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Citizenship Education in Addressing the Dynamics of Digital Society in Papua

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Abstract
The rapid expansion of digital society has fundamentally reshaped how citizens access information, communicate, learn, and engage in public life. In Papua, this digital transformation presents substantial opportunities alongside persistent structural challenges, including uneven technological infrastructure, limited digital literacy, the proliferation of disinformation, and ethical vulnerabilities in online spaces. This study examines the strategic role of Citizenship Education in addressing these dynamics and formulates a context-responsive conceptual framework tailored to Papua's regional realities. Employing a qualitative approach through an integrative literature review, the research synthesizes scholarly publications and policy documents on digital society, digital literacy, digital ethics, digital citizenship, and local Papuan contexts via thematic categorization and conceptual synthesis. The findings demonstrate that meaningful digital inclusion extends beyond physical connectivity and device availability, requiring citizens to critically evaluate information, uphold ethical standards, and participate constructively in civic life. The novelty of this article lies in synthesizing digital literacy, Pancasila-grounded digital ethics, and civic competence into an integrated pedagogical framework explicitly contextualized within Papua's geographical barriers, sociocultural plurality, and unequal educational access. Theoretically, this framework offers curriculum developers and educators a structured foundation for designing inclusive, hybrid Civic Education strategies that bridge digital divides without assuming uniform connectivity. Practically, it establishes an analytical baseline for policymakers and future empirical research to formulate measurable learning outcomes and validate context-appropriate instructional interventions across Papuan educational institutions.

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Introduction

The development of information and communication technologies has created increasingly connected social spaces. The internet, social media, and digital services are no longer merely communication tools; they also influence how people acquire knowledge, build relationships, access public services, and express their aspirations. These changes position citizens within a digital public sphere that offers opportunities to broaden participation. At the same time, digital spaces create risks, including disinformation, hate speech, privacy violations, cyberbullying, and social polarization. Therefore, the ability to operate digital devices must be accompanied by the capacity to evaluate information and consider the social consequences of online actions. Pangrazio and Sefton-Green (2021) emphasize the importance of distinguishing digital literacy, digital rights, and digital citizenship as related but non-identical concepts. This distinction is important because digital education should extend beyond technical skills to include an understanding of rights, responsibilities, and participation. In this context, Citizenship Education has a strategic role in preparing citizens to navigate changes in public life in the digital age.

Papua has geographical, social, and educational characteristics that require particular attention when examining the development of digital society. Its extensive territory, island and mountainous environments, uneven infrastructure distribution, and diverse communities can affect people's opportunities to access and use technology. Halik et al. (2025), in their study of Southwest Papua, identify challenges in digital literacy transformation associated with access, infrastructure, and community capacity. Purna (2026) examines the digital divide and learning access among Indigenous Papuan students in secondary schools in Sorong City. These local studies indicate that digital inequality cannot be understood solely in terms of device or network availability. The ability to use technology, interpret information, and access digital services safely is also part of the digital divide. Matutina and Fahlevvi (2025) further discuss generational and geographical disparities and their implications for digital government services in Sorong Regency. Accordingly, the development of digital society in Papua needs to be examined through the relationship between access, competence, and civic equality.

Previous studies have examined digital citizenship in education. Richardson et al. (2021) mapped the development of digital citizenship research and demonstrated the breadth of scholarly attention to the concept in education. Pangrazio and Sefton-Green (2021) explained the distinctions and connections among digital literacy, digital rights, and digital citizenship. Tadlaoui-Brahmi et al. (2022) examined the implementation of digital citizenship in primary education, while Alrakhman et al. (2024) investigated the relationship between digital citizenship and the quality of Citizenship Education learning. In Indonesia, Yusuf et al. (2024) positioned Pancasila as a source of digital citizenship ethics. Iskandar et al. (2025) examined the role of privacy awareness and social campaigns in digital citizenship literacy. These studies provide an important foundation, but they do not by themselves explain how digital literacy, digital ethics, and civic competence can be synthesized in a Citizenship Education framework that takes Papua's conditions into account. This gap motivates a review connecting developments in digital citizenship theory with contextual evidence from Papua.

