

Chapter I: Introduction

1.1 Research Background

The Covid-19 pandemic has rapidly emerged in the entire world during these past years and caused major changes in every aspect of life. At the peak of crisis, UNESCO has reported that more than one billion students and youth across countries were out of school as many countries have closed every educational institution since the first corona virus pandemic outbreak (UNESCO, 2021). In accordance, the disruption on education also encounters Indonesia due to the fact school closures across that caused 68 million of students are unable to continue their learning activities at school (Post, 2020). Ministry of Education and Culture of Republic of Indonesia (*Kemendikbud*) has formulated rapid and massive breakthrough policies in responding these issues. Digitalizing school and the learning medium by strengthening the use of digital platforms, 345 model of learning sources and digital educational media, and providing digital tool for 16.844 schools have become the focus of *Merdeka Belajar 2021*, one of priorities to achieve the recovery in education sector since the prior year (*Kemendikbud*, 2021). As reported in ITJEN KEMENDIKBUDRISTEK RI, Nadiem Makarim, the representative of *Kemendikbud*, explained that the involvement of digital technologies remains the highest priority as it has become one of four prioritized issues on Education in G20 Presidency Agenda of Indonesia 2022 to achieve efficacious recovery after Covid-19 virus outbreak (Oudri, 2022). Consequently, the immense growth of technology in Education has reshaped the teaching and learning activities. Moreover, digital learning materials has massively been developed by education practitioners as numerous research on digital learning materials resulted positive impacts on the students' behavior and learning outcome by seeing the usage of digital learning materials has helped students to understand and comprehend materials (İlhan et al., 2021; Maulidiana et al., 2021; Joyo et al.,

2020; Riady, 2020). Some researchers, Mayuni, et al., (2021), has developed an interactive and self-assisted learning website namely My English Step (MES, www.myenglishstep.com) that supports multimodal in language learning, specifically English language, by designing varied tasks and explanations for Indonesian Junior High School (JHS) students. The development of MES has been started in 2021 not only to facilitate English learning with or without the presence of the teacher during the Covid-19 pandemic but also to enhance students' digital literacy skills which becomes one of the required knowledge and skills to promote sustainable development goals (SDGs) in education. Apart from that, UNESCO has been persistently voicing and declaring citizenship education as one of SDGs of Education by 2030, precisely on the Target 4.7 of SDGs 2030 Agenda which addresses the purpose and quality of education, and calls on all countries to—

“Ensure, by 2030, that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.” (UNESCO, 2020 p.14)

Thus, it is vividly seen that learning materials are expected to foster not only digital literacy skills but also other skills and knowledge that are in line with the target. As the digital transformation also occurred in citizenship education, the Council of Europe has worked over past years to maximize the opportunity of digital environment by protecting children's rights and fostering education and its culture (Richardson & Milovidov, 2019). The Digital Citizenship Education (DCE) and the ten digital domains, that are divided into three sections; *being online*, *well-being online*, and *rights online*, are developed by grounding in four areas of twenty competences for democratic culture which covered four areas of competencies: (1) values, (2) attitudes, (3) skills, and (4) knowledge and critical understanding. Similarly, the three key

dimensions of global competence also conducted by UNESCO in 2015 and OECD (The Organization for Economic Co-operation and Development) in 2019, which comprised; (1) knowledge that covers cognitive outcomes, (2) skills that covers behavioral outcomes, (3) attitudes and values that covers socio-emotional outcomes. Thus, the researcher of this study believed that these basis competences are expected to be infused in the learning materials for promoting and advancing global citizenship education.

The previous research conducted by Luthfi et al. (2020) revealed that Global competencies that includes the aspect of legal protection, diversity, and human rights has been incorporated in national curriculum content of civic education in Indonesia. On the other hand, Maida and Dewanti (2021) pointed out the incorporation of global competence in English for foreign language education also found in learning materials for senior high school students. Nevertheless, none of the studies have examined the incorporation of citizenship competency in the digital environment and digital learning materials such as MES.

