

REORIENTATION OF THE PPKn PARADIGM FOR THE ENHANCEMENT OF DIGITAL CITIZENSHIP COMPETENCE IN THE POST-TRUTH ERA

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ARTICLE HISTORY

Received : 20-01-2026

Revised : 07-02-2026

Accepted : 25-05-2026

KEYWORDS

Digital Citizenship;

Post-Truth Era;

Citizenship Education;

Digital Literacy;

Pedagogical Strategies;

ABSTRACT

The massive spread of misinformation and opinion dominance in the post-truth era exposes a critical gap in the conventional, normative paradigm of Pancasila and Citizenship Education (PPKn), which often fails to equip students with adequate digital resilience. This research aims to fill this gap by formulating an adaptive instructional model to enhance students digital citizenship competencies. Utilizing a qualitative library research design, this study analyzes national and international academic literature (2016–2026) through content analysis. The novelty of this study lies in explicitly formulating five core elements of digital citizenship competence digital identity, privacy and security management, rights and responsibilities, participatory engagement, and technology skills development and constructing a comprehensive model for their integration into PPKn. This integration is operationalized through innovative pedagogical strategies: project-based learning oriented toward digital action, case-based methods to dissect ethical dilemmas, and digital citizenship character habituation within a collaborative ecosystem. In conclusion, this paradigm reorientation is urgently needed to transform students from passive information consumers into critical, ethical, and intelligent producers of digital content grounded in Pancasila values.

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INTRODUCTION

The post-truth era has created an information disruption where personal opinions and emotions overshadow objective facts in the public sphere. This phenomenon demands that Pancasila and Citizenship Education (PPKn) transform from teaching normative values to equipping adaptive digital citizenship competencies to combat

disinformation. Although crucial, the implementation of digital competencies in PPKn in Indonesia still faces challenges such as fragmented materials and limited understanding among educators (Al Khansa et al., 2024).

Pancasila and Citizenship Education, as one of the mandatory subjects in schools, play a very strategic role in shaping character, national insight, and awareness of being a nation and a state. In the digital context, PPKn is required to present an approach that not only discusses normative values about the rights and obligations of citizens but also equips students with the skills needed to live responsibly in the complex digital world. Such competencies are known as digital citizenship, which is the ability to interact positively, critically, ethically, and responsibly in the digital space, encompassing digital literacy, online ethics, and awareness of digital citizens' rights and responsibilities (UNESCO, 2021).

Digital citizenship includes aspects of literacy and critical thinking skills regarding information received online, as well as the ability to use digital technology wisely in social, cultural, and political contexts. Digital citizenship helps learners understand that the digital world is inseparable from community and national life, and it needs to be approached with ethical and moral awareness. This is in line with findings that PPKn learning, which integrates aspects of digital literacy, can enhance students' understanding of Pancasila values, critical thinking skills, and creativity in responding to digital content (Nugroho & Wijayati, 2025).

The implementation of PPKn learning that integrates digital citizenship in Indonesia still faces several obstacles. Some of these include the lack of understanding among teachers regarding the concept of digital citizenship, the limited learning materials that explicitly discuss digital literacy, and the disparity in technology access between schools. This has resulted in the low effectiveness of education in instilling digital competencies in students. Even several studies state that digital literacy must be strengthened as a fundamental component in Citizenship Education to face the increasingly complex challenges of the post-truth era (Supriadi et al., 2023).

The reorientation of the PPKn paradigm in the post-truth era must be based on character development that is deeply rooted in the morals and ethics of Pancasila as a "moral compass" for students when interacting in the boundless cyberspace (Prasetyo & Marzuki, 2016). In line with this, citizen engagement in the digital ecosystem must reflect public decency and social responsibility thru digital citizenship character habituation (Widiyanto & Istiqomah, 2023). Therefore, digital citizenship education needs to be systematically integrated to shape inclusive, critical, and ethical citizens in communicating in the digital era (Utami et al., 2025). Ultimately, building a civilized digital space requires a collective awareness to treat social media not as a lawless zone, but as a public space that demands the same ethical responsibilities as in the real world (Relatami et al., 2026).

