

## Urgency of social media-based civics education instruction in higher education

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### Suggested Citation:

Suastika, I. N., Suartama, I. K., Sanjaya, D. B. (2022). Urgency of social media-based civics education instruction in higher education. *World Journal on Educational Technology: Current Issues*. 14(3), 630-643. <https://doi.org/10.18844/wjet.v14i3.7198>

Received from January 25, 2022 revised from March 21, 2022; accepted from May 15, 2022

Selection and peer review under responsibility of Prof. Dr. Servet Bayram, Yeditepe University, Turkey.

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### Abstract

This study aimed at formulating the relevance and urgency of social media content with civics education learning material. This study used the qualitative research method. The instruments used were interview guidelines, observation guidelines and documentation study guidelines. Strategic issues on social media related to citizenship skills were Pancasila ideology, law enforcement, black campaign, politics of identity, conflict of diversity, national disintegration, terrorism, intolerance, spreading of hatred and hoaxes. These social media content deserve to be the problems that are examined in the process of civics education instruction because they are contextual, challenging, value-based, meaningful and fun for the students. Studies on social media content were very important because all students used social media and made it as a source of learning; the contents of social media were related to citizenship skills; social media content that was not analysed comprehensively created misconceptions; the content on social media was contextual; social media content was more attractive for the students to be studied in lectures; and studying the citizenship issues that existed on social media familiarised the students to a critical and democratic thinking. Social media has become an essential means of communication in global life with increasingly sophisticated technological means.

Keywords: Civics education, social media, learning resources.

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## 1. Introduction

One of the basic problems currently experienced by the Indonesian people is the increasing use of social media and the more serious sociopolitical conflicts that are built through the information and expressions of intolerance on social media (Sanusi & Muhaemin, 2019). According to the news posted on Berita Nasional, social media is often used to spread activities related to terrorist groups because they are open to the public (Nuruzzaman, 2019). This concern was followed up by the Indonesian government by issuing warnings to Telegram management, related to the spread of intolerance, radicalism and terrorism through this instant conversation service that were not filtered by the management. Finally, the Indonesian government, on Friday September 14, 2018, officially blocked Telegram for it could endanger the security of the country. It did not have any standard operational procedures in handling terrorism cases. In its official statement, the Ministry of Communication and Information said that it had requested internet service providers to terminate the access (block) of 11 Telegram domain name systems. This blocking had to be done because many channels in the service contained radical propaganda, terrorism, hatred, invitations or ways to assemble bombs, how to attack, disturbing images and others, which were against the laws and regulations in Indonesia (DetikNews.com, 2017; Kompas.com, 2017).

The spread of hatred, intolerance, radicalism and terrorism is carried out massively through a virtual process, especially social media. It can ignite the emotions of the community and create conflicts which lead to the weakening belief in Pancasila, the 1945 Constitution of the Republic of Indonesia, the Unitary State of the Republic of Indonesia and *Bhinneka Tunggal Ika*, Indonesian motto which means unity in diversity. The spread of hatred through social media can be done in a fast, easy and affordable way by many people (Lasfeto & Ulfa, 2020; Nuruzzaman, 2019). Unfortunately, it is very difficult to be detected by law enforcement officers, so that the people who disseminate it can easily be free of responsibility. This is in line with the statement of the National Police Chief, Tito Karnavian (BBC News Indonesia, 2017), who stated that the Indonesian government had blocked Telegram instant conversation service because this communication channel was the most favourite place for terrorist groups. The presence of Telegram had become a problem because the terrorist groups used it massively, but on the other hand, the security forces cannot detect and tap the conversations within the service. The spread of hatred through social media is considered the most effective way to spread hatred among people of different religions, ethnicities, cultures and regions. It is because the news on social media has not been tested for its validity and truth. It gets more dangerous when the community does not have sufficient capacity to analyse the validity and truth of the information read on social media, and so hatred and intolerant behaviour are developed which threaten the integrity of The Unitary State of the Republic of Indonesia (Sanusi & Muhaemin, 2019; Suastika & Sanjaya, 2017).

