

## **Building Digital Democratic Literacy Through Innovative Civic Education Models in the Era of Technological Integration**

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**Abstract.** The rapid integration of digital technologies has transformed civic life, reshaping how individuals access information, engage in dialogue, and participate democratically. While digital platforms provide unprecedented opportunities for youth engagement, they also amplify risks such as disinformation, online intolerance, and ideological polarization. In Indonesia, the world's third-largest democracy, these dynamics highlight the urgent need to cultivate digital democracy literacy among students. This study investigates how innovative civic education models can address these challenges by integrating technological tools with democratic values. Employing a qualitative case study design, the research involved 20 secondary school students, five civic education teachers, and two policy experts at SMP Penabur Bandung. Data were collected through in-depth interviews, participatory observations, and document analysis, and analyzed using thematic coding and categorization. The findings reveal four key dimensions: persistent challenges of students' digital democracy literacy in the era of technology integration, the transformative role of innovative civic education models such as project-based learning, online deliberations, and gamified platforms in building critical engagement, the importance of civic education in bridging normative democratic ideals with practical digital competencies, and strategies for optimizing technology use through teacher training, curricular reform, and community partnerships. The study concludes that innovative civic education models not only enhance critical thinking and ethical reasoning but also prepare Indonesian youth to participate responsibly in digital democracy while remaining grounded in national values such as Pancasila and Bhinneka Tunggal Ika.

**Keywords:** civic education; digital democracy literacy; innovative pedagogy; qualitative research; technological integration

## INTRODUCTION

The rapid advancement of digital technologies has profoundly transformed nearly every aspect of human life, including the ways in which individuals access information, construct meaning, and engage in civic participation. In today's era of digital integration, information and communication technologies not only facilitate broader access to knowledge but also reshape patterns of social interaction, critical reasoning, and political engagement. Social media, online platforms, and virtual communities have redefined public discourse, creating both unprecedented opportunities and serious challenges for democratic life (Bañales et al., 2021). Recent studies underscore that digital literacy has become an indispensable component of democratic participation, particularly among young generations who are most immersed in digital ecosystems.

In the Indonesian context, which represents the world's third-largest democracy, the challenge of fostering digital democratic literacy has become a matter of urgent national importance. Although access to digital technologies has grown rapidly and created opportunities for wider participation in public life, the ability to critically evaluate information and engage responsibly in online environments remains limited. This gap has contributed to the proliferation of disinformation, online hate speech, and acts of digital intolerance that increasingly threaten the integrity of civic life and the foundations of democracy itself (Alodat et al., 2023). Young people, particularly adolescents and university students, are among the most active users of digital media, yet their consumption patterns frequently exceed their level of critical awareness, leaving them vulnerable to external ideological influences that may erode democratic values, diminish social cohesion, and weaken national identity. Against this backdrop, civic education has long been recognized as a central mechanism for nurturing democratic citizens committed to the principles of Pancasila, the 1945 Constitution, *Bhinneka Tunggal Ika*, and the Unitary State of the Republic of Indonesia. However, the reliance on conventional modes of civic education, which often emphasize memorization and the transmission of theoretical content, has proven insufficient in equipping students with the essential competencies needed in the digital era. These include critical thinking, ethical reasoning, media literacy, and the ability to participate constructively within digital public spheres (Haduong et al., 2024). To address this gap, a transformative approach to civic education is required, one that systematically integrates digital technologies with democratic values in order to cultivate students' critical consciousness, strengthen their sense of civic responsibility, and enable them to become active and reflective participants in Indonesia's increasingly digital democracy.

Existing research has begun to explore the integration of digital technologies into civic education. For instance, digital platforms, online interactive content, and gamified civic learning tools have been shown to enhance student motivation and engagement (Jayadiputra et al., 2023). Nonetheless, the majority of these initiatives remain focused on improving content delivery and comprehension. Far fewer studies investigate how such innovations can foster holistic democratic digital literacy, encompassing not only technical skills but also ethical reasoning, empathy, and civic responsibility. This gap points to a critical research agenda that requires closer qualitative examination.

Democratic digital literacy must be understood as a multidimensional construct that extends beyond functional skills of information access. It involves the cognitive ability to critically assess information, the ethical disposition to respect diversity, and the social capacity to engage constructively in democratic dialogue (Engler et al., 2021). Digital citizenship requires individuals to navigate globalized information environments while sustaining democratic practices in ways that are inclusive and deliberative. For this reason, civic education should be reconceptualized as a dynamic process of cultivating literate, ethical, and participatory citizens in digital contexts.