In response to the various complexities of these phenomena, several previous studies have emphasized the urgency of strengthening digital citizenship in schools. Putro dan Tirza (2026) research concludes that digital literacy is a fundamental pillar in shaping an anti-hoax character to counter the flow of information manipulation in the post-truth era. In line with this, the study conducted by Erlande et al., (2024) highlights that Citizenship Education plays a crucial role in equipping citizens with verification skills and ethical sensitivity amidst the onslaught of public opinion. Additionally, Nugroho dan Wijayati (2025) state that the integration of digital literacy aspects in Civic Education can enhance students' understanding of Pancasila values and critical thinking skills. Although these studies have laid a strong foundation, the challenges on the ground remain complex due to the prevalence of cyberbullying cases, misinformation, and the low effectiveness of education in instilling comprehensive digital competencies. Although previous studies have emphasized the importance of digital literacy and Pancasila values, the current literature still focuses on partial aspects such as general hoax prevention. There is a significant research gap in the absence of a systematically structured digital competence framework for the PPKn curriculum. This research fills that gap by offering a paradigm reorientation that is not only theoretical but also operational for educators in the post-truth era.

Scientifically, this research contributes thru the formulation of a structure of five elements of digital citizenship competence: identity, privacy management, rights and responsibilities, active participation, and technological proficiency as a new standard in the PPKn paradigm. Practically, this study offers an integrated pedagogical model thru Project-Based Learning oriented toward digital action and case-based methods. This contribution expands the

discourse on digital citizenship from mere technical skills to a framework of citizenship action rooted in the Pancasila ideology.

METHOD

This research uses a qualitative library research design to synthesize theoretical concepts and empirical findings related to digital citizenship in the post-truth era. Data is sourced from national and international academic literature published within the period of 2016–2026. The inclusion criteria for the literature were established based on: (1) thematic relevance to digital citizenship competence and PPKn; (2) journal articles or proceedings that have undergone the peer-review process; and (3) availability in full text. As explained by Sari dan Asmendri (2020), the article selection technique was carried out through three systematic stages: initial identification using reputable databases, screening titles and abstracts to ensure relevance, and feasibility evaluation through deep reading.

The validity of the data is ensured through source triangulation, which involves comparing various perspectives from different academic authorities to ensure the consistency of the findings. The data analysis process is conducted using content analysis techniques systematically through three stages of coding. The first stage is open coding to identify the basic concepts of post-truth challenges and elements of digital competence. The second stage is axial coding to categorize these codes into major themes such as pedagogical strategies. The final stage is selective coding to integrate these categories into a comprehensive and credible reorientation model of the PPKn paradigm (Fadli, 2021).

RESULT AND DISCUSSION

Challenges Faced by PPKn Learning in the Post-Truth Era

The post-truth phenomenon, characterized by echo chambers and social media algorithms, is not merely a technical literacy challenge but a threat to the national consensus that forms the foundation of PPKn. The main challenge is not only the ability to distinguish facts but also the erosion of citizenship character when emotions overshadow objective truth. Therefore, PPKn is no longer sufficient to only teach normative values, but must also delve into emotional management and digital ethics as a new form of national defense (Supriadi et al., 2023).

For example, the spread of misinformation related to social and political issues is often found on social media and other digital platforms. To address this issue, Citizenship Education must instill the ability in students to wisely identify and verify information. This is why it is important to introduce digital literacy as a crucial component in PPKn education (UNESCO, 2021). Thus, the post-truth era necessitates that civic education adapts to equip students with relevant skills to identify the truth amidst the overwhelming and confusing flow of information.

The post-truth era presents significant challenges for Citizenship Education. False information (hoaxes) and opinion manipulation can damage the public's understanding of national values and citizenship. In this context, Citizenship Education must be able to teach critical thinking skills and the ability to verify information received by students. This becomes very important in a world filled with information that is very easily accessible and spread through various digital platforms (Supriadi et al., 2023).

Digital citizenship-based civic education must include the ability to assess, verify, and evaluate information. This also relates to how learners can filter the information they receive and ensure that the information comes from reliable sources. As social media becomes increasingly important in daily life, the younger generation needs to be taught to avoid spreading inaccurate information and to use social media to disseminate positive and beneficial information for society (Afrilihadi & Sumadi, 2025).

Digital citizenship also includes an understanding of online communication ethics. In the digital era, a person's online behavior can have a significant impact on personal and societal life. Therefore, PPKn learning that integrates digital literacy must introduce the concept of online communication ethics, such as maintaining privacy, respecting differing opinions, and avoiding behaviors that can harm others. This education is not only important in the context of personal life but also in strengthening social cohesion and maintaining harmonious relationships among citizens (Khairunisa et al., 2024).

Improving Digital Citizenship Competence in Civic Education in the Post-Truth Era

Digital citizenship demonstrates an individual's skills to access, apply, develop, and evaluate information and communication with others thru online methods such as analyzing information, writing and reading critically on online media, and expressing themselves online. Digital citizenship provides evidence that responsible and safe online behavior should be considered a crucial area of study in education. The application of safe, responsible, and ethical technology and the internet, digital awareness, and responsibility, as well as digital rights, are categories of digital citizenship skills (Choi, 2016). The characteristics of citizenship serve as the foundation for developing digital citizenship competencies (Benaziria, 2018).

