



Building Civic Engagement and National Character Through Citizenship Education: A Review

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ABSTRACT

This article discusses the urgency and relevance of Civic Education (PKn) in the digital and globalization era, focusing on digital literacy, national identity, civic engagement, and global commitment. Through a Qualitative Literature Review of various recent scientific sources, this article identifies major challenges such as misinformation, digital radicalism, and moral degradation, while also highlighting innovation opportunities offered by digital technology, such as the use of Artificial Intelligence and digital-based learning models. Critical analysis shows a research gap related to the integration of local and global values in the development of digital civic literacy and the implementation of PKn that is responsive to the needs of digital native generations. The study results emphasize the importance of strengthening digital civic literacy competencies beyond just technical aspects, but also ethics, responsibility, and critical thinking in using information technology. In addition to providing a conceptual mapping of civic education transformation, this article recommends further research on the effectiveness of digital learning models as well as assessments of digital civic literacy competencies. Relevant policies need to facilitate the integration of digital literacy and national values into the curriculum and address the digital education access gap inclusively. This article is expected to serve as a reference for developing civic education models that are adaptive to the demands of the digital era while maintaining the character and values of Indonesian nationality

INTRODUCTION

The digital era and globalization have brought about fundamental transformations in various aspects of society, including in the realm of civic education. This transformation creates an interesting paradox: on one hand, digital technology opens unlimited access to information and expands democratic participation, but on the other hand, it presents complex challenges in the form of misinformation, political polarization, and the degradation of traditional civic values (Lukmanul Hakim, 2022). Around 79% of young people worldwide aged 15-24 have used the internet, indicating how massive digital penetration is in the lives of the younger generation. This situation demands a reorientation of the civic education paradigm from a conventional approach to an approach capable of responding to the dynamics of the digital era (Peart et al., 2022; Purba, 2024).

Accelerated globalization by digital technology has created new phenomena in community life, where geographical boundaries become increasingly blurred and the exchange of information, culture, and ideology occurs massively and in real-time (Tektona, 2022). This phenomenon has serious implications for the formation of national identity and the resilience of the nation's ideology, especially among the younger generation who are digital natives (Saryono, 2024). Social media and other digital platforms not only function as communication tools, but also as spaces for shaping public opinion and political participation that can affect the stability of democracy (Bowyer & Kahne, 2020; Peart et al., 2022). This challenge becomes more complex when associated with the widespread phenomenon of misinformation and disinformation, which can threaten social cohesion and trust in democratic institutions (Tektona, 2022)..

The urgency of transforming civic education in the digital era is increasingly prominent along with the emergence of various new threats to democracy and citizenship (Iswanda & Dewi, 2021). Digital radicalism has become a global phenomenon that exploits cyberspace to spread extremist ideology, particularly targeting young generations vulnerable to digital propaganda influence. Extremist groups have adapted their recruitment strategies by leveraging social media algorithms, gaming platforms, and encrypted messaging applications to reach a wider audience (Polizzi, 2025). This situation requires civic education not only to teach constitutional and democratic values but also to equip students with digital literacy and critical thinking skills to face the threats of digital radicalism (Bowyer & Kahne, 2020; Jannah et al., 2025).

In the context of Indonesia, the challenges of citizenship education in the digital era are becoming increasingly complex considering the existing social, cultural, and economic diversity. The digital divide remains a serious issue affecting access to and the quality of education, including citizenship education. Educational technology access disparity reaches 28% among school-aged children in the United States, and similar conditions are likely to occur in developing countries such as Indonesia (Pierce & Cleary, 2024). This gap is not only related to physical access to technology but also the ability to optimally

utilize technology for educational purposes and civic participation (Peart et al., 2022). Therefore, the transformation of citizenship education must consider equity and inclusivity aspects to ensure that all citizens have equal opportunities to develop digital citizenship competencies (Zebua & Halawa, 2025).

