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RECONCEPTUALIZING PANCASILA-BASED CITIZENSHIP EDUCATION IN THE DIGITAL AGE: INTEGRATING ARTIFICIAL INTELLIGENCE, DIGITAL ETHICS, AND PROJECT-BASED LEARNING

Prince Clinton Immanuel Christian Damanik[1*], Mohammad Idham Chaled[2], Rizki Achmad Husaeni[3], Anastasia Arta Uli[4], Feri Dwi Jayanti[5]

[12345]Universitas Negeri Jakarta, Indonesia

[1]princedamanik@unj.ac.id, [2]midhamchaled@unj.ac.id, [3]rizkiachmad@unj.ac.id, [4]anastasiauli@unj.ac.id, [5]feridwijayanti@unj.ac.id

ABSTRACT

The rapid expansion of artificial intelligence (AI) and digital media is reshaping contemporary civic identity and challenging existing models of citizenship education. Although global citizenship education frameworks increasingly emphasize technological competence, they often lack grounding in local ethical and cultural values, particularly within elementary education where civic identity is first formed. Addressing this gap, this study synthesizes global citizenship theories and digital innovation research to propose an integrated pedagogical framework for Indonesian elementary schools grounded in Pancasila. Following PRISMA 2020 guidelines, this systematic literature review analyzed peer-reviewed studies published between 2017 and 2025 in the Scopus and Web of Science databases. The analysis focused on AI integration in education, digital literacy inequalities, and the role of Pancasila-based ethics in civic learning. The findings indicate that liberal and global citizenship models, when detached from shared moral foundations, risk weakening civic engagement. In Indonesia, structural disparities in AI adoption further highlight the need for an ethical and equitable approach to digital citizenship education. The review identifies Pancasila as a normative ethical framework capable of guiding responsible digital behavior and supporting Sustainable Development Goals 4, 10, and 16. To operationalize these values in elementary classrooms, Project-Based Learning supported by interactive digital modules emerges as an effective strategy for translating abstract civic principles into meaningful digital action. Developing ethically grounded digital citizens therefore requires sustained teacher capacity-building and the systematic integration of Pancasila-oriented, project-based pedagogies.

***Keywords**: digital citizenship; Pancasila education; artificial intelligence; Project-Based Learning; digital ethics*

A. INTRODUCTION

Citizenship and education are deeply interconnected domains in which societal conceptions of civic identity directly shape educational purposes and pedagogical practices. Historically, education systems have framed citizenship in ways that reflect dominant political cultures, alternating between liberal traditions that prioritize individual autonomy and republican models that emphasize collective responsibility and civic participation. In contemporary scholarship, Global Citizenship Education (GCE) has emerged as a prominent paradigm, reflecting increasing academic interest in civic frameworks that transcend strictly national boundaries (Lionar et al., 2025). However, an exclusive reliance on global or liberal citizenship models carries the risk of weakening civic attachment when learners are not anchored in shared moral values or communal reference points. Education therefore functions not merely as a mechanism for transmitting political knowledge, but as a formative process through which civic identity and social responsibility are constructed in response to broader societal transformations (Schulz et al., 2018).

The expansion of the digital age, marked by the rapid diffusion of artificial intelligence (AI) and networked digital media, has intensified the need to reassess established conceptions of citizenship. AI represents a paradigmatic shift in education that challenges existing assumptions about agency, participation, and civic responsibility (Kumari, 2024). As a result, digital citizenship has become a central concern in contemporary educational discourse, requiring learners to develop not only technical proficiency, but also critical thinking, ethical judgment, and participatory competence in digital environments (Shi et al., 2023).

Despite its transformative potential, the integration of AI into education remains uneven and contested. Systematic reviews identify persistent gaps in understanding effective AI implementation strategies, particularly in developing contexts where infrastructural constraints, financial limitations, and insufficient pedagogical readiness hinder equitable adoption (Garzón et al., 2025). In Indonesia, empirical studies reveal that although educators and institutions express optimism toward

AI, significant barriers related to technical infrastructure, regulatory frameworks, and institutional policy continue to limit its meaningful use, thereby risking the amplification of existing digital inequalities (Helmiatin et al., 2024).