Based on this background, the article addresses three questions. First, how is the development of digital society in Papua represented in the literature and documents reviewed? Second, what challenges arise in relation to digital literacy, digital ethics, and civic competence? Third, how can Citizenship Education respond to these challenges through a context-sensitive conceptual framework? This article aims to analyze the relationship between the development of digital society and civic competence needs, and to formulate a conceptual framework for Citizenship Education in Papua's digital society. Its contribution does not claim that digital literacy, digital ethics, or digital citizenship are new concepts. Rather, its novelty lies in synthesizing these three dimensions while considering unequal access, geographical conditions, sociocultural diversity, and educational needs in Papua. The proposed framework is conceptual and has not yet been empirically tested. It is therefore intended to provide a basis for future field research and the development of Citizenship Education that is more responsive to regional contexts.

Method

This article employs a qualitative approach using an integrative literature review to synthesize research and documents relevant to Citizenship Education and digital society in Papua. The literature search focuses on publications concerning digital literacy, digital ethics, digital citizenship, civic competence, the digital divide, and education in Papua. Sources considered include scholarly journal articles, academic books, and policy documents directly related to the research focus. Inclusion criteria comprise substantive relevance, identifiable publication details, and contributions to one or more themes of the review. Publications discussing technology use without a clear connection to literacy, ethics, education, or civic life are not prioritized. The analysis involves critical reading, recording key arguments, grouping findings into themes, and comparing perspectives across sources. The themes include the dynamics of digital society in Papua, digital literacy challenges, digital ethics and responsibility, and the response of Citizenship Education. The thematic findings are then synthesized to formulate conceptual relationships among digital literacy, digital ethics, civic competence, and the Papua context. Since this article is a literature review, the resulting framework is a conceptual proposition rather than a model validated through field data.

Results and Discussion

Results

The literature reviewed indicates that digital society is developing unevenly across Papua. Digital technologies create opportunities to expand access to information, education, communication, economic activity, and public services. However, these opportunities are not distributed equally because geographical conditions, infrastructure, affordability, device availability, and differences in digital skills shape how communities participate. Research on Southwest Papua identifies infrastructure limitations, unequal access, data costs, and variations in community capacity as persistent barriers to digital literacy transformation (Halik et al.,

2025). A study focused on Indigenous students in Sorong also draws attention to the relationship between digital access and learning opportunities (Purna, 2026).

The reviewed literature also suggests that digital inclusion cannot be measured only by whether an internet connection is available. Meaningful participation requires the ability to access information, interpret it, assess its credibility, and use it for learning and civic purposes. The geographical and generational dimensions of the digital divide reported in research on Sorong Regency further indicate that digital transformation should be understood as a social and educational issue, not solely a technological one (Matutina & Fahlevvi, 2025). The literature identifies digital literacy as a multidimensional competence involving access, comprehension, evaluation, communication, and responsible use of digital information. Pangrazio and Sefton-Green (2021) distinguish digital literacy, digital rights, and digital citizenship while showing that the concepts are interconnected. The reviewed studies point to challenges involving the assessment of online information, the circulation of disinformation, privacy awareness, and unequal opportunities to develop digital skills. These challenges are particularly consequential in contexts where access to learning resources and digital support is uneven.

Research on digital citizenship education reports that educational approaches increasingly combine technology-supported learning, collaborative activities, scenario-based learning, and explicit attention to responsible online conduct (Tadlaoui-Brahmi et al., 2022; Richardson et al., 2021). Recent Indonesian studies also connect digital citizenship literacy with privacy awareness and educational interventions, although their findings should be interpreted within the specific populations and settings studied (Iskandar et al., 2025; Kirana et al., 2026). The reviewed literature identifies ethical concerns in digital spaces, including disinformation, harmful communication, cyberbullying, privacy violations, and the misuse of personal data. Digital citizenship is therefore not limited to technical competence; it also involves responsibility, respect for others, critical judgment, and participation in public life. Yusuf et al. (2024) explain the relevance of Pancasila as a value foundation for digital ethics in Indonesian education. Related scholarship emphasizes the importance of media literacy and critical evaluation as foundations for informed civic participation (Livingstone, 2004; Buckingham, 2007; Mihailidis & Thevenin, 2013).

