

IMPLEMENTATION OF DIGITAL CITIZENSHIP IN THE PROJEK PENGUATAN PROFIL PELAJAR PANCASILA

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Abstrak

Tujuan kajian ini adalah untuk menjelaskan dan menganalisis pelaksanaan Projek Penguatan Profil Pelajar Pancasila (P5) di SMP Negeri 6 Pangkalpinang. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan menganalisis perencanaan, pengorganisasian, pelaksanaan, dan evaluasi proyek yang dilakukan oleh sekolah. Penelitian ini dimulai dengan studi dokumentasi, penyebaran angket kepada 31 guru sebagai responden, wawancara, dan observasi lapangan. Hasil penelitian menunjukkan bahwa perencanaan proyek meliputi pembentukan tim dan penentuan tema proyek. Pengorganisasian proyek mencakup pembentukan tim pembimbing kelompok proyek, penentuan objek penelitian, dan struktur kelompok siswa. Pelaksanaan proyek dilakukan menggunakan sistem blok selama 3-4 minggu. Penutupan proyek dilakukan melalui panen karya, yaitu publikasi hasil karya siswa yang dihadiri oleh siswa, guru, dan orang tua secara luring. Untuk meningkatkan implementasi *digital citizenship* pada Profil Pelajar Pancasila di SMP Negeri 6 Pangkalpinang, keterlibatan semua pemangku kepentingan – termasuk siswa, guru, staf sekolah, dan orang tua – sangat penting. Dengan pendekatan yang komprehensif dan konsisten, sekolah dapat memastikan siswa siap menjadi warga negara digital yang bertanggung jawab dan terampil.

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Abstract

The aim of this study is to describe and analyze the implementation of the Projek Penguatan Profil Pelajar Pancasila (P5) at SMP Negeri 6 Pangkalpinang. The research method used is qualitative descriptive by analyzing the planning, organization, implementation, and evaluation of the project conducted by the school. This study began with document analysis, distribution of questionnaires to 31 teachers as respondents, interviews, and field observations. The research findings indicate that project planning includes

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the formation of a team and the determination of the project theme. Project organization involves forming project group mentoring teams, determining research objects, and structuring student groups. The project implementation is carried out using a block system over 3-4 weeks. The project concludes with a showcase event (*panen karya*), where students' works are published and attended by students, teachers, and parents in an offline setting. To enhance the implementation of digital citizenship within the Pancasila Student Profile at SMP Negeri 6 Pangkalpinang, the involvement of all stakeholders—including students, teachers, school staff, and parents—is crucial. Through a comprehensive and consistent approach, the school can ensure that students are prepared to become responsible and skilled digital citizens.

INTRODUCTION

The challenges of the 21st century demonstrate that the world is becoming increasingly interconnected. Countries, along with their citizens, are now more closely linked to one another. Advances in digital information technology continue to accelerate, making it easier for individuals from one country to connect with those in others. These technological developments have made nations increasingly interdependent, opening opportunities for people to learn from diverse countries, contexts, and cultures.

Being a global citizen today means not only participating in the physical world but also engaging actively in the digital society. This interconnectedness is particularly evident in the field of education, where technological advancements play a transformative role. According to [Hanafiah \(2022\)](#), educational technology serves as a critical medium for facilitating the implementation of education in the digital era.

Studies conducted by [MGIEP \(2017\)](#) indicate that various strategies can be implemented in Asian countries, including Indonesia, such as curriculum reform and policies that uphold the principles of equality and social justice. These recommendations align with the national ideals embedded in Pancasila, particularly the principle of social justice for all Indonesians. A transformative national education system is envisioned to produce citizens who can drive change and possess the capability and empowerment to enhance the nation's quality of life.

Education that integrates cognitive, emotional, moral, and physical development is expected to nurture and enrich the nation's culture, including its value systems, knowledge frameworks, and shared behavioral norms ([Yudi, 2020](#)). In the rapidly evolving digital era, information and communication technology has become an integral part of daily life. This advancement presents new challenges in shaping a generation of young individuals who are responsible and exhibit positive behavior in digital environments. To address these challenges, the implementation of digital citizenship within the Projek Penguatan Profil Pelajar Pancasila is a critical step toward achieving this goal.