The existence of digital citizenship aims to develop responsible and wise behavior in the application of technology, the formation of communication ethics in the virtual world, and to prevent mistakes in the use of information and communication technology for personal or group needs. Various crucial functions of digital citizenship competence include assisting the interaction process both domestically and internationally in a comfortable, safe, and conducive manner, implementing legal protection guaranties, security, as well as the rights and obligations of Indonesian citizens in the digital world, enhancing information and understanding for Indonesian citizens in wisely applying information and communication technology, preventing the existence of cybercrime, the distribution of hoax information, pornography, and so on, and developing responsible behavior in using information and communication technology media (Putri & Setyowati, 2021).

Digital citizenship plays a strategic role in shaping critical thinking and a sense of responsibility toward technology. Insani et al., (2024) state that digital citizenship is a tool to enhance legal awareness, cybersecurity, and the protection of citizens' rights and privacy on the internet. By understanding these elements, individuals can avoid various threats of digital crime, such as spreading false information, online harassment, and the exploitation of personal data. In this context, digital citizenship education must be designed comprehensively so that learners not only master technical skills but also understand the social and ethical impacts of their actions in the digital environment (Kuntari, 2022).

To equip students with skills relevant to the times, the curriculum must include digital citizenship. According to Subhan et al. (2023), Pancasila and Citizenship Education (PPKn) plays an important role in instilling the values of the Pancasila ideology in the digital era. Thru PPKn learning, students not only gain a basic understanding of the concept of digital citizenship but also learn how to apply that concept in their daily lives. The education provided is expected to foster a flexible sense of nationalism in relation to globalization and technological advancements, enabling the younger generation to become intelligent and brave leaders in facing future digital challenges (Alinata et al., 2024).

Wulandari et al., (2023) also added that digital citizenship helps individuals interact online and build character in the use of technology. Education can implement digital citizenship more effectively if supported by clear policies, inventive learning strategies, and active teacher participation in teaching their students to become good digital citizens. Along with this development, technology-based educational methods rooted in Pancasila values can help build a generation capable of becoming strong digital citizens and possessing moral awareness about how to use information and communication technology (Ashaari et al., 2022).

In the digital era, having the ability to be a digital citizen is very important for every individual, especially for the younger generation growing up in a technology-based environment. According to Mulyono et al. (2022), digital citizenship competence not only includes the technical ability to use technology but also a deeper understanding of ethics, responsibility, and security in the digital world. This competence aims for every citizen to participate positively and responsibly in community life in the modern era. Every digital citizen must possess this ability, which consists of five main elements, namely:

Digital Citizenship Identity, which refers to the identity of a digital citizen or how someone creates a digital identity that reflects positive principles about technology use. According to Putri & Setyowati (2021), this relates to how someone presents themselves in the online world and how they use technology to create a productive and healthy digital environment, which are two aspects of digital citizenship identity. Civics plays an important role in shaping students' digital identities. By applying the values of Pancasila in their digital activities, students are expected to be

more intelligent in using social media, filtering information, and avoiding behaviors that could damage their personal and national image on the internet (Khairunisa et al., 2024). In the context of PPKn, this digital identity is a manifestation of the Pancasila Student profile in cyberspace, where every digital footprint reflects the moral integrity of the nation.

Privacy and Security Management. The second component is privacy and security management, which means the individual's ability to manage the privacy and security of personal data in the digital world. Learners must know how to protect their digital identity in an era filled with cyber threats, such as data theft, misuse of personal information, and other cyber attacks (Akhuai et al., 2022). Civic education helps them understand the importance of maintaining privacy and security when interacting on the internet, such as using strong passwords, avoiding the careless sharing of personal information, and understanding cyber dangers. Learners can be more cautious when surfing the web and avoid becoming victims of cybercrime if they understand this (Syira et al., 2024).

Rights and Responsibilities. The third component is rights and responsibilities in using digital technology. According to Santoso & Murod (2021), every citizen has the right to access information, participate in online discussions, and express opinions. However, these rights must also be balanced with the obligation to use technology responsibly, respect the rights of others, and avoid spreading false or misleading information. Students can gain a better understanding of the difference between responsibility and freedom of speech in digital media thru Pancasila education. Students will be more careful when sharing information, less easily provoked by hoax news, and more capable of participating in healthy and beneficial discussions on social media if they understand this (Cicilia & Santoso, 2022). This element is an extension of the concept of Citizens' Rights and Obligations in the 1945 Constitution that must be operationalized in social media behavior.