Even though the challenges faced are quite significant, the digital era also opens innovative opportunities for the development of civic education (Bowyer & Kahne, 2020). Artificial Intelligence (AI) technology has shown transformative potential in improving the quality of civic education learning through content personalization, more accurate assessments, and the creation of more interactive learning experiences (Safutri et al., 2025). The use of AI platforms such as Quizizz and Kahoot significantly increases student engagement and learning efficiency (Maulana & Milanti, 2023). Furthermore, digital technology enables more effective implementation of Global Citizenship Education (GCED) through international collaboration and cross-cultural understanding (Agoi, 2025; Gaitán-Aguilar et al., 2024). This aligns with UNESCO's vision emphasizing the importance of a global perspective with deep appreciation for local contexts in education (UNESCO, 2022).

Identifying research gaps in the literature shows that although many studies have explored the impact of digital technology on education in general, there are still limited studies that specifically analyze the transformation of civic education in the digital era with a holistic approach. Most existing research focuses on the technical aspects of technology implementation or the impact of social media on political participation, but has not yet integrated pedagogical, epistemological, and axiological dimensions in digital civic education (Peart et al., 2022). Furthermore, there is still a lack of research exploring how Pancasila values and local wisdom can be integrated with global citizenship competencies in the context of digital education. This gap becomes more significant considering the complexity of challenges that require an interdisciplinary approach combining perspectives from educational technology, political science, sociology, and educational psychology (Schmitt et al., 2024; Tetep et al., 2025).

The novelty of this research lies in a comprehensive approach that integrates multiple perspectives in analyzing the transformation of civic education in the digital era. Unlike previous studies that tend to be partial, this research develops a theoretical framework that links technological, pedagogical, and content knowledge (TPACK) dimensions with civic values in the context of Indonesian society. Another novelty is the focus on developing civic digital literacy as a new competency required for 21st-century citizens, which includes not only the technical ability to use technology, but also ethical reasoning, critical thinking, and responsible digital citizenship (Alvinca & Suyato, 2025; Fajri et al., 2022). This study also explores the potential of AI-mediated Global Citizenship Education as a learning innovation that can overcome geographical and socio-economic barriers in civic education.

Based on an analysis of the complexity of existing challenges and opportunities, this study aims to develop a conceptual framework for citizenship education transformation in the digital era that is responsive to the needs of digital native generations while remaining rooted in national values (Bowyer &

Kahne, 2020). Specifically, this study aims to: (1) analyze the impact of digitalization and globalization on contemporary citizenship education practices; (2) identify challenges and opportunities in the implementation of digital citizenship education; (3) formulate integrative strategies to develop civic digital literacy as a 21st-century citizenship competence; (4) explore the role of AI technology in the personalization and optimization of citizenship learning; and (5) develop a digital citizenship education model that integrates Pancasila values with global citizenship competencies.

The theoretical contributions of this research are expected to enrich academic discussions on the evolution of citizenship education in the digital era, while its practical contributions can provide guidance for educators, policymakers, and educational stakeholders in designing and implementing citizenship education relevant to the challenges of the 21st century. This research is also expected to contribute to the development of best practices in Global Citizenship Education that can be adapted to the socio-cultural context of Indonesia. Furthermore, the results of this research can serve as a reference for the development of national education policies that are responsive to the demands of the digital era while maintaining national identity and values (Gaitán-Aguilar et al., 2024; Li et al., 2025; UNESCO, 2022).

LITERATURE REVIEW

1. Civic Education in the Digital and Globalization Era

Civic Education (PKn) is essentially present as part of the state's efforts to shape its citizens to have identity, responsibility, and awareness of their rights and obligations in national life. However, the development of globalization and digital technology brings new dynamics that demand a repositioning of the role of PKn in the context of modern education. Globalization has opened extensive spaces for the exchange of values, cultures, and ideologies, which not only provide opportunities but also pose serious challenges to the continuity of national identity and the resilience of the nation's ideology (Bowyer & Kahne, 2020; Siregar, 2020).