The dissemination of news on social media is an indisputable issue in digital community life (Destlana et al., 2013; Malatuny et al., 2020). The establishment of jargons on identity politics in the election in special capital region of Jakarta grew the ethnocentrism movement and made strong regional radicalism. The existence of peaceful action by lighting thousands of candles as a form of protest against the judge's decision on the case faced by Ahok; the protest and rejection of the placement of a judge who made a legal decision on Ahok's case to be placed in Denpasar District Court (Bali); the existence of an action to demand Munarman to be a suspect for a humiliation case against Pecalang (traditional security apparatus of traditional villages in Bali); and the existence of the *Ajeg Bali* movement are the real forms of the issue on the existence of Pancasila, the 1945 Constitution of the Republic of Indonesia, the Unitary State of the Republic of Indonesia and *Bhinneka Tunggal Ika*, as well as the strengthening of ethnocentrism. The steady movement of Bali as a form of traditional Balinese resistance to the

onslaught of foreign culture was allegedly used by certain groups to revive ethnocentrism. This is in line with the results of a research conducted by Maryati (2012), who found that Bali's steady movement was as a cultural defence of Bali, which implicated in strengthening the position of Pakraman village which engenders ethnocentrism, stereotypes and ethnic prejudice. In this context, the existence of civics education as a strategic medium for the development and empowerment of students to have a sociocultural understanding, have good characteristics as well as become adaptive and competitive are a 'necessity' that cannot be bargained in the midst of stronger belief of intolerance (Wahid Institute, 2014). The practice of civics education instruction should carry out some adaptations by making social media contents as learning materials to improve the students' ability to think critically, rationally, juridically, democratically and be responsible (Angraini, 2017; Suastika et al., 2019).

## **2. Literature review**

### *2.1. Learning resources and citizenship education*

Citizenship education learning has various learning resources and is rich in values that can be used as material for discussion in class (Suastika et al., 2021; Sanjaya et al., 2021). Almost all aspects of human life can be studied as sociopolitical and civic, depending on what material is being studied and how the learning process is (Abdulkarim et al., 2018). Therefore, citizenship education learning resources are not only limited to printed materials, but also community leaders, public officials, educators, ordinary people, sociopolitical activities that occur in the community and educational environment (election for governors, regents/mayors, village heads, chancellor elections, student president election, head of department student association election and others). Empirical problems that occur in society include floods, landslides, illegal logging, land and water pollution, prostitution, cockfighting, lottery gambling, rampant pornographic cafes in rural areas, corruption, use of village funds, regional regulations, abuse narcotics and illegal drugs, violence against women and children, misuse of education funds and various other public problems (Komalasari & Rahmat, 2019; Triastuti et al., 2020).

Sociopolitical issues that develop on social media are related to regional culture and national culture, indigenous and non-indigenous, traditional clothing, Pancasila ideology, religious ideology, liberalism, communism, capitalism, communalism and family economy, multicultural, monoculture, national symbols, languages and national anthem, ethnicity, religion, culture, regional, language, decentralisation, centralisation, regional autonomy, the unitary state of the Republic of INDONESIA, the union state, religion / caliphate state, eid, nyepi, waisak, imlek, natal, free papuan movement, the aceh movement independence, separatism, radicalism, terrorism, majority minorities, Pancasila as the source of all sources of laws, the Preamble to the 1945 Constitution, the Jakarta Charter, the ideology of Pancasila, democratisation, human rights, amendments, Perpu, laws, legislative order and legislation, taxes, state defence, global warming, environmental pollution, environmental management and hygiene, environmental sanitation, floods, landslides, logging forests, human trafficking, infrastructure, education, health, politics, prices for basic necessities, basic food information, freedom of religion, freedom to convey ideas, election for the president and vice president, election for the house of representatives and the regional representative council, election for the governor, regent/mayor, provincial and regency regional people's representative council, identity politics, black camping, political dowry, the role of political parties, money politics, image politics, election organisers, election supervisors, community participation, transactional politics, integrity of candidates, political commitment, corruption, integrity of law enforcers, legal discrimination, legal awareness, bribery cases of law enforcers, law enforcement bureaucratic reform, duties, functions and powers of the Corruption Eradication Commission and the police, foreign policy, bilateral and multilateral relationships, sending