Indonesia's socio-cultural complexity adds another layer to this challenge. Its plural society, exposed to the forces of globalization, demands that young people develop the resilience to maintain their cultural identity while engaging in democratic digital spaces. Yet research in Indonesia remains relatively scarce on how students experience, interpret, and negotiate these dynamics of digital democracy. Much of the existing scholarship adopts quantitative orientations, with limited exploration of the lived experiences and meaning-making processes of students as they encounter democratic challenges in digital environments.

Against this backdrop, the present study seeks to investigate how innovative models of civic education can foster democratic digital literacy among Indonesian youth. By employing a qualitative approach, this research aims to capture the nuanced experiences of students and teachers as they engage in technologically integrated civic learning.

The emphasis is not merely on evaluating outcomes but on understanding processes, interactions, and strategies that underpin the cultivation of democratic literacy in digital contexts.

The objectives of this study are twofold: first, to identify innovative pedagogical strategies within civic education that effectively build digital democratic literacy; and second, to analyze the lived experiences of students as they navigate democratic engagement through digital platforms. Theoretically, this research contributes to expanding discourses on the intersection of civic education, democracy, and digital technology. Practically, it offers recommendations for educators and policymakers in designing adaptive and innovative civic education models that not only preserve national values but also prepare youth to become critical, responsible, and engaged citizens in the global digital age.

## **RESEARCH METHOD**

This study employed a qualitative case study approach to investigate how innovative civic education models can enhance students' digital democracy literacy in the era of technological integration. The case study design was selected because it allows for an in-depth exploration of complex social phenomena by situating the analysis within participants' real-world context, thereby enabling a nuanced understanding of their lived experiences (Bertsou, 2022).

### **Sample Selection**

The research was conducted at SMP Penabur Bandung, a private secondary school known for its integration of digital learning practices within civic education. The site was purposively selected because it represents a relevant and information-rich context where civic education and digital tools intersect. A total of 20 students, five civic education teachers, and two education policy experts participated. Students were chosen to capture the learner's perspective, teachers were included to provide insights into pedagogical practices, and policy experts were involved to contextualize the findings within broader educational frameworks. This purposive sampling strategy ensured diversity of perspectives while maintaining analytical depth.

### **Data Collection**

#### *In-depth Interviews*

Semi-structured interviews were conducted with all participant groups. The interview guide was developed based on prior literature on digital democracy and civic education. Key questions included:

1. For students: How do you perceive the role of civic education in preparing you for participation in a digital society?
2. For teachers: What challenges and opportunities do you face when integrating technology into civic education lessons?
3. For policy experts: What policies or frameworks are most effective in supporting the development of digital democracy literacy at the secondary school level?

The semi-structured format allowed for flexibility while ensuring coverage of core themes.

#### *Classroom and Digital Learning Observations*

Researchers conducted non-participant observations of both face-to-face civic education classes and online learning platforms used by students. Field notes documented instructional strategies, digital engagement, and student-teacher interactions.

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### *Document Analysis*

Policy documents, school curricula, lesson plans, and teaching materials were systematically analyzed to identify institutional orientations toward civic education and technology integration.

This triangulation of methods (Sugiyono, 2022) enhanced the reliability and validity of the findings by cross-verifying data from multiple sources.

### **Data Analysis**

The analysis followed a three-stage descriptive qualitative procedure:

1. Initial Coding: Interview transcripts, observation notes, and documents were carefully read and open-coded using NVivo software. Codes represented concepts such as digital participation, critical thinking in civic issues, technological barriers, and pedagogical innovation.
2. Categorization: Codes were clustered into broader categories reflecting recurring patterns, such as student digital practices, teaching strategies, and policy frameworks.
3. Thematic Analysis: Themes were generated through iterative comparison, leading to the identification of four key dimensions:
  - a. Civic education's contribution to fostering students' digital literacy.
  - b. Challenges of cultivating digital democracy literacy in technology-mediated contexts.
  - c. Innovative pedagogical models for building digital democracy literacy.
  - d. Strategic approaches for optimizing technology use in civic education.

Finally, the themes were interpreted in light of theoretical frameworks on digital democracy literacy and civic education models, ensuring that findings were both contextually grounded and theoretically informed.