The rapid digital transformation has significantly changed the face of society. People no longer just play the role of information receivers but also function as producers and distributors of information that can be widely accessed through various digital platforms. This phenomenon has major consequences for social interaction patterns, communication, and society's perception of reality. In this context, Civic Education (PKn) gains its urgency, because the existence of digital spaces is inseparable from both positive and negative potentials. PKn has a fundamental responsibility to ensure that citizens' digital literacy develops in line with national values, so that the use of technology does not distance society from national identity but rather strengthens the sense of nationalism and responsibility as citizens (Li et al., 2025).

Furthermore, digital literacy cannot be understood merely as a technical skill in operating technological devices. Digital literacy should be viewed more broadly, encompassing critical abilities to assess the validity of information, ethical awareness in responding to digital content, and a responsible attitude in disseminating information in public spaces. This is highly relevant because the

flood of information in the digital era often leaves serious problems, such as the spread of hoaxes, hate speech, and the misuse of social media that can potentially divide unity. Therefore, the role of Civic Education (PKn) is not limited to the formal classroom but also serves as a means to internalize values that teach society, especially the younger generation, to become smart and wise technology users.

Civic Education (PKn) must transform to adapt to the dynamics of the digital era, where citizenship education not only discusses norms, laws, and the constitution, but also encompasses digital ethics development and the strengthening of critical literacy (Putri et al., 2025). A society with good digital literacy will be able to filter information, avoid spreading hoaxes, and utilize technology for productive purposes that align with national interests. Therefore, the presence of Civic Education in the digital era is increasingly relevant as a guardian of citizens' morality, ethics, and integrity, so that the digital space can become a constructive arena for national life (Putra, 2021).

The digital era is marked by the unlimited access to information. Social media, search engines, and other digital communication platforms have made the world increasingly borderless. Consequently, uncontrolled information flow can generate misinformation, hate speech, and radical content that could potentially weaken national unity. In this context, Civics Education serves as an important instrument to equip students to be able to critically evaluate and understand information wisely amid the rapid flow of digitalization (Wahyuni, 2021).

The presence of globalization also brings consequences for local and national cultural identity. The younger generation tends to be more easily exposed to foreign cultures through the internet, increasing the potential for value shifts (Li et al., 2025). In this context, Civic Education functions as a pillar in maintaining the noble values of the nation, such as Pancasila, mutual cooperation, and tolerance, to remain relevant in the modern era. This shows that citizenship education not only teaches about legal norms and democracy but also serves as a fortress of values in facing global cultural penetration (Astuti, 2022). Technological developments also change social interaction patterns within society. Whereas in the past social interactivity mostly occurred face-to-face, now human relationships are largely conducted through digital spaces. This has caused changes in political participation patterns, from conventional forms to digital participation (Peart et al., 2022). Civic education needs to adapt to this condition, namely by teaching how to engage in politics ethically and participate healthily in an increasingly democratic digital space (Kurniawan, 2022).

Throughout its historical development, civic education has always been present to meet the needs of the nation in its era. During the independence era, civic education focused on the formation of national identity. During the reform era, civic education was directed toward strengthening democracy and human rights. Meanwhile, in the digital and globalization era, civic education is required to transform into an education capable of addressing challenges in cyberspace, including issues of ethics, morality, and digital responsibility (Handayani, 2023).

The importance of Civics Education (PKn) in the era of globalization can also be seen from the increasing interactions between nations in various aspects, including economics, education, and politics (Lionar et al., 2025). In this context, Indonesian citizens are required to have global competitiveness without abandoning their national cultural roots. Civics Education plays a role in equipping the younger generation with global citizenship competencies, such as cross-cultural tolerance, global ecological awareness, and international social responsibility, which must go hand in hand with love for the homeland (Agoi, 2025; Gaitán-Aguilar et al., 2024; Sutanto, 2023).