Responding to digital complexity requires more than expanded technological access. It demands a coherent ethical framework capable of guiding civic behavior in digitally mediated spaces. In the Indonesian context, the uncritical transfer of Western-centric digital citizenship models risks marginalizing local cultural values and weakening normative coherence. Pancasila provides a moral and philosophical foundation that introduces a moral-spiritual dimension into digital citizenship discourse, offering culturally grounded guidance for ethical online conduct and civic responsibility (Yorman & Sadam, 2025).

Empirical research demonstrates that integrating global citizenship perspectives into Pancasila education can enhance intercultural understanding without eroding national identity (Anggaraini et al., 2025). Rather than functioning as an exclusionary ideology, Pancasila operates as a normative framework that affirms civic identity while remaining responsive to global change (Sunarso et al., 2024). Grounding digital citizenship education in these values also supports the achievement of Sustainable Development Goals, particularly SDGs 4, 10, and 16, by promoting inclusive, equitable, and ethically informed digital participation (Damanik & Lie, 2025).

Although consensus exists regarding the importance of digital citizenship, a significant pedagogical gap remains in translating ethical and philosophical principles into elementary education practice. Teachers occupy a strategic role in mediating digital transformation and fostering early digital literacy among young learners (Damanik et al., 2025). However, much of the existing literature concentrates on isolated instructional interventions or higher education settings, offering limited insight into how foundational citizenship concepts shape pedagogy in primary schools.

Operationalizing Pancasila-based digital ethics requires the adoption of active, inquiry-oriented

instructional approaches. Problem-Based and Project-Based Learning (PjBL) models have demonstrated effectiveness in enabling students to engage with ideological and ethical challenges in the digital era by translating abstract values into collaborative problem-solving processes (Sinaga & Damanik, 2025). When applied in elementary contexts, these approaches support learners in navigating multiple civic spaces while maintaining ethical coherence rooted in national values.

Building on these intersections, this systematic literature review examines how the convergence of global citizenship paradigms and AI-driven technologies influences educational practices in Indonesia. The study aims to address existing gaps by proposing an integrated pedagogical framework grounded in Pancasila and operationalized through Project-Based Learning. By synthesizing trends, challenges, and pedagogical innovations, this review offers a conceptual foundation for cultivating ethically grounded and critically adaptive citizens within elementary education.

B. Methodology

This study employed a systematic literature review following the PRISMA 2020 guidelines to ensure transparency, rigor, and replicability in the synthesis process (Page et al., 2021). A qualitative descriptive approach was adopted to enable critical interpretation of both conceptual frameworks and empirical studies addressing digital citizenship and AI integration in education (Colorafi & Evans, 2016).

Data were collected from the Scopus and Web of Science databases, focusing on peer-reviewed journal articles published between 2017 and 2025. This period captures the rapid evolution of digital citizenship discourse and the growing presence of AI in educational research. Boolean search strategies combined the following terms: (“digital citizenship” OR “civic identity”) AND (“artificial intelligence” OR “digital media”) AND (“Pancasila” OR “Indonesian education”) AND (“project-based learning” OR “elementary education”).

Inclusion criteria required studies to examine digital citizenship education, AI integration in educational settings, or the alignment of civic competencies with Sustainable

Development Goals. Studies limited to political theory without educational application were excluded. The selected literature was thematically coded to identify conceptual patterns and implementation challenges, with particular attention to how global frameworks are contextualized within Indonesia's sociocultural and philosophical foundations (Syahrul et al., 2024). Quality appraisal emphasized methodological rigor and relevance to foundational and primary education contexts.

C.Result and Discussion

The synthesis of the reviewed literature indicates a significant transformation in the cultivation of civic identity within digitally mediated educational environments. Four interrelated themes emerge, linking theoretical perspectives on citizenship with practical challenges of digital integration in Indonesian education.