Indonesian workers, tapping of the head of state, dispatch of peacekeepers, the Myanmar Rohingya ethnic issues, the struggle of the Palestinian people, domestic defence and security, national economic activity, price stability, economic improvement, the function of the Indonesian Armed Forces and the duties of the police, the involvement of elements of the Indonesian National Army and police in politics, community involvement in state defence, sports competitions between countries and building nationalism, community involvement in public policy making, community responsibility for the environment, monitoring of government policies, evaluation of government policies and social and political sanctions on leaders who violate political commitment (Hermawan et al., 2018; Levine, 2008; Rachmadtullah et al., 2018).

Based on this description, it seems that citizenship education learning resources at the tertiary level are not only limited to designed learning sources, but also learning resources that are not designed intentionally, but can become learning resources for citizenship education (Sanjaya et al., 2022). However, citizenship education lecturers admit the need to sort and select according to the main subject of citizenship education as well as structured and systematic packaging according to the learning steps, so that they can be implemented properly and achieve the desired learning objectives (Japar et al., 2019). For this reason, it requires innovation from the teacher in packaging learning resources, so that they can be implemented without any various articulations from students. Lecturers need to ensure the material to be studied; the process of sorting and selecting content to be discussed; how the process is presented in the learning process; the verification process of learning resources to be used in the learning process; and the competencies to be achieved (Suartama et al., 2022) in the civics education learning process.

## 2.2. *Social media*

The use of the term social media in print media was first introduced by an executive at America Online (AOL) named Ted Leonsis in 1997, who commented that the organisation needs to provide consumers with 'social media', a place where they can be entertained, communicate and participate in a social environment. Through social media, communication will be more open, involving more individuals, intense and efficient (Cahyono, 2016). In the same year, the first public social networking site, SixDegrees.com, was launched to the public. This site allows users to create online profile pages and list of friends. Then, in the following decades, several other popular social media began to appear offering various ways of communication on social media. Blogging sites, such as LiveJournal and Blogger, appeared in 1999; Wikipedia in 2001; social bookmarking Delicious and social network MySpace in 2003; and then followed by Facebook in 2004. Until now, social media continues to grow and experience spectacular innovations, even getting faster with various features and abilities that were never thought of before. Social media is an online media, where users can easily participate and share information without being limited by time and space. In fact, almost no social media is completely disconnected from one another, because its function is to connect users (Levine, 2008).

Social media is a media in a network where users can easily participate, share and create various kinds of content such as blogs, social networks, wikis, forums and virtual worlds. The types of social media are as follows: (1) relationship networks are those included in the relationship networks category, i.e., Facebook, LinkedIn, Google Plus, Instagram, Twitter and so on; (2) media sharing networks, i.e., YouTube and Vimeo, and applications, such as Vine and Snapchat, that use videos as the main content; (3) online social media reviews for location-based online reviews, such as OpenRice, Tripadvisor and Zomato, have their own charm as social media adopting geolocation technology; (4) discussion forums;

(5) social publishing platform; (6) ) bookmarking sites; (7) interest-based networks; and (8) e-commerce (Cahyono, 2016; Komalasari & Rahmat, 2019).