Civic education also becomes important in preventing the moral disorientation of the younger generation. The phenomenon of moral degradation in digital spaces, such as cyberbullying, the spread of hoaxes, and acts of intolerance, shows that technological intelligence is not comparable to moral intelligence. Therefore, civic education needs to integrate character-based learning that focuses on developing ethical awareness among citizens in both digital and real spaces (Ningsih, 2024; Suhaida et al., 2025). On the other hand, globalization and digitalization provide a great opportunity to strengthen the methods of civic education itself (Bowyer & Kahne, 2020). The use of information technology in learning can broaden students' horizons, enhance interactivity, and build critical awareness of contemporary citizenship issues. Digital-based learning innovations allow civic education to be delivered not only conventionally but also creatively through interactive media and digital platforms, as well as project-based learning relevant to real life (Wijayanti, 2024). The background of civic education in the digital and globalization era emphasizes the importance of a paradigm transformation. Civic education is not merely a normative subject, but also serves as a strategic instrument to shape digitally literate citizens, globally competitive, and strong-charactered (Suhaida et al., 2025). The presence of civic education amid the increasingly complex flow of globalization asserts that this education is still highly relevant to maintaining the continuity of the nation, while also equipping the younger generation to face the challenges of the digital age (Fauzan, 2025).

2. Objectives and Functions of Civic Education

Civic Education (PKn) basically has the main goal of developing citizens who are aware of their rights and obligations and are capable of actively participating in national life. In the context of the digital and global era, this goal becomes even more important because citizens not only live within the national scope but are also connected with the global community. Civic Education aims to create citizens who can face global complexities while still adhering to the fundamental values of the nation, such as Pancasila and the 1945 Constitution (Rahardjo, 2020).

One of the fundamental objectives of Civic Education (PKn) is to develop civic intelligence. This concept encompasses a deep understanding of the political system, laws, and social norms prevailing in society. In the digital era, civic intelligence not only means understanding formal laws but also includes the ability to understand digital regulations, social media ethics, and online

interaction etiquette. Thus, Civic Education not only produces law-abiding citizens but also digitally literate and ethical users of technology (Wibowo, 2021). Another function of Civic Education (PKn) is to build the nation's character (Suhaida et al., 2025). This education emphasizes the importance of morality, social responsibility, and mutual respect amidst diversity. Globalization often brings value shifts that can erode the nation's character, so Civic Education exists to reinforce the foundation of citizens' character to remain consistent with the values of Pancasila. In this context, Civic Education is not only about knowledge transfer but also about the internalization of values that serve as guidelines for attitudes and actions (Fitriani, 2021).

The purpose of Civic Education (PKn) also includes strengthening democratic awareness. People living in the digital era face various new forms of political participation, such as e-voting, online petitions, and public discussions on social media. Civic education should serve to equip the younger generation with a fundamental understanding of the principles of healthy democracy, so they are not easily trapped by polarization or digital political manipulation. PKn plays an important role in ensuring that democracy continues to function according to the principles of justice and transparency (Prasetyo, 2022). PKn functions to foster awareness of human rights (HAM). In the era of globalization, human rights issues attract the world's attention, including in the digital context. For example, violations of privacy, hate speech, and discrimination based on gender or ethnicity that frequently occur in digital spaces. The goal of PKn in this regard is to instill awareness that every citizen is responsible for respecting and protecting the rights of other individuals, both in real life and in cyberspace (Lestari, 2022).

Civic Education (PKn) also functions as a means of learning active participation. Young people, besides being placed as objects, also become subjects in national development. Through Civic Education learning, they are directed to be active in social, political, and environmental activities with a more creative and digitally-based approach. Thus, Civic Education is not merely formal education in schools, but also a means of shaping citizens who are participatory in sustainable development (Santoso, 2023).

Another goal of Civics Education (PKn) is to develop ethical digital literacy (Putri et al., 2025). Digital literacy has become one of the important citizenship competencies, as society now lives in a fast-paced and open information ecosystem. Civics Education serves to provide understanding on how to use technology wisely, critically, and productively, as well as to protect students from the dangers of misinformation, radicalism, and hate speech that are rampant in the digital space (Utami, 2023).

The function of Civics Education is also related to the formation of national identity. Globalization brings a transnational identity, where young people are more easily able to identify themselves as world citizens. However, without reinforcing national identity, this can lead to a loss of pride in one's own culture and nation. Civics Education aims to maintain a balance between global identity and national identity so that the younger generation remains open to the world while still rooted in values (Li et al., 2025; Rohman, 2024).