AI Integration and the Exacerbation of the Digital Divide

Although AI offers substantial potential for enhancing personalization and instructional efficiency, its implementation in Indonesian education remains uneven. Global reviews reveal that the anticipated benefits of AI frequently exceed institutional readiness, particularly in developing contexts where infrastructure and technical expertise are limited (Garzón et al., 2025). Empirical evidence from Indonesia indicates that even at the tertiary level, inadequate infrastructure, limited faculty training, and ambiguous policy frameworks constrain effective AI adoption (Helmiatin et al., 2024). In elementary education, these constraints are more pronounced, increasing the risk that technology-driven citizenship models may further marginalize disadvantaged learners. Consequently, digital citizenship education must address structural inequities rather than merely promote technical access (Makinde et al., 2024).

Pancasila as an Ethical Algorithm for Digital Behavior

The literature consistently emphasizes the need for an ethical framework capable of guiding civic conduct in digital spaces. Liberal citizenship models that prioritize autonomy and access prove insufficient when detached from

shared moral principles. In Indonesia, Pancasila functions as an ethical algorithm that structures responsible digital behavior. Studies identify Pancasila as a normative foundation for social media ethics and digital participation, particularly in addressing issues such as misinformation, cyberbullying, and algorithmic bias (Damanik et al., 2025; Yorman & Sadam, 2025). Assessment models grounded in Pancasila values further support the development of critical digital citizenship by aligning higher-order thinking skills with national ideology (Triyani et al., 2021). This alignment reinforces civic identity while maintaining global relevance (Sunarso et al., 2024).

Aligning Digital Citizenship with Sustainable Development

Another prominent theme concerns the convergence of digital citizenship, civic education, and sustainability. Integrated approaches linking digital literacy with education for sustainable development yield greater impact than fragmented instructional strategies (Edwards et al., 2020). In Indonesian elementary education, digital citizenship directly supports SDGs 4, 10, and 16 by fostering inclusive learning environments and participatory civic engagement (Damanik et al., 2025). Initiatives such as the Adiwiyata and Green Madrasa programs illustrate how digital tools enhance environmental awareness and community engagement (Kodir et al., 2022; Junaidah et al., 2025). Integrating digital competence with ecological awareness enables learners to recognize the environmental implications of technological use and supports sustainable civic behavior (Lo, 2024).

Pedagogical Innovation and Active Learning Models

The reviewed literature underscores that traditional didactic approaches are inadequate for conveying complex digital ethics and civic values in elementary education. Active learning methodologies, particularly Problem-Based and Project-Based Learning, emerge as essential for operationalizing Pancasila-based digital citizenship. These models enable students to engage with ethical dilemmas through collaborative inquiry, enhancing understanding of ideological challenges in the digital era (Sinaga &

Damanik, 2025). Incorporating local wisdom within these pedagogical approaches further strengthens social awareness and empathy among learners (Sakman et al., 2024). However, effective implementation depends on sustained teacher capacity-building. Teachers must transition from content transmitters to facilitators of critical digital engagement, supported by continuous professional development and institutional commitment (Damanik et al., 2025; Davis et al., 2006).

E. Conclusion

This systematic review demonstrates that the accelerating integration of artificial intelligence and digital media necessitates a fundamental reconceptualization of citizenship education within elementary schooling. Global digital citizenship frameworks emphasize technological competence and interconnectedness, yet often lack the localized ethical grounding required to sustain civic engagement and moral responsibility. In Indonesia, where AI adoption is shaped by structural and geographic disparities, purely technocentric approaches are insufficient. Pancasila must therefore be operationalized as the ethical foundation of digital citizenship, providing culturally grounded guidance for navigating algorithmic bias, online discourse, and civic participation aligned with Sustainable Development Goals 4, 10, and 16.

The review further confirms that translating digital ethics into elementary education requires pedagogical transformation. Project-Based Learning supported by interactive digital modules enables abstract civic values to be enacted through collaborative digital practice. However, achieving this integration demands systemic policy support, equitable infrastructure development, and sustained teacher professional learning. Future research should prioritize longitudinal studies examining the effectiveness of PjBL-driven digital citizenship models across diverse elementary contexts, particularly their capacity to integrate national ideology, digital competence, and global sustainability.

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