The literature further shows that digital media can create opportunities for civic expression and participation while exposing citizens to misinformation and forms of motivated reasoning. Research on digital media literacy and civic participation underscores the educational value of developing the capacity to evaluate information and engage constructively in public issues (Kahne et al., 2012; Kahne & Bowyer, 2017). Studies of Citizenship Education indicate that learning should connect civic knowledge with analysis, decision-making, participation, and civic virtues. Ihsan (2017) discusses global tendencies in Pancasila and Civic Education that emphasize conceptual understanding, case analysis, decision-making, participatory skills, and civic virtue. Research on digital citizenship and civic education also reports relationships between digital citizenship and the quality of civic learning, while recent Indonesian studies examine how civic education can respond to the needs of digitally engaged learners (Alrakhman et al., 2024; Agus et al., 2025; Ardiansyah et al., 2026). Across the reviewed sources, three competency domains recur: digital literacy, digital ethics, and civic competence. These domains provide the basis for organizing the conceptual framework proposed in this

article. The framework is a synthesis of the literature rather than an empirically validated instructional model.

Table 1. Summary of Literature Findings on Digital Citizenship Competencies in Papua

Thematic Dimension	Core Empirical & Conceptual Findings	Key Supporting References
Dynamics of Digital Transformation in Papua	Digital expansion in Papua exhibits pronounced asymmetry driven by geographical barriers, infrastructural deficits, high data costs, generational disparities, and unequal device access, directly constraining educational and civic participation among Indigenous communities.	Halik et al. (2025); Matutina & Fahlevvi (2025); Purna (2026)
Digital Literacy Competence	Meaningful digital inclusion extends beyond physical connectivity; it encompasses multidimensional competencies to access, comprehend, critically evaluate information credibility, and mitigate disinformation within resource-constrained environments.	Livingstone (2004); Buckingham (2007); Mihailidis & Thevenin (2013); Pangrazio & Sefton-Green (2021)
Digital Ethics & Responsibility	Digital citizenship necessitates normative accountability—anchored in Pancasila values—to counteract cyberbullying, privacy breaches, personal data misuse, and harmful online communication through scenario-based and privacy-focused interventions.	Richardson et al. (2021); Tadlaoui-Brahmi et al. (2022); Yusuf et al. (2024); Iskandar et al. (2025); Kirana et al. (2026)
Civic Competence & Pedagogical Response	Digital media fosters civic expression yet exposes citizens to motivated reasoning; Citizenship Education must synthesize conceptual understanding, critical case analysis, decision-making, and civic virtues to cultivate constructive democratic engagement.	Kahne et al. (2012); Ihsan (2017); Kahne & Bowyer (2017); Alrakhman et al. (2024); Agus et al. (2025); Ardiansyah et al. (2026)

Table 1 synthesizes the literature review findings into four interrelated analytical dimensions that underpin the proposed conceptual framework for Citizenship Education in Papua. First, the structural baseline reveals that digital transformation across Papua, particularly in Southwest Papua and Sorong, remains highly uneven due to geographical isolation, infrastructural limitations, affordability barriers, and generational divides, which collectively restrict equitable learning opportunities. Consequently, the findings establish that substantive digital inclusion cannot be reduced to mere physical connectivity; rather, it requires cultivating three mutually reinforcing competency domains: digital literacy (critical information evaluation and disinformation mitigation), digital ethics (Pancasila-grounded moral responsibility, privacy protection, and respectful online conduct), and civic competence (constructive public deliberation, analytical decision-making, and civic virtue). Together, these

four dimensions demonstrate that Citizenship Education must adopt a holistic, context-responsive pedagogical approach that bridges technical access gaps with critical, ethical, and participatory capacities tailored to Papua's regional realities.

Discussion

The findings suggest that the digital transformation of Papua should be interpreted through the relationship between technological access and substantive citizenship. Access to devices and connectivity is necessary, but it does not automatically ensure that citizens can evaluate information, protect their rights, communicate ethically, or participate meaningfully in public affairs. This interpretation is consistent with scholarship that treats digital citizenship as a combination of skills, rights, responsibilities, and forms of participation (Mossberger et al., 2008; Isin & Ruppert, 2015; Pangrazio & Sefton-Green, 2021). In Papua, geographical diversity, uneven infrastructure, sociocultural plurality, and differences in educational opportunity require approaches that are sensitive to local conditions.