The rapid development of technology is now a key factor in enhancing students' abilities and skills in education and the learning process, particularly in navigating the world of technology and information. Students, teachers, and parents all play vital roles in developing and building knowledge about technology and information to foster the implementation of a responsible and ethical digital society in public life.

According to [Sanjaya \(2013\)](#), the learning process must be directed toward equipping students with the necessary competencies to quickly and effectively address the challenges and obstacles they face in life. The *Projek Penguatan Profil Pelajar Pancasila* embodies a noble goal: to shape students with strong character rooted in Pancasila values. However, in the context of an increasingly complex digital world, a holistic and comprehensive approach is essential to effectively develop these character traits.

In the independent curriculum, the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, Nadiem Anwar Makarim, stated that strengthening student character education will be implemented by the Ministry of Education, Culture, and Technology through various strategies aimed at realizing Pancasila Students ([Ismail et al., 2021](#)). The Pancasila Student Profile represents a graduate profile designed to highlight the character and competencies that students are expected to achieve. Moreover, the Pancasila Student Profile seeks to instill students with the noble values of Pancasila ([Ministry of Education and Culture, 2022](#)).

"Indonesian students are lifelong learners who are competent, have strong character, and behave according to the values of Pancasila" ([Sufyadi et al., 2021](#)). This aligns with the vision of Indonesian education: "realizing an advanced Indonesia that is sovereign, independent, and personable through the creation of Pancasila Students." The Pancasila Student Profile identifies six key dimensions of competencies and character development: (1) faith, fear of God Almighty, and noble character; (2) global diversity; (3) mutual cooperation; (4) independence; (5) critical reasoning; and (6) creativity ([Sufyadi et al., 2021](#)).

Digital Citizenship refers to attitudes, behaviors, and knowledge associated with the responsible and ethical use of digital technology. The implementation of Digital Citizenship in this project aims to establish a strong foundation for students to develop Pancasila character within a digital environment. Based on the context, this research seeks to enhance the competencies of teachers and students in developing effective learning strategies to cultivate responsible digital citizens who can engage as global citizens.

METHOD

The research conducted is a literature study. According to Supranto, as quoted by Ruslan in his book *Public Relations and Communication Research Methods*, literature studies involve collecting data or conducting research through print media, including reference books, scientific journals, and publication materials ([Ruslan, 2008](#)). Literature studies typically involve the examination of books and magazines that are relevant to specific problems and research objectives. [Ruslan \(2008\)](#) explains that the process of collecting data for a literature study requires three essential steps: editing, which involves reviewing the collected data to ensure its accuracy and relevance; organizing, which structures the data within an appropriate framework; and finding, which entails conducting advanced analysis based on the editing and organizing process.

In this study, data collection was conducted by obtaining articles from online journals. Researchers searched for articles using the keywords "Digital Citizenship" and "Pancasila Student Profile." The search yielded various articles, and the selection criteria focused on discussions about the implementation of the Pancasila Student Profile that integrates Digital Citizenship for students in schools. Among the sources obtained, only the most relevant ones were selected for further analysis.

The research utilized documentation techniques to gather data about variables in the form of notes, books, papers, articles, journals, and news. To ensure the validity of the data, researchers employed triangulation of data sources. The analysis process was carried out through four interconnected stages: collecting relevant information, filtering and organizing the data to focus on key elements, presenting the data in an understandable format, and drawing conclusions based on the findings from the analyzed data.

RESULT AND DISCUSSION

In addressing the various challenges and problems discussed in the introduction, this study highlights several key findings. The results show that project planning involves team formation and the determination of project themes. Project organization includes the establishment of a project group guidance team, the selection of research objects, and the structuring of student groups. Project implementation is conducted using a block system over a period of 3–4 weeks. The project concludes with a "panen karya" phase, where students' works are published and showcased in offline events attended by students, teachers, and parents.