## **DISCUSSION**

### **Challenges of Digital Democracy Literacy Among Students in the Era of Technology Integration**

The rapid integration of digital technologies into students' everyday lives has transformed the landscape of civic learning, creating both profound opportunities and formidable challenges. While digital platforms enable new forms of civic participation, deliberation, and access to information, they simultaneously heighten students' exposure to misinformation, online hate speech, and extremist discourses that erode democratic norms (Banks, 2024). This tension illustrates a central paradox: the very technologies that promise to democratize participation also risk destabilizing the quality of democratic engagement.

A closer examination reveals that these challenges are not merely descriptive phenomena but are deeply rooted in structural inequalities, media logics, and pedagogical shortcomings. For instance, the proliferation of misinformation is not only a matter of individual misjudgment but is reinforced by algorithmic architectures that privilege sensational content, foster echo chambers, and intensify ideological polarization (Alscher et al., 2022). In this sense, students' vulnerability to misinformation is less about personal failure and more about the systemic nature of digital environments that shape and constrain democratic literacy.

The digital divide compounds these vulnerabilities, extending beyond material access to encompass second-level divides in skills, competencies, and critical dispositions (Bartlett & Schugurensky, 2024a). Urban students typically benefit from richer digital infrastructures and school-based programs, whereas their rural counterparts often face deficits in both technological access and institutional support. From the perspective of civic education theory, this inequity raises questions of distributive justice and participatory parity (Bartlett & Schugurensky, 2024b). If only a subset of students acquires the competencies necessary for digital citizenship, democratic participation becomes stratified and exclusionary.

Cultural and contextual factors further mediate these challenges. In Indonesia, for example, adolescents are among the most active users of social media, yet their engagement predominantly centers on entertainment and self-presentation rather than civic deliberation or democratic problem-solving (Borruip & Zitcer, 2025). This pattern illustrates the limits of participatory culture in which digital engagement flourishes but is not always oriented toward civic purposes. Without intentional educational interventions, students' digital practices risk reinforcing consumerist and performative behaviors rather than cultivating dispositions of democratic agency.

Institutional readiness represents another critical layer. Many civic education curricula remain wedded to traditional, text-based approaches with little systematic integration of digital literacy competencies (Altaany, 2024). Similarly, teachers often lack both the professional training and pedagogical confidence to guide students in navigating complex digital ecologies. This suggests that schools can neither presume nor evade responsibility but must actively mediate between students' lived digital experiences and broader democratic ideals.

Taken together, these challenges highlight that digital democracy literacy is not simply an individual skillset but a multidimensional construct shaped by technology design, socio-economic divides, cultural orientations, and institutional structures. The path forward therefore requires moving beyond technocratic solutions such as merely expanding access to cultivating critical, reflexive, and participatory models of civic education that directly engage with the structural conditions of digital life.

### **Innovative Civic Education Models in Building Digital Democracy Literacy**

Innovative civic education models are increasingly recognized as a necessary response to the limitations of traditional approaches that emphasize rote memorization of civic principles. In the context of the digital public sphere, such conventional models fail to prepare students for the complexities of navigating misinformation, algorithmic bias, and polarized online environments. The critical question, therefore, is how civic education can be reimaged to equip students with both the competencies and dispositions needed for active democratic participation in digital spaces (Washington & Barton, 2024).

One significant direction involves experiential and participatory pedagogies that situate students in simulated or authentic contexts of civic practice. Project-based and problem-based learning, for example, allow students to identify real-world societal issues, investigate them through digital tools, and propose collective solutions. These approaches align with the conception of education as a lived democratic experience rather than a transmission of static knowledge. In practice, students who engage in digital deliberation platforms or collaborative online projects not only acquire factual knowledge but also develop reflexive judgment and the capacity to engage in pluralistic dialogue.

The incorporation of media and information literacy frameworks further enriches these models by explicitly targeting students' ability to evaluate, contextualize, and ethically share information online. From the perspective of critical digital literacy, civic education must extend beyond teaching "safe" digital behaviors to fostering critical awareness of the political economies of digital platforms. By engaging with disinformation campaigns or analyzing algorithmic patterns of content circulation, students learn why certain narratives gain prominence online and how digital infrastructures shape democratic discourse (Adamu, 2023). This critical awareness transforms civic education from a defensive skillset into an emancipatory practice that empowers students to contest undemocratic tendencies within digital spaces.

Innovative models also leverage interactive technologies such as gamification, online deliberation platforms, and data visualization tools to foster more dynamic forms of civic engagement (Manuwa, 2023). Unlike traditional lectures, these methods allow students to inhabit roles, confront dilemmas, and practice decision-making in environments that simulate the uncertainties of democratic life. From the standpoint of constructivist learning theory, such practices deepen engagement because knowledge is co-constructed rather than passively received. More importantly, they cultivate dispositions of accountability and agency, which are central to the notion of democratic citizenship as active participation rather than compliance.