In addition to shaping good individuals, Civic Education (PKn) has a strategic function in strengthening national resilience. Citizens who are politically conscious, ethical, and socially responsible will become important pillars for the nation's resilience (Putri et al., 2025). In the digital era, threats are not only physical but also non-physical, such as cyber attacks, digital propaganda, and information warfare. Therefore, Civic Education must be able to prepare citizens who are resilient in facing these multidimensional threats. (Syahrial, 2024).

The goals and functions of Civics Education also include shaping global citizens who are concerned about international issues, such as peace, global justice, and environmental sustainability. This is important considering that globalization makes the problems of one nation easily connected with other nations. Civics Education functions to equip young generations with an awareness of global responsibility, without neglecting loyalty to their homeland. In this way, they can play a role as agents of change on both local and global scales. (Mahendra, 2025).

The purpose and function of Civic Education in the digital and global era are to shape citizens who are intelligent, have strong character, are democratic, digitally literate, and possess global awareness. These objectives are not only applicable in formal education but must also be implemented in daily life. With its strategic position, Civic Education remains relevant as education that prepares the younger generation to face global dynamics, while also strengthening the nation's foundation in the digital age, which is filled with challenges and opportunities. (Ardian, 2025).

METHODOLOGY

The writing of this article uses the Qualitative Literature Review (QLR) method. QLR was chosen because it is able to provide an in-depth understanding of theoretical thought, the development of practice, and current issues in the field of civic education without limiting data to certain systematic criteria. This approach allows the author to conduct a critical and reflective review of various scientific sources, such as journal articles, books, policy documents, and educational research reports after 2020 that are relevant to the theme of civic education transformation in the digital era. (Snyder, 2019).

QLR aims not only to provide a thematic summary of previous research findings, but also to offer theoretical interpretation and synthesis of trends, patterns, and research gaps that emerge in the literature. In this process, the author emphasizes critical analysis by reviewing how theories, paradigms, and approaches to citizenship education have developed and transformed alongside advancements in technology and globalization. This type of QLR explores thematically, compares research results across different contexts, and highlights the reconstructive dimensions of digital citizenship education, from strengthening digital literacy, internalizing national character, civic engagement, to the application of Artificial Intelligence technology in learning. (Saud et al., 2023; Suhaida et al., 2025).

The criteria for selecting literature in this article are based on relevance, scientific quality, the novelty of issues, and the significance of the study concerning core citizenship problems in the digital and global era. The author actively reviews, compares, and synthesizes the relevant literature to build a strong argument while offering an original perspective, without making rigid generalizations as in SLR, but with the interpretative flexibility typical of qualitative research.(Atkins & Wallace, 2012).

The advantage of using QLR compared to Systematic Literature Review lies in the depth of interpretation and flexibility in summarizing and interpreting previous research findings. With this method, articles can provide a comprehensive mapping of knowledge, present a new conceptual framework, and formulate directions for the development of civic education in the future based on theoretical synthesis and critical reflection on the latest scientific sources.(Adeoye, 2023; P. C. Susanto et al., 2024).

Every step in the preparation of the QLR, from reviewing literature sources, identifying central themes, to composing synthesis and arguments, is carried out reflectively, gradually, and based on academic foundations (Pare & Kitsiou, 2017). Thus, the output of the study in the form of this article not only explains the substance of the issues in depth but also strengthens the academic justification as well as the theoretical contribution to the development of digital citizenship education in Indonesia and globally.

RESULT AND DISCUSSION

1. Challenges and Opportunities in Citizenship Education in the Era of Globalization and Digitalization

Civic Education (PKn) in the era of globalization and digitalization faces various challenges while also opening opportunities that can strengthen its role as the foundation for citizen formation (Bowyer & Kahne, 2020). Globalization allows the flow of information, culture, and technology to move without boundaries, making it easy for young people to access various sources of knowledge and ideologies that may not necessarily align with national values. This challenge requires Civic Education to be able to adapt and transform methods, materials, and approaches to remain relevant to the needs of the times. (Anggraini, 2020).