Improving the implementation of digital citizenship within the Pancasila Student Profile at SMP Negeri 6 Pangkalpinang requires the active involvement of all stakeholders, including students, teachers, school staff, and parents. By adopting a comprehensive and consistent approach, schools can better prepare students to become responsible and skilled digital citizens. Digital Citizenship education will guide students in understanding their responsibilities as digital citizens, respecting others' privacy rights, preventing cyberbullying, protecting personal data, and behaving ethically in the use of technology.

Additionally, students will be educated on digital safety, copyright, responsible social media usage, and the importance of collaboration and positive engagement in online communities. Through the implementation of digital citizenship within the Projek Penguatan Profil Pelajar Pancasila, students will learn to integrate Pancasila values into their digital interactions. They will understand that values such as mutual assistance, respect for differences, fairness, and honesty are equally applicable in the digital environment. The involvement of parents and teachers is also essential to this effort. Close collaboration between schools and families ensures that the principles and values of Digital Citizenship are consistently applied and reinforced in various aspects of students' lives.

Pancasila Student Profile

Pancasila is a single term that aptly encapsulates the characters and competencies expected to be possessed by every Indonesian student. Studies examining various documents related to 21st-century character and competencies have also found that the values embedded in Pancasila align with the competencies recommended by the global community. Thus, being a Pancasila Student signifies being a learner who has a strong

national identity, cares for and loves their homeland, and is also capable and confident in contributing to solving global problems. The significance of the Pancasila Student Profile is tied to the complexities of the modern era, such as globalization, technological advancements, and social changes. This profile provides a foundation for addressing these challenges by integrating universal values that are contextually relevant.

The term "student" in the Pancasila Student Profile represents all individuals who learn. This term is broader and more inclusive than "pupil" or "learner," which typically refer to individuals engaged in formal educational programs. One of the key attributes of the Pancasila Student Profile is being a lifelong learner, signifying that even after completing formal education, individuals should continue to learn and grow. This is why the profile avoids the term "graduate profile," which implies that the desired character and abilities are achieved solely upon graduation. Instead, the Pancasila Student Profile aims to shape students' character and values throughout their lives. Pancasila, as the philosophical foundation of the Republic of Indonesia, serves as the cornerstone in shaping the identity and personality of students as the nation's future leaders.

The Pancasila Student Profile outlines the competencies and character traits that need to be nurtured in every Indonesian student, guiding educational policies to be student-centered and oriented toward holistic development. The profile emphasizes six dimensions: (1) faith, devotion to God Almighty, and noble character; (2) global diversity; (3) collaboration; (4) independence; (5) critical thinking; and (6) creativity. Character education and the values of Pancasila play a pivotal role in shaping students' attitudes, behaviors, and knowledge in educational contexts. Through the Pancasila Student Profile, students are envisioned to develop social awareness, responsibility, and a Pancasila-based personality. By discussing and implementing the Pancasila Student Profile, it is anticipated that students will emerge as strong, ethical, and responsible individuals who contribute positively to society and work toward building a just and culturally rich Indonesia.

Digital Citizenship

According to [Jones and Mitchell \(2015\)](#), digital citizenship involves practicing respectful and tolerant behavior towards others as a form of civic engagement. [Martin et al. \(2019\)](#) describe digital citizenship as a responsible digital habitual attitude, while [Choi et al. \(2018\)](#) emphasizes its necessity for enhancing the skills and behavior of digital citizens. Furthermore, digital citizenship aims to assess the awareness of students and teachers in internalizing digital literacy skills to promote appropriate behavior when using technology in daily life ([Gazi, 2016](#)).