In Indonesia, the adaptation of these models must take into account the cultural and philosophical foundations of national identity, particularly the principles of *Pancasila* and *Bhinneka Tunggal Ika*. This contextual integration highlights that civic education is never ideologically neutral. Instead, it is always situated within broader political and cultural projects. Embedding digital democracy literacy within the values of unity and pluralism ensures that global

competencies do not erode local identity but rather strengthen students' dual capacity to act as both national and global citizens. This dual orientation reflects the argument that education should cultivate subjectification, preparing individuals to engage meaningfully in diverse communities rather than producing standardized subjects (Alvarez Padilla et al., 2020).

Taken together, these innovative civic education models illustrate not only how students can learn democratic skills in digital contexts but also why such approaches are essential for the sustainability of democratic life. They respond to systemic challenges of misinformation and polarization, they foster critical consciousness about the socio-technical conditions of communication, and they bridge the gap between civic traditions and digital realities (Rasaili, 2023). By moving beyond descriptive content and into experiential practice, these models reposition civic education as a transformative tool for cultivating reflective, critical, and responsible digital citizens.

### **The Role of Civic Education Models in Building Students' Digital Literacy**

Civic education models play a pivotal role in equipping students with the skills necessary to critically navigate digital environments. Traditional models, which emphasize the transmission of civic knowledge and constitutional principles, are increasingly inadequate in preparing young citizens for the complex realities of online participation. Contemporary frameworks instead prioritize multidimensional competencies, including critical thinking, ethical reasoning, digital responsibility, and participatory engagement (Fitzgerald et al., 2021). This shift reflects a broader theoretical reorientation from civic education as content acquisition to civic education as a process of cultivating agency, aligning with the view of democracy as a lived experience and the conception of subjectification as the formation of active democratic selves (Sanjaya et al., 2022).

How of these innovative models is evident in their emphasis on structured experiential learning. Rather than treating democracy as an abstract set of principles, students are asked to apply democratic practices in online contexts through activities such as digital fact-checking exercises, role-playing in online deliberation forums, or designing social media campaigns for civic causes (Anagbogu et al., 2021). These activities operationalize what participatory culture research describes, enabling students to move from passive consumers of information to active producers and evaluators of digital content. The why lies in the recognition that democratic engagement requires practice in authentic settings. When students discern reliable information or resist misinformation in controlled digital simulations, they are better prepared to transfer these critical capacities into the unpredictable realities of social media ecosystems.

Innovative civic education models also highlight the value of project-based and collaborative learning in digital spaces. Online debates, joint research projects using cloud platforms, and data visualization assignments provide authentic opportunities for students to experience the tensions and responsibilities of democratic life. These practices are grounded in constructivist learning theory, where knowledge is co-created through active participation. By engaging in such tasks, students learn not only to articulate positions but also to listen, negotiate, and deliberate, skills essential for sustaining democratic dialogue in polarized online spaces (Azis et al., 2023).

Contextual adaptation is another key dimension. In Indonesia, where social media use among adolescents is high but often oriented toward entertainment rather than civic dialogue, civic education must integrate digital practices with national values such as Pancasila and *Bhinneka Tunggal Ika*. This integration ensures that global digital competencies do not erode cultural identity but instead reinforce democratic pluralism and social cohesion. From a theoretical perspective, this balance illustrates the principle of participatory parity, where all members of society should be equipped to participate on equal terms in democratic discourse (Kwan, 2022).

Finally, civic education extends beyond the classroom and into the broader digital ecosystem. Students who are trained to recognize misinformation, engage ethically in online debates, and mobilize digital platforms for civic initiatives are not only protecting themselves from digital risks but are also strengthening the democratic fabric of society (Brettschneider, 2006). In this sense, civic education functions as a bridge between normative democratic ideals and the practical demands of digital citizenship, preparing students to act as reflexive, responsible, and engaged citizens in a globalized digital sphere.



## **Strategies for Optimizing Technology Use in Civic Education to Strengthen Digital Democracy Literacy**

The integration of technology into civic education cannot be reduced to a matter of adopting new tools. It must be guided by deliberate strategies that align pedagogy with democratic purposes and situate learning within the realities of digital culture. The challenge lies not simply in whether students have access to technologies but in how those technologies are employed to cultivate dispositions of critical engagement, participatory responsibility, and democratic agency (Wilson, 2022).