These various types of social media have succeeded in connecting millions of people from all over the world, without being limited by regional boundaries. Social media has entered personal spaces which have been difficult to realistically reach by means of transportation. Territorial, cultural and linguistic factors that have been the barrier to communication have now become easy and affordable using social media, making social media a popular communication medium in the world and used by millions of people all over the world with no time and space boundaries. Social media creates social networks between people who are connected to one another. A social network is a social structure formed from the knots of individuals or groups/organisations that are linked with one or more types of relationships such as descent, friends, common values, ideas, vision and mission, culture, similarity in place of education, similarity in area, common profession, similarity of ideology, political party, religion, ethnicity and others (Levine, 2008). Several studies have shown that social networking networks operate at many levels, the level of the family, clan, community to the life of the nation and state, and play an important role in determining how to solve problems, run organisations and the degree of success of an individual in achieving his goals (Suastika et al., 2020).

In this context, social media is a place to build social networks that are able to connect people from various places by sharing motives and reasons. Some of the most popular and widely used social media, including in Indonesia, are Facebook, Twitter, Google Plus, Instagram, WhatsApp and BlackBerry Messenger (Cahyono, 2016). Through social media, people connect virtually with each other without being limited by time and space. Thus, social media is a necessity for all people who want cross-room connectivity. Even though in reality the use of social media is not entirely positive for human life. However, it has been proven that social media is able to connect millions of people in the world and facilitate various communication activities, which in turn are able to make efficiency in various aspects (Hermawan et al., 2018).

### **3. Research methodology**

#### *3.1. Research methods*

This study used the qualitative research method to describe the relevance and urgency of social media-based civics education instruction. The data collection techniques were interviews, observation and documentation studies. The research instruments used were interview guidelines, observation guidelines, documentation study format and photo cameras as situation recording devices (Spradley, 1980; Sugiyono, 2010).

#### *3.2. Research informants*

The research informants in this needs analysis were the lecturers of civics education and students of four universities in the province (Universitas Pendidikan Ganesha, Universitas Panji Sakti, Universitas Udayana and Politeknik Negeri Bali), whereas the subjects for the documentation study were from Universitas Pendidikan Ganesha Library and the Politeknik Negeri Bali Library. The sampling was carried out purposively by having purposive sampling technique, while the number and type of the informants were developed by snowball sampling technique until the saturation of the data where the information/data were collected thoroughly (Spradley, 1980).

### 3.3. Research instruments

Data collection techniques in this study used observations, interviews and document studies. While the instruments used are observation guidelines, interview guidelines and document study guidelines, observations were made at several universities in Bali during the learning process for citizenship education. Interviews were conducted on citizenship education lecturers and students to find out and understand the learning resources used and the needs of lecturers and students for learning resources in the digital era. The document study guide is used to find out the current development of social media, the content on social media, the use of social media for students, strategic issues in social media, citizenship education materials in the curriculum, learning objectives and basic competencies that will be built in the curriculum learning of citizenship education.

### 3.4. Data analysis technique

Data processing and analysis techniques in this study were carried out qualitatively. It had categorised and classified the data as a whole, based on the logical links, before being interpreted in the overall context of the research (Angraini, 2017). The stages of data analysis in this study are shown in Figure 1.

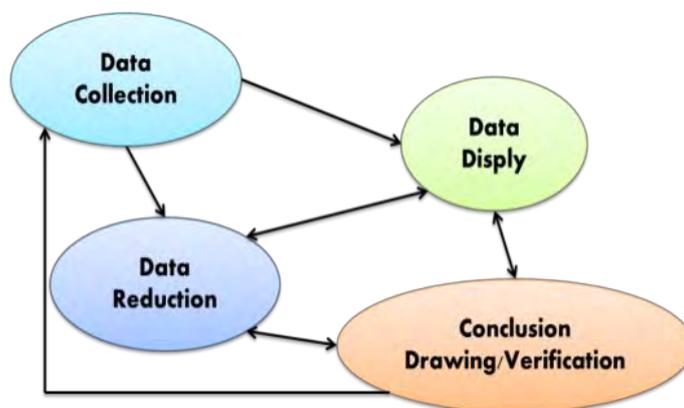


Figure 1. Components in qualitative data analysis (Angraini, 2017)

Figure 1 shows that the data analysis process begins with collecting research data from informants and documents relevant to data needs. The data collected from the informants, the results of observations and the results of the document study were then sorted and selected according to the research questions. Meanwhile, data less relevant to the needs of the research problem were set aside. The data that had been sorted were then displayed in a structured manner according to the sequence and its contents provided a clear picture of the research data. Then, finally, a conclusion was drawn based on the logical connection. This data analysis process is circular until conclusions are found that are relevant to the research problem.