One of the main challenges is the widespread misinformation and disinformation in the digital space. Social media, which has become a primary source of information for citizens, often presents unverified information. Young generations with low digital literacy are vulnerable to false news (hoaxes), hate speech, and provocative content that can cause social conflict. Civic education is expected not only to teach citizenship concepts but also to equip students with critical thinking skills to verify the information they receive. (Nugraha, 2021). Digitalization brings challenges in the form of moral and social ethical degradation (Putri et al., 2025). Digital spaces provide freedom of expression, but this freedom is often misused for negative behaviors such as cyberbullying, hate speech, and pornography. Civic education faces the challenge of strengthening character education relevant to digital life, so that the younger generation is not

only intellectually smart but also ethical and responsible in using technology. (Fathurrahman, 2021; Suhaida et al., 2025).

Digital radicalism also poses a serious challenge for Civic Education. Radical groups now use the internet and social media to spread extremist ideologies. This can influence the thinking of young people who are in the process of finding their identity and new information. Civic Education must function as an ideological stronghold by instilling the values of Pancasila, tolerance, and diversity so that students are not easily influenced by transnational ideologies that conflict with the national identity (Hidayat, 2022).

Other challenges arise in the context of political participation. Digitalization opens new spaces for citizens to engage in democracy, for example through digital campaigns, online discussions, and online petitions. However, this digital participation does not always align with the values of healthy democracy. There are phenomena of political polarization, information manipulation, and identity politics that can threaten national unity. Therefore, Civics Education needs to play a role in providing a deep understanding of the ethics of digital political participation so that democracy continues to function correctly. (Kartika, 2022).

Selain tantangan, era globalisasi dan digitalisasi juga membuka peluang besar bagi pengembangan PKn (Bowyer & Kahne, 2020). Digitalisasi memungkinkan inovasi dalam metode pembelajaran PKn, seperti penggunaan media interaktif, e-learning, gamifikasi, dan simulasi digital yang membuat pembelajaran lebih menarik dan relevan dengan generasi muda. Melalui pendekatan tersebut, PKn selain terfokus terhadap transfer pengetahuan, juga menumbuhkan pengalaman belajar yang partisipatif dan kontekstual (Setiawan, 2023).

Globalisasi juga membuka peluang bagi PKn untuk memperluas perspektif kewarganegaraan global (global citizenship education) (Agoi, 2025; Gaitán-Aguilar et al., 2024). Generasi muda kini dituntut selain menjadi warga negara Indonesia, juga menjadi warga dunia yang peduli terhadap isu global, seperti perubahan iklim, perdamaian dunia, dan keadilan sosial. PKn dapat mengambil peluang ini dengan memasukkan isu-isu global ke dalam pembelajaran, sehingga siswa tidak hanya nasionalis, tetapi juga memiliki kepedulian global (Lionar et al., 2025; Nuraini, 2023).

Digitalisasi juga memberikan peluang untuk memperkuat civic engagement generasi muda (Maulana & Milanti, 2023; Saud et al., 2023). Media sosial, platform digital, dan ruang virtual lainnya dapat dimanfaatkan sebagai sarana membangun kesadaran sosial, menggerakkan aksi solidaritas, dan meningkatkan partisipasi dalam isu-isu publik. Jika diarahkan dengan baik, teknologi digital dapat menjadi sarana efektif dalam memperkuat semangat kebangsaan sekaligus partisipasi sosial generasi muda (Wijaya, 2024).

Another opportunity offered by digitalization is the opening of access to a wider range of learning resources (Bowyer & Kahne, 2020). Younger generations can access information, journals, articles, and various sources of knowledge from around the world. This allows civics education to enrich learning materials with more diverse perspectives and encourages students to be

more critical and open to differences (Japar et al., 2024). Thus, digitalization can be a means to strengthen global competitiveness while strengthening national identity (Ismail, 2024).

Another opportunity that can be exploited is international collaboration in the development of Civics. Globalization facilitates cross-border cooperation in education (Bowyer & Kahne, 2020). This allows Indonesia to adopt best practices from other countries in teaching Civics, while still adapting to its own cultural context and national values (Safutri et al., 2025). Thus, Civics is not only inward-oriented but also able to contribute to the global discourse on civics (E. Susanto, 2025).

