school curriculum to reinforce further and cultivate positive

attitudes towards ethical digital practices. By fostering a culture of responsible digital behaviour, schools can empower students to make informed choices and contribute positively to the digital world within and beyond the academic setting.

The students' attitudes toward implementing digital citizenship at school regarding using e-mail or websites to intimidate other students varied. Many of the students appeared to be indifferent or uncertain about the significance of this behaviour. They neither considered it essential nor unimportant. However, many students recognised the behaviour as somewhat necessary, indicating an awareness of the potential negative impact of online harassment. Some students viewed it as extremely important, emphasising the need for proactive measures against cyberbullying, while others found it somewhat unimportant, potentially downplaying its significance or prioritising other issues. A small percentage of students regarded the behaviour as either extremely insignificant or relatively unimportant, suggesting a lack of awareness or concern about the harm caused by online intimidation. Overall, the students' attitudes demonstrated varying degrees of recognition and understanding of the issue, highlighting the importance of addressing and promoting digital citizenship to prevent online harassment within the school community.

The students' attitudes toward implementing digital citizenship at school regarding the statement "Downloading music files illegally from the internet" showed a range of perspectives. A significant portion of the students appeared indifferent or unsure about the importance of this behaviour. They neither considered it essential nor unimportant. However, many students recognised the behaviour as necessary, indicating an awareness of the potential consequences of copyright infringement. Some students viewed it as extremely important, emphasising the significance of respecting intellectual property rights.

In contrast, others found it unimportant due to differing views on downloading music files' legality and ethical implications. A small percentage of students regarded the behaviour as either extremely insignificant or relatively unimportant, suggesting a need for more awareness or concern about the ethical and legal aspects of illegally downloading music. Overall, the students' attitudes demonstrated varying recognition and understanding of the issue, highlighting the importance of education and promoting responsible digital behaviour within the school community.

The students' attitudes toward implementing digital citizenship at school regarding the issue of being unable to complete class projects or research activities due to a lack of access to technology varied. A small

portion of the students considered this issue extremely important, recognising the significant impact it can have on their academic work. A moderate number found it necessary, acknowledging the challenges but to a different extent. A considerable percentage considered it essential and unimportant, indicating a need for a more solid stance or awareness of the impact. A notable portion found it insignificant, suggesting alternative means or resources to compensate. Many regarded it as highly unimportant, not perceiving it as a hindrance. These findings underscore the need to address the digital divide and ensure equitable access to technology for all students to support their academic endeavours.

The students' attitudes toward implementing digital citizenship at school, specifically regarding the statement "Using a computer in an awkward situation," showed a range of perspectives. Most students considered this issue important and unimportant, indicating a need for solid opinions or recognition of the potential challenges of using a computer in an awkward situation. They may have yet to experience or fully grasp the impact of such cases personally. Some students found it necessary, suggesting a moderate level of acknowledgement of the potential discomfort or social awkwardness that may arise. A smaller percentage considered it extremely important, emphasising the significance of promoting appropriate and responsible computer use in various contexts. Conversely, some students regarded this issue as somewhat unimportant or extremely unimportant, indicating a varying level of disregard or lack of concern for the potential consequences of using a computer in awkward situations. These findings underscore the need for education and awareness regarding digital etiquette and responsible digital behaviour to navigate such problems effectively.

The students' attitudes toward implementing digital citizenship at school regarding the issue of plagiarising information obtained from the internet varied. A significant portion displayed a lack of strong opinions or awareness about the seriousness of plagiarism, while a considerable number recognised the need to address and discourage such dishonest practices. A smaller percentage emphasised the importance of academic integrity or downplayed the issue's significance, and a small percentage needed more awareness or concern. These findings underscore the importance of fostering a culture of intellectual honesty and educating students about the ethical use of online resources to prevent plagiarism.