## 4. Result and discussion

### 4.1. Relevance of social media content with civics education learning material at higher education level

Learning materials for civics education at the higher education involves the nature of civics education, national identity, national integration, the 1945 Constitution, the obligations and rights of citizens, Pancasila-based democracy, fair law enforcement, national insight, national security and state defence and project citizen (Ristekdikti, 2016). Substantially, these materials are related to Pancasila, the 1945

Constitution, the Unitary State of the Republic of Indonesia and Bhinneka Tunggal Ika. The illustration of civics education materials and citizenship issues in social media content is presented in Table 1.

Table 1. Issue of citizenship education material on social media

No	Civics Education Materials	Citizenship Issues on Social Media
1	National identity	Regional and national culture, native and non-native people, traditional clothing, ideology of Pancasila, religious ideology, liberalism, communism, capitalism, communalism and family economy, multiculturalism, monoculturalism, state symbol, language and national anthem.
2	National integration	Ethnicity, religion, culture, region, language, decentralisation, centralisation, regional autonomy, the Unitary State of the Republic of Indonesia, states of unions, religious countries, Eid Al-Fitr, silent day, Vesak, Chinese new year, Christmas, independent Papua movement, independent Aceh movement, separatism, radicalism, terrorism, majority and minority.
3	The 1945 constitution	Pancasila as the source of all sources of law, the opening of the 1945 Constitution, the Jakarta Charter, democratisation, human rights, amendments, Government Regulation in Lieu of Law, and the order of laws and regulations.
4	Obligations and rights of citizens	Taxes, state defence, global warming, environmental pollution, environmental management and cleanliness, environmental sanitation, floods, landslides, forest logging, human trafficking, infrastructure, education, health, politics, law, daily needs price, food staples import, religious freedom, freedom to express ideas and thoughts in public, intolerance and persecution.
5	Pancasila-based democracy	Presidential and vice presidential elections, legislative elections, governor election, regent/mayor elections, identity politics, black campaign, political dowry, the role of political parties, money politics, politics of imaging, election organisers, election supervisors, community participation, candidate integrity, and political commitment.
6	Fair law enforcement	Corruption, the integrity of law enforcement, legal discrimination, legal awareness, bribery cases of law enforcement organisers, bureaucratic reform of legal pressure, duties, functions and authority of the Corruption Eradication Commission and the Police.

- 7 Archipelago insight Foreign policy, bilateral and multilateral relationships, the sending of Indonesian workers, wiretapping to the Head of State, the sending of peacekeeping forces, issues of Rohingya ethnicity in Myanmar, the struggle of the Palestinian people, domestic defence and security, national economic activities, price stability, and economic improvement.
- 8 National security and state defence The function of the Armed Forces of the Republic of Indonesia and the duties of the Police Force, the involvement of individuals of the Indonesian National Armed Forces and individuals of Police Force in politics, community involvement in state defence, inter-country sports competition and the development of nationalism.
- 9 Project citizen Community involvement in public policy making, community responsibility for the environment, supervision of government policies, evaluation of government policies, social and political sanctions on leaders who violate political commitments.

Paradigmatically, the relevance of the social media content to civics education materials is shown in Figure 2.