Considering these challenges and opportunities, it is clear that Civics must continue to transform to be relevant to the needs of the younger generation in the era of globalization and digitalization. Challenges such as hoaxes, digital radicalism, and moral degradation require Civics to be more adaptive and contextual. Meanwhile, opportunities such as digital innovation, civic engagement, and global collaboration can be utilized to strengthen the relevance of Civics as an educational strategy for the nation (Alvinca & Suyato, 2025; Maulana & Milanti, 2023). This transformation will ensure that Civics (PKn) is not only a formal subject, but also a vital instrument in developing critical, ethical, participatory citizens with strong character in a constantly changing world (Anwar, 2025; Suhaida et al., 2025).

2. The Relevance of Civics Education For the Younger Generation in the Digital Era

Civics Education (PKn) has increasingly strong relevance in the digital era, especially for the younger generation growing up in a fast-paced and open technological environment. Today's young generation are digital natives, a group of people who have been familiar with digital technology and the internet since early life. This situation brings both great potential and risks that must be faced. Civics (PKn) is a crucial instrument in ensuring that the younger generation, in addition to technical mastery of technology, also possesses moral awareness, ethics, and the responsibility to become good citizens (Putri et al., 2025; Ramadhan, 2020).

The relevance of Civic Education (PKn) in the digital era is evident from its role in shaping the national identity of the younger generation. Globalization supported by digital technology allows for the massive spread of foreign cultures, potentially displacing local values and national identity. PKn is necessary to strengthen the younger generation's understanding of Pancasila values, diversity, and nationalism so that they can maintain the nation's identity amid the currents of globalization. By reinforcing national identity, the younger generation not only becomes consumers of global culture but is also able to filter and integrate positive values without losing their own cultural roots. (Wulandari, 2021).

In addition to strengthening identity, the relevance of Civic Education (PKn) is also evident in the development of ethical digital literacy. Today's young generation often faces various challenges, ranging from misinformation, hoaxes, hate speech, to radical content in cyberspace. PKn plays a strategic role in

equipping students with critical thinking skills, the ability to filter information, and digital ethical awareness (Putri et al., 2025). Thus, PKn can help build a generation that is not only technologically savvy but also wise and responsible in utilizing digital media. (Santika, 2021).

Another relevance is the development of democratic awareness in the digital era. Young people now express their opinions more frequently through digital spaces, such as social media, online forums, or online petitions. However, without a strong understanding of democratic principles, such expressions can fall into polarization, intolerance, or digital political manipulation. Civics education functions to instill healthy democratic values, such as respect for differences, openness, and responsibility, so that the political participation of young people in the digital world remains on a constructive path. (Hakim, 2022). Civic Education (PKn) is also relevant in shaping the character of young generations who are globally competitive (Suhaida et al., 2025). Globalization demands that young generations possess global citizenship competencies, such as the ability to collaborate across cultures, concern for international issues, and global ecological awareness (Agoi, 2025; Gaitán-Aguilar et al., 2024). PKn can bridge this need by incorporating global issues into learning, enabling young generations to become world citizens who are caring while remaining rooted in national identity. This makes PKn not merely local education, but also a means of shaping citizens who are adaptive at a global level. (Lionar et al., 2025; Susilo, 2022).

The relevance of Civics in the digital era is also seen in efforts to prevent the moral degradation of young generations. Unlimited access to digital spaces often exposes young people to content that can undermine moral values, such as pornography, hate speech, and violence. Civics can play a role in strengthening digital character education, that is, building ethical awareness in social media use, maintaining integrity, and fostering a sense of responsibility in every digital activity (Suhaida et al., 2025). In this way, Civics can ensure that technological development does not correspond with moral decline. (Pramudita, 2023).