[Ribble \(2014\)](#) outlines nine key elements of digital citizenship that form its foundation. These include ensuring access to safe and useful information, fostering digital etiquette by treating other internet users with respect and avoiding inappropriate behavior, and promoting responsible digital commerce in online buying and selling activities. Digital citizenship also emphasizes recognizing the privileges and responsibilities associated with internet use and developing the ability to effectively use technology and access online information. Additionally, adherence to established digital laws and guidelines governing internet use is crucial, as is engaging in effective personal communication through various digital platforms. It also involves protecting the psychological and physical well-being of users while online and understanding how to avoid threats such as viruses, scams, and

malicious actors. These elements collectively contribute to fostering constitutional awareness among junior high school students. By promoting responsible and ethical technology use, digital citizenship plays a critical role in shaping the behavior and skills of students in school environments.

Implementation of Digital Citizenship in Projek Penguatan Profil Pelajar Pancasila

The implementation of Digital Citizenship within the Projek Penguatan Profil Pelajar Pancasila is a vital initiative to educate students about responsibility, ethics, and appropriate behavior in utilizing digital technology. At SMP Negeri 6 Pangkalpinang, several measures have been undertaken to integrate Digital Citizenship into student education.

One key aspect is educating students on digital ethics. Students are taught the importance of respecting others' privacy, avoiding the dissemination of false or harmful information, and engaging in positive online behaviors. These lessons are delivered through training sessions and seminars that highlight the impact of unethical actions while emphasizing the need for verifying the accuracy of information.

Cyberbullying awareness is another important area of focus. Students are informed about the dangers of cyberbullying, methods to protect themselves and others, and the importance of reporting incidents to the authorities. They are also encouraged to respect differences and avoid engaging in harmful online behaviors. Schools regularly provide information to ensure students understand the risks of cyberbullying and its consequences.

Personal data protection is also prioritized. Students are educated on the importance of safeguarding their personal information, understanding the consequences of sharing data recklessly, and adopting protective measures such as creating strong passwords and utilizing privacy settings on digital platforms.

In addition, students are made aware of digital security threats such as malware, phishing, and other cyberattacks. They learn to identify the signs of these threats and take preventative actions, including avoiding suspicious links and refraining from downloading files from unreliable sources.

Responsible social media use is another critical component of Digital Citizenship education. Students are encouraged to verify the validity of information before sharing it, refrain from posting or spreading content that could harm or embarrass others and maintain respectful interactions with other online users.

The concept of collaboration and positive engagement is also emphasized. Students are taught to use digital technology as a means to collaborate, learn, and contribute to online communities in a positive way. They are encouraged to engage in projects that promote social or environmental benefits, leveraging the potential of technology to drive meaningful change.

Moreover, the development of digital literacy plays a pivotal role in equipping students with the skills to navigate digital environments. Digital literacy is defined as the ability to read, analyze, filter, and process information disseminated through various media formats (Sari et al., 2021). Students with strong digital literacy skills can interpret information

accurately, respond appropriately to digital content, and uphold social responsibility for themselves and others. This competency fosters critical, creative, innovative, and positive attitudes toward the use of digital systems in daily life. Improving digital literacy is, therefore, a key priority at SMP Negeri 6 Pangkalpinang.

Through these comprehensive efforts, the implementation of digital citizenship within the *Projek Penguatan Profil Pelajar Pancasila* is a strategic initiative to prepare a generation that is competent in addressing the challenges of the digital world. By embedding Pancasila values in the digital context, students will develop a responsible attitude, ethical behavior, and a concern for others, enabling them to thrive in an ever-evolving technological era.

CONCLUSION

The *Projek Penguatan Profil Pelajar Pancasila* serves as a transformative initiative that not only supports the holistic development of students but also integrates Pancasila values into practical, everyday learning contexts. By fostering critical thinking, collaboration, creativity, and digital literacy, the project equips students with the skills and attitudes needed to thrive in a rapidly evolving digital world. Furthermore, it encourages active participation and responsibility among all stakeholders, including students, teachers, and the broader school community, ensuring that the principles of Pancasila remain a cornerstone of education. Ultimately, this project lays a solid foundation for nurturing ethical, responsible, and globally competent citizens who are prepared to contribute positively to society.

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