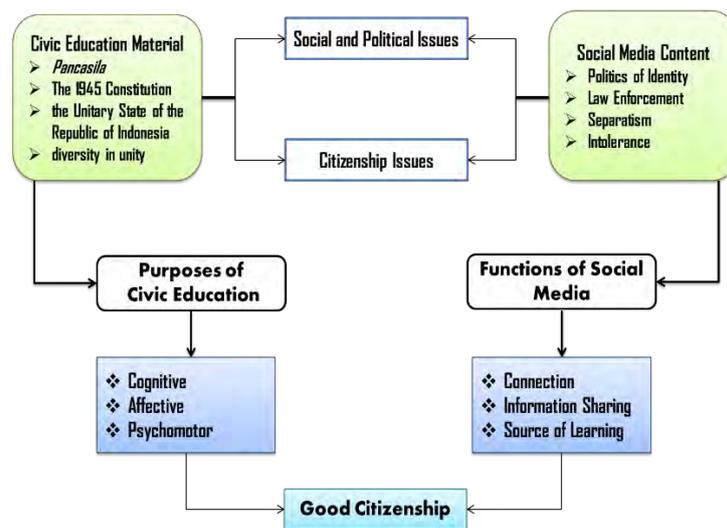


Figure 2. Relevance of social media content to civics education material

In civics education, the students basically learn about Indonesia; learn to be a human who has an Indonesian personality; build a sense of nationality; and love the homeland of Indonesia. Therefore, a scholar or professional as a part of an educated Indonesian society needs to understand about Indonesia, have an Indonesian personality, have a sense of Indonesian nationality and love the homeland of Indonesia. Thus, he becomes a smart and good citizen in the life of a democratic society, nation and country (Ristekdikti, 2016). Civics education trains students' knowledge, attitudes and skills to actively participate in analysing the problems that occur in the nation and state life. According to Zainul (2014), the purpose of civics education is to develop national and state awareness, love for the homeland and belief in Pancasila, The 1945 Constitution, the Unitary State of the Republic of Indonesia,

Bhinneka Tunggal Ika and willingness to sacrifice for the nation and state of Indonesia. The purpose of this learning will be achieved if the learning process of Civics Education is carried out by inviting the students to examine the empirical problems of citizenship that occur in their social environment (Malatuny et al., 2020). Learning should not avoid the development of science and technology which is a medium of democracy for the community, including social and political issues developing on social media (Angraini, 2017; Goel & Singh, 2016). Strategic citizenship issues that develop on the social media are observed and articulated by the majority of the community, so it is not surprising that they become public opinion and public policy that affect the life of the nation and state. This social media content deserves to be a problem that is examined in the process of civics education instruction because it is contextual, challenging, value-based, meaningful and fun for the students (Suastika & Sanjaya, 2017).

On the other hand, technological developments have presented new ways of providing learning resources and activities (Divayana et al., 2021; Suartama et al., 2020). The students do not only use books, magazines, articles and printed media as sources of learning, but also use multiple sources, including social media (Destlana et al., 2013; Lasfeto & Ulfa, 2020; Suartama et al., 2019). McLoughlin and Lee (2007) describe social media as effective pedagogical tools which are appropriate for discovery and sharing of collaborative information. This condition is real because (1) all students use social media and make it as a source of material/academic reference used in the learning process, including in civics education instruction; (2) the content becoming an issue on social media is related to citizenship skills to differentiate, analyse philosophically, juridically, sociologically and historically, evaluate various information and opinions built on social media, determine attitudes as well as make decisions related to the developing issues; (3) social media content that is not analysed in depth and comprehensively often provide the students with misconceptions, which even sometimes leads to ego-centrism, ego-religionism and ethnic prejudice; (4) strategic issues developing on social media are contextual, with citizenship problems that must be understood by students, so they are able to become good citizens in accordance with the Indonesian constitution; (5) the issues developing on social media are more attractive to students to be studied in lectures because they are applicative and not out of the learning outcomes of civics education; and (6) reviewing the citizenship issues on social media according to the material familiarises the students to think critically, rationally and democratically in social life.