The students' attitudes toward implementing digital citizenship at school, specifically regarding the statement "Using cellular phones during class time," reflected a range of perspectives. Many students found this issue unimportant, indicating a need for solid opinions or

recognition of the potential disruptions caused by cellphone usage in class. They may need to fully grasp the impact of distractions on their learning experience and their peers. Similarly, a considerable number of students found this issue somewhat unimportant, suggesting a belief that cellphone use during class has minimal consequences or does not significantly affect their education. Conversely, a smaller portion regarded this issue as somewhat or extremely important. Those who found it rather important recognised the potential distractions and disruptions caused by cellphone usage and emphasised the importance of minimising them. On the other hand, those who saw it as extremely important likely underscored the need for strict policies and attention to foster an environment conducive to learning. Overall, these findings highlight the need for clear guidelines and discussions around the appropriate use of cellular phones during class time to optimise the educational experience.

The students' attitudes toward implementing digital citizenship at school, specifically regarding the statement "Posting private information on the internet," demonstrated a range of perspectives. Many students found this issue essential, indicating a lack of strong opinions or awareness about the potential risks and consequences of online sharing of private information. They may need to fully recognise the importance of protecting their data and the potential for privacy breaches. Additionally, many students regarded this issue as unimportant, suggesting a potential underestimation of the significance of privacy concerns in the digital realm. On the other hand, some students found it necessary, indicating a recognition of the need to be cautious and mindful of the information they share online. A small percentage viewed this issue as extremely important or unimportant, reflecting varying levels of awareness and concern for online privacy. These findings highlight the importance of educating students about the potential risks of posting private information on the internet and promoting responsible digital citizenship to safeguard personal privacy.

The students' attitudes toward implementing digital citizenship at school, specifically regarding the statement "Going online to buy and sell items on auction sites during school," reflected a range of perspectives. Many students considered this issue important and unimportant, suggesting a lack of strong opinions or awareness about the potential distractions and negative impact of engaging in online auction activities during school hours. They may need to fully recognise the importance of focusing on academic tasks during school. However, many students found this issue necessary, identifying the potential disruptions caused by online buying and selling activities. They may

acknowledge the need to prioritise educational activities and minimise distractions during school hours. On the other hand, a smaller percentage regarded this issue as either somewhat unimportant or extremely unimportant, suggesting a potential underestimation of the impact or lack of concern about engaging in such online activities during school. These findings highlight the importance of promoting responsible digital behaviour and establishing clear guidelines regarding online activities to ensure students focus on their academic responsibilities during school hours.

The students' attitudes toward implementing digital citizenship at school, specifically regarding the statement "Dropping out of school for lack of distance learning alternatives," exhibited a range of perspectives. Many students considered this issue as neither important nor unimportant, suggesting a lack of strong opinions or awareness about the potential consequences of limited distance learning options. They may need to fully recognise the impact of dropping out and the importance of alternative learning methods. Similarly, many students found this issue somewhat essential or unimportant, indicating varying degrees of concern or understanding. On the one hand, those who saw it somewhat necessary likely recognise the significance of accessible distance learning options in ensuring educational continuity.

On the other hand, those who find it relatively unimportant may downplay the potential consequences or have differing views on the value of formal education. A few individuals consider this issue very important or less important, highlighting varying levels of awareness and concern regarding the impact of limited remote learning alternatives on educational achievement. Overall, these findings emphasise the need for accessible and inclusive distance learning options to prevent student dropout and ensure educational continuity for all.

These results are suggested to be considered and evaluated by all of Secondary Islamic School's stakeholders and all school members to increase student awareness and their policies on the use of technology at school so that they can eliminate the misuse and errors in technology and raise students' consciousness to become digital native who has a maximum level of awareness, attitude, and abilities (Rohmad et al., 2020).

Conclusion

This research focuses on the student's attitudes toward implementing digital citizenship in school to discover the quality or level of technology use in a particular school and indicate whether

students have good digital citizenship practices. The implementing digital citizenship Secondary Islamic Boarding School came out with an average total score of thirty, and it can be interpreted that technology use in the Secondary Islamic Boarding School is moderate to high. With increased use, there is above-average technology misuse as well. It can be suggested to all administrators and digital teams to acknowledge their students' requirements in their school regarding their digital future. Therefore, instead of just determining the specific use of technology, technology leader in schools can direct the principle of digital citizenship to show their students why using technology in a disseminated way is inappropriate. Thus, the researcher suggests future research to discover other aspects of implementing digital citizenship at school, especially for schools, school administrators, and teachers to find their attitudes toward digital citizenship level and evaluate it.

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