Participatory Engagement. The fourth component is active engagement, which emphasizes the importance of individual involvement in the digital community. According to Faridah et al. (Faridah et al., 2021), the digital world offers many opportunities for individuals to engage in social, economic, and political activities. For example, students can participate in social campaigns, engage in discussions about national issues, or contribute to community-based projects conducted online. Civic Education has the power to encourage students to become active and productive digital citizens who use technology for good purposes. Students will not only become consumers of information, but they will also create and disseminate information that is beneficial to the wider community.

Technology Skill Development. The fifth component is technology skill development, which includes the ability to use various digital devices and applications, understand the basics of cybersecurity, and adapt to the rapid development of digital technology. To enhance students' digital skills, PPKn can be combined with the use of technology in learning. In this way, students will not only learn the theory of digital citizenship but will also be able to apply this knowledge in their daily lives (Jayadiputra et al., 2023).

Strategy for Integrating Digital Citizenship Competencies into PPKn Learning

To face information disruption in the post-truth era, PPKn can no longer rely solely on one-way lecture methods. The integration of digital citizenship competencies requires pedagogical engineering that positions students not only as consumers of information but also as critical and ethical content producers (Putro & Tirza, 2026). Here are some in-depth strategies that can be implemented.

Project-Based Learning/PjBL) in PPKn thru Digital Citizenship Action

One effective strategy for developing digital citizenship competence in PPKn learning is by using a project-based approach. With this approach, students not only learn theory but are also given the opportunity to apply their knowledge in the form of real projects that are relevant to their lives in the digital world. For example, students can be invited to design a digital campaign to combat hoaxes, or create an online discussion platform that addresses social and political issues in an ethical and constructive manner (Afrilihadi & Sumadi, 2025). This project-based approach not only teaches digital skills but also encourages learners to think critically, collaborate in teams, and develop creative solutions to the problems they encounter in the digital world. Thru projects like these, learners will learn how to integrate civic knowledge with technology and how to become responsible digital citizens (Suharyati & Aрга, 2023).

Case-Based Approach to Post-Truth Ethical Dilemmas

The post-truth era is filled with moral and ethical gray areas. Therefore, the Case-Based Method or Problem-Based Learning (PBL) strategy can be used by presenting real contemporary cases. Educators can bring phenomena such as the use of deepfake in political campaigns, manipulation of social media algorithms, or the virality of fake news that triggers polarization in society into the classroom. Students are then invited to engage in class debates, analyze regulations such as the ITE Law, and reflect on the impact of these phenomena on democracy and human rights. This case-based critical analysis is very important because it trains students' ethical sensitivity to become accustomed to verifying facts amidst a sea of misinformation and disinformation (Erlande et al., 2024).

Digital Citizenship Character Habituation (DCCH) and Digital Collaborative Learning

In addition to project-based and problem-based approaches, digital collaborative learning is also an effective strategy in developing digital citizenship competencies. The formation of digital citizenship requires the continuous habituation of character. The Digital Citizenship Character Habituation (DCCH) strategy can be implemented by creating a safe digital collaborative ecosystem within the school environment. For example, using a Learning Management System (LMS) platform or online discussion forums where students must apply netiquette when commenting or disagreeing with their peers' opinions (Saputra, 2022). Thru digital collaborative learning, students can learn how to work together with their peers in the virtual world, how to express their opinions effectively, and how to listen to and respect others' opinions. Such learning is highly relevant to the digital life that increasingly prioritizes social interaction in the virtual space (Vargas-Murillo et al., 2026).

CONCLUSION

In the post-truth era, the reorientation of the PPKn paradigm is an urgent need to maintain the integrity of digital citizens. This study concludes that an adaptive PPKn curriculum must shift from normative theory to a comprehensive digital citizenship framework. The main scientific contribution of this research is the formulation of a five-element competency model, namely digital identity, privacy and security, rights and responsibilities, participatory engagement, and technological proficiency, specifically designed to integrate Pancasila values into digital behavior. Practically, this study provides pedagogical guidance for educators thru integrative strategies such as project-based learning oriented toward digital action and case-based ethical analysis. However, this research has limitations because it is a literature study that has not yet been empirically validated in diverse classroom environments. The recommendation for future research is to empirically apply this integrative model thru classroom action research or longitudinal studies to measure its effectiveness. Additionally, investigating the readiness of PPKn teachers to facilitate this digital competence becomes a crucial area for further exploration.

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