This is in line with Galanek et al. (2018), who found that prospective teachers used social media more than once a day. Functionally, social media serves to facilitate communication, disseminate information, learn, find relationships, promote products and can quickly be known by many people without being limited by space and time. There are many positive things that can happen through social media, namely (1) events or events in various parts of the world can be informed and disseminated quickly and easily by everyone who is in a network mode; (2) can provide various kinds of ideas and ideas on various issues related to politics, law, economy, social, culture, defence and security, agriculture, forestry, environment, education, health and others easily and quickly, and so the settlement can be expedited; (3) can eliminate territorial boundaries in communicating, so that wherever, whenever and anyone can always be connected with people who are known and loved ones, even though they are realistically in far away places; (4) various kinds of events that occur in various places can be presented contextually and realistically, because they can be broadcast live when the event occurs or with a video display, which is the same as the original incident which was recorded via video which can be seen, heard and felt directly by the recipient of the information; (5) can re-glue the ties of friendship and brotherhood that previously had lost contact due to the distance between space and time; (6) can open up business opportunities through sharing various kinds of products through social media, so that it can be known the type, quality, qualification and price of the product that will be marketed to everyone known in

cyberspace; (7) become a medium to socialise and promote political parties or political figures who want to become leaders through track records, vision and mission, work programmes, party ideology, so that the electability of figures is verified and validated by the public; (8) becomes a medium of bonding the unity and integrity of the nation by examining sociopolitical and civic problems that occur in the Indonesian nation and state by thinking critically, rationally, juridically, democratically and be responsible; and (9) a vehicle for the political participation of citizens the state in planning, implementing and evaluating public policies taken by the government, through providing appropriate and accurate information to all the public about the various policies issued, the possibility of implementing the policies that have been taken, the role of the community in the implementation of public policies, and supervising the implementation of public policies made by the government. All of this can be done well, if the community has sufficient ability to sort, select and analyse various information that develops on social media wisely.

#### *4.2. Urgency of social media-based civics education instruction*

Social media is a strategic medium for people to communicate, share activities, videos, photos and information with everyone who belong to 'friends' on social media (Aleksandrova & Parusheva, 2019). Many benefits are obtained by making social media a means of communication, such as (1) it is cheaper than other means of communication; (2) it is usually connected to everyone for whom we want to share information, without being limited by space; (3) it can synchronise information with various kinds of features we want; and (4) it makes the dissemination process faster (Cahyono, 2016; Ulfatuzzahra, 2020). However, social media can also have negative implications if it is not used wisely. Junco (2012) found that the time spent on Facebook was significantly negatively related to college students' point averages grade, and was weakly related to time spent for class preparation. Some of the problems that occur in Indonesia are even caused by the spread of intolerance, hate speech, politics of identity, radicalism, terrorism and hoax news on social media. Anticipating this issue, the Chief of National Police Force issued Police Circular Letter number SE/6/X/2015 concerning the handling of hate speech (Kepolisian Negara Republik Indonesia, 2016). With that in mind, there was an order from President Joko Widodo, the President of Indonesia, to the Commander of the Indonesian National Armed Forces and the Chief of Police to crack down on all forms of speech and actions that disrupt the Unitary State of the Republic of Indonesia and Bhineka Tunggal Ika, which is not in accordance with Pancasila and the 1945 Constitution. In fact, the spread of hatred and intolerance issues through social media are getting massive and structured (Mahadewi, 2018). The disclosure of a syndicate of groups of saracen cyber criminals that can be ordered to blame certain figures or groups is a clear evidence of this condition. The saracen network uses social media with more than 800,000 Facebook accounts to express hate speech, so that it spreads widely in a short time (Sanusi & Muhaemin, 2019).

The urgency of social media-based civics education instruction is shown in Figure 3.