As materials evaluation are about to be conducted for MES, ensuring the feasibility, validity, and credibility of learning materials to facilitate learning activity that meets JHS students' needs and context in learning English is supposed to be the major issue of the evaluation process. However, Littlejohn (2011) argued that one principal problem that occurred in materials evaluation is that this process only involves making holistic and impressionistic judgments rather than providing an in-depth examination of what the materials contain. He, thus, considered the precursor to the materials evaluation to be an analysis of the materials, which allows the materials to provide objective measurement and help teachers or analysts to look closely at the materials before concluding their judgments. Therefore, to reveal the feasibility, validity, and credibility of MES, this study aims to provide objective measurement of material analysis by investigating

digital citizenship competencies that are incorporated in the digital learning materials, which are the vital knowledge and skills in promoting SDGs 2030. Further, the researcher intends to fill the gap by considering the previous studies on citizenship education in terms of language learning and digital environment have not been examined the citizenship competency integrated on digital learning materials for Junior High School students. The researcher, then, insists on conducting research under the title of The Incorporation of Digital Citizenship Competency in My English Step E-Learning Materials for Junior High School Students: A Content Analysis

1.2 Research Questions

Derived from the background of the study above, a statements of the research questions is formulated as follows:

1. How are digital citizenship competencies incorporated in digital learning materials on www.myenglishstep.com?

1.3 Research Objectives

In accordance with the research questions, this research aims to investigate digital citizenship competencies that are incorporated in digital learning materials on www.myenglishstep.com , MES learning website. Further, the objectives of this study can be seen as follows:

1. To reveal the number of occurrences in each dimension of Digital Citizenship Competencies on www.myenglishstep.com, MyEnglishStep learning Website
2. To describe how digital citizenship competencies are incorporated in digital learning materials on MyEnglishStep Learning Website

1.4 Research Scope

In this study, the researcher limits the research only to see the number of occurrences in each dimension of Digital Citizenship Competencies (DCC) on digital learning material (DLM) provided on MES learning website and describe the ways of how they are incorporated by focusing on the sentences, utterances—which are transcribed from the audio and video, and visual materials such as pictures and motion pictures that occurred in the tasks and contents in the audio, video, or texts of each unit for 7, 8, and 9 Grades.

The Competence for Democratic Culture (CDC) and ten digital domains that underpinned digital citizenship competencies by Europe Council (2019), Global Competence Framework formulated by OECD (2018) and Global Citizenship Education: Topics and Objective conducted by UNESCO (2015) are adapted as the indicators of digital citizenship competencies (DCC) in analyzing the provided learning materials on MES learning website.

1.5 Research Significance

To participate in achieving UNESCO SDGs 2030, specifically the Target 4.7 of SDG 2030 which addresses the purpose and quality of education by 2030 (UNESCO, 2020), and one of agenda on G20 Presidency Agenda of Indonesia, the findings of this study are expected to give contribution for:

1. Junior High School English Teachers

This research can meet the needs of teachers in providing students with relevance, reliable, and varied teaching resource which appears on MES learning website that are in line with the necessity knowledge and skills to promote and achieve SDGs 2030 and one of agenda on G20 Presidency of Indonesia

2. Junior High School Students

This research can give information about other resource of learning materials that are relevance, reliable, and varied for learning English, and able to meet their needs in acquiring knowledge and skills that are necessary and sustainable for their life

3. Researchers

This research can provide insights related to digital learning materials, MES learning website, digital citizenship competencies and content analysis research. Further, it can inspire them to conduct further research with different focus or the use of digital learning materials, especially on MES learning website, and its correlation to the students' outcome

4. Digital Learning Materials Developer on MES learning website

This research can provide objective analysis and valid data in revealing digital citizenship competences incorporated in the digital learning materials provided on MES learning website by describing how digital citizenship competencies are infused in the provided tasks and contents (written texts, audio, and video). Further, this research can offer recommendation of digital citizenship-infused materials that would be suitable to be put on MES learning website