The digital divide should therefore be approached as a multidimensional issue. Infrastructure and affordability matter, but so do the availability of relevant learning materials, teacher capacity, language and cultural relevance, and opportunities for supported practice. This perspective supports the argument that digital inclusion is not achieved simply by expanding connectivity. It requires educational and civic strategies that enable people to use digital resources confidently, critically, safely, and for meaningful participation.

The first competency, digital literacy, concerns the ability to locate, interpret, verify, and use information. Media literacy scholarship has long argued that citizens need more than operational skills: they need the capacity to analyze media messages, understand how information is produced, and make reasoned judgments (Livingstone, 2004; Buckingham, 2007). In the context of Papua, these abilities are important for navigating information about education, public services, community affairs, and public issues. Learning activities can include source comparison, fact-checking exercises, analysis of digital news, and discussion of how misleading content spreads.

The second competency, digital ethics, concerns the moral principles guiding online communication and action. It includes respect, empathy, privacy, integrity, accountability, and awareness of the consequences of sharing information. The use of Pancasila as a source of digital ethics offers a locally grounded normative foundation (Yusuf et al., 2024). International guidance on digital citizenship education similarly emphasizes rights, responsibilities, safety, participation, and respect in digital environments (Council of Europe, 2019; UNESCO, 2021).

The third competency, civic competence, refers to the knowledge, skills, dispositions, and practices required for responsible participation in community and public life. Digital platforms can support civic expression, deliberation, collaboration, and engagement with public issues, but these possibilities depend on citizens' ability to assess information and interact constructively. Research on online civic participation indicates that digital media literacy can be associated with civic and political engagement, while education must also address misinformation and partisan reasoning (Kahne et al., 2012; Kahne & Bowyer, 2017). Work on connective action and networked young citizens further illustrates how digital networks can reshape civic participation, although participation quality depends on the social and

educational conditions in which these tools are used (Bennett & Segerberg, 2012; Loader et al., 2014).

Citizenship Education in Papua can connect these competencies through locally relevant learning experiences. Students may investigate a public issue in their community, collect and verify information from multiple sources, discuss the ethical implications of publishing personal or community information, and present a reasoned proposal through an appropriate digital medium. Such activities link civic knowledge with critical inquiry, ethical judgment, collaboration, and participation. They also align with the view that media literacy is a core competency for engaged citizenship (Mihailidis & Thevenin, 2013; Gultom, 2025).

The approach should be inclusive and responsive to differences in connectivity and digital resources. Teachers can combine online and offline materials, provide alternative ways to participate, and use examples drawn from local community life. The aim is not to assume that all learners have the same access or experience, but to create learning opportunities that progressively build competence. This is consistent with broader guidance on global citizenship education and digital citizenship education, which emphasizes critical understanding, participation, human rights, and responsible action (UNESCO, 2018; Council of Europe, 2019).

Based on the synthesis, this article proposes a conceptual framework in which Citizenship Education provides the normative and pedagogical foundation for three interconnected competencies: digital literacy, digital ethics, and civic competence. These competencies are contextualized through Papua's geographical conditions, sociocultural diversity, unequal access, and educational needs. The expected outcome is the development of citizens who are critical in evaluating information, ethical in digital interaction, inclusive in recognizing diversity, participatory in public issues, and responsible in their use of technology. The framework is intended as a conceptual contribution for curriculum development and future empirical research; it has not been tested or validated through field implementation.

The framework also has limitations. The literature available on Papua and Southwest Papua remains uneven across locations and population groups, and the reviewed studies do not provide a comprehensive picture of every community. The framework should therefore be tested and refined through empirical studies involving students, teachers, families, and community stakeholders in different geographical settings. Future research may examine how the three competency domains can be translated into learning outcomes, assessment indicators, and teaching strategies that are feasible in schools and higher education institutions.

Conclusion

This integrative review indicates that the development of digital society in Papua creates opportunities for access to information, education, communication, and civic participation, while also presenting challenges associated with unequal access, digital literacy, disinformation, and ethical conduct. Citizenship Education can respond by integrating digital literacy, digital ethics, and civic competence within learning that is sensitive to Papua's geographical and sociocultural conditions. The article's conceptual contribution is a framework connecting these three competencies with local contexts and educational needs. Because the framework is derived from literature synthesis and has not been empirically validated, further research is

required to examine its applicability, develop measurable learning outcomes, and test context-appropriate pedagogical strategies.

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Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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