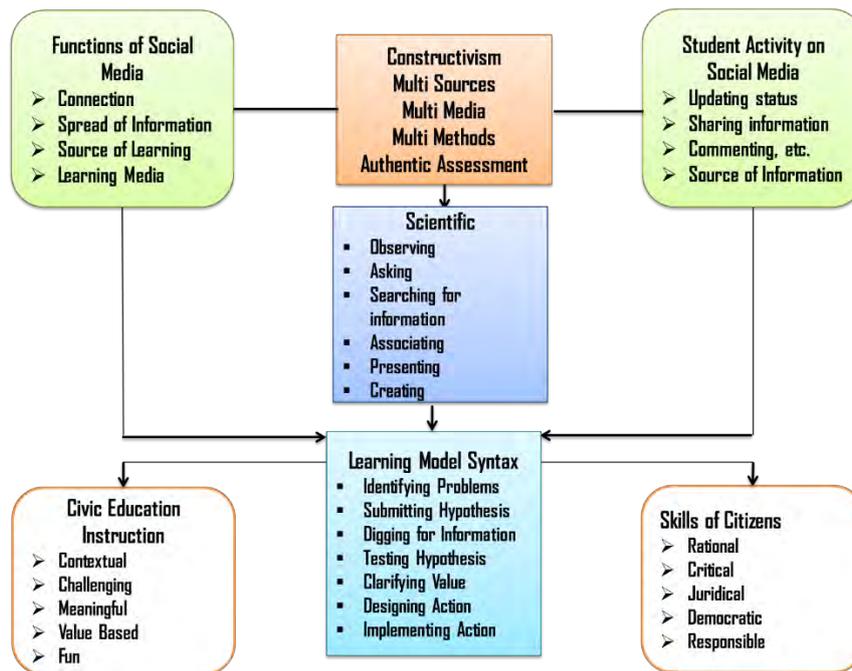


Figure 3. Media-based civics education instruction

This condition does not happen due to the unawareness, but the weak social institutions that exist in society, including educational tools (Atmaja, 2017; Suastika et al., 2019). Educational practices, including the Civics Education instruction in higher education, have not been able to invite the students to study actual citizenship issues that are developing on social media. On the other hand, the students admit to use social media to disseminate information, including giving thought to social and political issues and citizenship developing on social media. Therefore, they frequently trapped with information containing hate speech and hoax disseminated by irresponsible individuals (Sumardi & Muamaroh, 2020). Since the news on social media has not been tested for validity and truth, it is dangerous when the majority of people do not have sufficient capacity to analyse the validity and correctness of information read. It becomes increasingly urgent if the students have already had an assessment and attitude towards social and political issues developing on social media before verifying and validating the truth of the information disseminated (Afriluyanto, 2018; Suastika et al., 2019). Educative spaces that are democratic, critical, rational, responsible and juridical are not widely available in the practice of civics education instruction. Efforts to identify social political problems of citizenship that develop on social media in accordance with the material, propose hypotheses related to social problems of citizenship politics, explore information on social political problems of citizenship, analyse information, test hypotheses, present the results of the analysis carried out and take public policies recommended have not been widely used in civics education instruction (Ristekdikti, 2016). The sociopolitical and citizenship issues on social media become an integral part of the process of disseminating information that is inevitable in the world of digitalisation (Mahadewi, 2018). In this context, it is urgent to develop social media-based civics education instruction, where social and political issues developing on social media become study material to develop critical, democratic, rational, and constitutional thinking skills, so that the students are able to make decisions appropriate for the benefit of the nation and country. The study

conducted by Oginni et al. (2016) revealed that the use of social networks has significant impacts on students' attitudes, their study habits and cognitive skills in science classrooms.

## 5. Conclusion

Civics education material with social, political and citizenship issues developing on social media are very relevant, so they are feasible to be used as learning resources. This condition is urgent because all students use social media as a means of communication, information sources, to share information and determine their attitudes and behaviour in the life of the community, nation and state. Social media content can be a source of learning and study material for the development of civic skills, considering that developing sociopolitical issues and problems are problems related to citizenship education material at the higher education level. On the other hand, social media is a daily menu that is seen, read, observed, analysed and commented on which, in turn, raises attitudes towards these problems and raises student citizenship social actions according to the perspectives they have.

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