One strategy involves using digital platforms such as online forums, interactive simulations, and gamified learning environments to create spaces for authentic civic practice (Barandiaran et al., 2024). Unlike traditional classroom discussions, these platforms allow students to rehearse democratic participation under conditions that mirror the complexities of digital publics (Harff & Schmuck, 2023). For instance, structured online debates or role-play simulations of democratic decision-making foster both argumentative skills and the tolerance of pluralism, echoing the view of education as a lived democratic experience. The effectiveness of such models lies not only in the skills students acquire but in the habits of reflection and ethical reasoning that emerge when they confront real dilemmas in mediated environments.

A second strategy involves fostering partnerships between schools, communities, and digital platforms to extend civic education beyond formal boundaries (Moeis et al., 2022). Youth-led social media campaigns, online civic hackathons, and collaborations with civil society organizations exemplify how of this approach. These activities blur the line between classroom learning and civic action, ensuring that democratic literacy is embedded in real-world contexts. Theoretically, this resonates with the notion of participatory culture, where young people develop civic identities through collective problem-solving and media production (Shen & Yuan, 2021). The why is clear: when students experience their digital practices as socially consequential, they are more likely to internalize the sense of agency necessary for sustained democratic participation.

A third strategic dimension centers on teacher capacity. Teachers remain the mediators between democratic ideals and digital realities, yet many lack training in digital pedagogy and critical media literacy (Kaplan et al., 2021). Professional development programs must move beyond technical skills to emphasize the ethical and civic dimensions of technology use. Training should involve analyzing disinformation narratives, designing inclusive digital dialogues, and facilitating online deliberation. This emphasis aligns with the call for educators as critical co-learners who empower students to interrogate systems of power (Hammer et al., 2021). The why is particularly significant here: without prepared educators, even the most sophisticated digital platforms risk reinforcing passivity rather than cultivating critical citizenship.

Finally, institutional reform through policy and curriculum design is essential for embedding digital democracy literacy at a systemic level. National curricula that integrate modules on digital citizenship, online ethics, and civic participation provide a coherent framework for continuity across grade levels. Importantly, these reforms must be culturally situated. In Indonesia, aligning such curricula with the values of Pancasila and *Bhinneka Tunggal Ika* ensures that students develop global digital competencies while remaining anchored in local traditions of pluralism and unity. This integration addresses the dual task of education: preparing individuals to participate meaningfully in globalized contexts while preserving the capacity to act responsibly within national communities (Ausat, 2023).

Taken together, these strategies illustrate that technology's role in civic education is not merely instrumental but transformative. By designing authentic learning environments, bridging formal and informal spheres, strengthening teacher capacities, and institutionalizing digital democracy literacy through policy, schools can move from transmitting civic knowledge to cultivating reflective, critical, and engaged citizens prepared for democratic participation in digital society.

## **CONCLUSION**

The integration of technology into civic education represents both an urgent challenge and a transformative opportunity for building digital democracy literacy among students. The rapid expansion of digital platforms has reshaped the public sphere, amplifying risks such as disinformation, intolerance, and superficial engagement, while at

the same time creating new avenues for democratic participation. Addressing these challenges requires a critical recognition that traditional approaches to civic education are no longer sufficient in preparing young citizens to navigate the complexities of a digital society.

Innovative models of civic education offer a way forward by aligning pedagogical strategies with the realities of digital life. Through project-based learning, interactive simulations, and digital media engagement, students are given opportunities to practice democratic values in meaningful and contextually relevant ways. The role of civic education thus expands from imparting knowledge of civic principles to cultivating ethical reasoning, critical digital literacy, and participatory agency. In the Indonesian context, this approach must remain grounded in the foundational values of Pancasila and *Bhinneka Tunggal Ika*, ensuring that digital democracy literacy not only equips students for global challenges but also strengthens national identity and cohesion.

Sustaining this transformation requires comprehensive strategies that involve multiple stakeholders. Teacher capacity-building, curriculum reform, community partnerships, and policy support are essential components in institutionalizing digital democracy literacy within civic education. When effectively implemented, these strategies can empower students to become responsible and ethical participants in both digital and democratic life. Ultimately, the findings of this study underscore that civic education, when reimagined through innovative models and strategic use of technology, has the potential to serve as a powerful catalyst for nurturing digitally literate, democratically engaged, and socially responsible future citizens.

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