Furthermore, the relevance of Civics Education is also related to strengthening the civic engagement of young generations (Alvinca & Suyato, 2025; Maulana & Milanti, 2023; Saud et al., 2023). The digital space provides broad opportunities for them to participate in various social and political activities. Many solidarity movements, environmental campaigns, and social actions originate from social media. Civics Education can take advantage of this phenomenon to encourage young people to be more active in public activities, both locally and globally. Thus, Civics Education plays a role in guiding the engagement of young generations to be more productive and have a positive impact on society. (Yuliani, 2023).

Another relevance is in facing the threat of digital radicalism. Young people are often the main targets of radical groups because they are considered more easily influenced through the digital world. Civic education needs to internalize values of tolerance, diversity, and nationalism in the learning process so that young generations have strong ideological filters. In this way, they can

avoid extremist propaganda and continue to be a generation that loves peace and national unity. (Suharto, 2024).

Civics education (PKn) is relevant for equipping young generations to face the digital economy era. Technological developments open new opportunities in digital entrepreneurship, the creative economy, and technology-based innovation (Bowyer & Kahne, 2020). PKn can play a role in instilling entrepreneurial ethics, social responsibility, and concern for community welfare in digital economic activities (Putri et al., 2025). Thus, young generations not only pursue material gains but also use digital innovation as a means of making a positive contribution to the nation. (Mulyani, 2024).

Ultimately, the relevance of Civic Education (PKn) for the younger generation in the digital era is to shape a generation that is resilient to global challenges. Young people must be prepared to face various contemporary issues, such as climate change, social inequality, and cyber security threats (Fajri et al., 2022). Civic Education serves as a platform to develop critical awareness, empathy, and collective responsibility, enabling the younger generation to actively contribute to finding solutions to various global problems. In this way, Civic Education not only ensures the continuity of the nation but also strengthens Indonesia's contribution to global affairs. (Anisa, 2025).

CONCLUSIONS AND RECOMMENDATIONS

This article emphasizes the urgency of transforming Civic Education (PKn) in response to the challenges and opportunities arising from the digital and globalization era. Civic education is no longer sufficient by merely instilling traditional values; it must adapt content and learning methods to equip citizens with digital literacy, critical thinking, and strong digital citizenship competencies.

The transformation of civic education must consider the dynamics of globalization, which brings rapid and massive exchanges of cultural values and ideologies. Globalization provides significant opportunities for developing more inclusive and holistic civic engagement attitudes, but it also poses threats in the form of digital radicalism and disinformation that could disrupt socio-political stability.

This study reveals the importance of developing civic digital literacy competencies, which not only include technical skills in using information technology but also ethical aspects, digital responsibility, and the ability to evaluate information critically. Integrating digital literacy into civic education is a strategic step to protect the younger generation from the potential dangers of irresponsible digital media use. The article also highlights a research gap regarding the lack of studies that integrate technological, pedagogical, and local wisdom values as well as Pancasila perspectives in the context of digital citizenship education.

The novelty of this study lies in the development of a multidimensional framework that links advanced technologies such as AI with national values and global citizenship education. Further research recommendations are directed at testing the effectiveness of the proposed digital citizenship education learning

model through empirical studies, as well as developing valid and reliable civic digital literacy competency assessment instruments for various educational levels. Further research can also explore the role of AI technology in personalized citizenship learning and its impact on the engagement and political participation of the digital generation.

In the policy realm, it is necessary to formulate educational policies that support the integration of digital literacy and national values into the Civic Education curriculum comprehensively. These policies should be aimed at strengthening teacher capacity as well as providing adequate technological infrastructure and learning resources to support this digital learning transformation.

In addition, the government and related institutions must address the existing digital divide and ensure inclusive policies so that access to quality civic education can be equitably enjoyed by all layers of society, without exception. This is important to maintain unity and social justice amid the ongoing forces of globalization and the digital revolution.

Overall, this article makes an important contribution to the understanding and development of civic education in the digital era, and serves as a reference foundation for academics, education practitioners, and policymakers to collectively build a generation of citizens who are competent, critical, and responsible in a dynamic and complex digital world.

FURTHER STUDY

This research still has limitations so further research is needed on the topic of Building Civic Engagement and National Character Through Citizenship Education: A Review to perfect this research and increase insight for readers and writers.

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