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Global Citizenship in the Context of Globalisation: Realising Social Responsibility in the Digital Era

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Abstract

This research aims to analyse how global citizenship can be realised through social responsibility in the digital era by emphasising the importance of digital literacy as a basic skill that supports global citizens' awareness and participation. The method used is a qualitative approach through literature study, by reviewing various scientific literature, articles, and current reports relevant to the themes of globalisation, global citizenship, and digital literacy. The results show that strong digital literacy not only improves an individual's ability to access and evaluate information, but also strengthens ethical awareness and the ability to participate in global issues critically and responsibly. Individuals with good digital literacy tend to be more sensitive to issues such as climate change, social inequality and human rights, and are able to contribute positively through digital media. It is concluded that global citizenship demands the integration of digital skills and social values, and the need for a transformative educational approach in instilling global awareness. The recommendation from this research is the importance of developing an educational curriculum that combines digital literacy and global citizenship education, in order to form a generation that is not only technologically proficient, but also characterised, critical and responsible as global citizens.

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INTRODUCTION

In an era of increasingly intense global connectedness, the emergence of the concept of global citizenship has become increasingly crucial and problematic. Although the idea is not new, its urgency continues to increase as globalisation blurs national boundaries and expands the reach of individual and group influence. Global citizenship

demands that individuals not only adhere to their national identity, but also assume social and moral responsibility for the well-being of humanity universally. However, behind these normative claims, a number of studies underline the dilemmas that arise as a consequence of globalisation itself. Hafizah (2023) highlights that globalisation has had a significant impact on shifting the cultural values of Indonesian society through technology, while Salim (2014) notes that the world of education faces a double pressure between the opportunities of internationalisation and concerns about the fading of local character. In the same context, Julianty (2022) reminds us that although globalisation brings positive impacts that should be utilised, the existence of the Indonesian national identity is also increasingly vulnerable to erosion. These three studies emphasise that the implementation of global citizenship cannot be separated from the dynamics of local and national identities that are grappling with global change.

The main dilemma in facing the digital globalisation era is not only about how to make individuals as active and responsible global citizens, but also how to maintain the existence of national culture and identity in the midst of swift and often unequal global flows. Realising global citizenship in the modern digital landscape is not easy. Advances in information technology have indeed opened up access to communication and knowledge across borders, but on the other hand it has also triggered new challenges such as the spread of hoaxes, disinformation, and increased social polarisation that has the potential to damage community harmony. The speed and massive circulation of information that is not always verified adds to the complexity of forming global citizens who are not only digitally savvy, but also critical and ethical in using the media. In this context, digital literacy becomes a fundamental ability that every citizen must have, not just mastery of technology, but also awareness in assessing the truth of information, understanding bias, and acting wisely and socially responsible. Therefore, systematic efforts are needed to integrate global citizenship values into education, while remaining firmly rooted in national culture. This is in line with the views of Wantu, Cuga, & Mahmud (2024) who emphasise the importance of building global-minded citizens while still adhering to local cultural values, through strengthening citizenship skills that are adaptive and reflective of the challenges of the times.

Without these skills, individuals are at great risk of being trapped in misleading information that exacerbates social, political and even moral problems. However, the current reality shows that the concept of global citizenship still does not have a single agreed definition, given the differences in interpretation between educational, moral, and socio-political approaches, as well as diverse ideological influences (Usmi, 2023). In an effort to strengthen this understanding, Civic Education plays an important role, not only in instilling a spirit of nationalism and patriotism, but also in shaping critical thinking skills, digital ethics, and a sense of social responsibility (Sihombing et al., 2024). Furthermore, civic *engagement* based on Pancasila values is the main foundation in fostering constitutional awareness and producing active, wise and sustainable citizens in the midst of dynamic global changes (Hidayah et al., 2025).

In the context of intensifying globalisation, global citizenship is an important concept that emphasises the identity of individuals as part of a world community that transcends geographical and national boundaries. Global citizenship demands active participation in addressing global issues such as climate change, social inequality and human rights, as described by Beetham (2004), and is underpinned by education in the values of inclusivity, justice and peace as highlighted by UNESCO (2024). To effectively realise these roles in the digital era, individuals need adequate digital literacy, the ability to access, evaluate and use information wisely and responsibly. Rheingold (2012) underlines the importance of net smart critical thinking, collaboration and social awareness in the use of technology. This is increasingly relevant because digital platforms are not only spaces for communication, but also means of social action, which, according to Bennett (2012), require self-control and regulation so that they are not misused. Strong digital literacy is an important foundation in fostering social responsibility, as it is able to fortify individuals from hoaxes, hate speech, and other negative content, and encourage positive contributions such as education and advocacy, as evidenced in the BINUS University study (2024).

In close relation, Jenkins (2009) through the *convergence culture* theory, emphasises the synergy of old and new media in shaping global citizenship awareness, and Megarani et al. (2024) added that digital literacy in education can support the achievement of global goals such as the Sustainable Development Goals (SDGs).

Therefore, digital citizenship education is crucial to instil ethical values, critical thinking skills, and awareness of digital rights and responsibilities, as emphasised in CliffsNotes (2024). Therefore, this paper aims to explore global citizenship in the context of globalisation, with a focus on how social responsibility can be realised in the digital age. Through analysing recent news examples, this article will also highlight the role of digital literacy in ensuring that information circulating online is accountable and does not have a negative impact on the global community. In addition, the article will identify spelling mistakes or incorrect information in the news stories, in an effort to emphasise the importance of information accuracy in the digital world.

RESEARCH METHOD

This study uses a qualitative approach to explore the application of the concepts of global citizenship and social responsibility in the digital era. The data used came from a literature study, analysis of current news, and identification of spelling errors in selected news articles. First, the analysis was conducted by examining various literature sources that discuss the theory of global citizenship and digital literacy, to gain a basic understanding of the topic under study. Then, recent news articles relevant to global issues such as climate change, human rights and social inequality were collected for analysis. The news was analysed by assessing how global citizenship and digital literacy are applied in the context of information dissemination and interaction in cyberspace.

Furthermore, in the analysis of the news, special attention was paid to the identification of spelling errors and information inaccuracies that could affect the credibility of a message. These errors can reflect a lack of rigour in the dissemination of information that can impact on people's understanding of global issues. Through this analysis, the researcher examines how such errors can exacerbate polarisation or confuse audiences, while assessing the role of digital literacy in addressing such issues. This method also involves descriptive qualitative data processing, where results from news and literature analyses are used to draw conclusions about the relationship between global citizenship, digital literacy and social responsibility. As such, this research aims to provide a comprehensive overview of the importance of global citizenship in an increasingly digitally connected world, as well as how digital literacy can play a role in ensuring that information circulated has a positive impact on the global community.

RESULTS AND DISCUSSION

4.1. Global Citizenship: Challenges and Opportunities in an Era of Globalisation

The advancing era of globalisation has created a world that is connected in ways previously unimaginable. Digital technologies play a major role in accelerating this process of globalisation, allowing information to flow very quickly and without geographical boundaries. The internet, social media and other digital platforms have changed the way we communicate, work and interact. However, while these advancements offer many advantages, globalisation also brings a number of new challenges, particularly in relation to global citizenship and social responsibility in the digital age. To understand the role of global citizenship in this context, it is important to examine how globalisation affects social mindsets and behaviours, and how digital literacy can play a huge role in shaping social responsibility in cyberspace. The concept of global citizenship is becoming increasingly relevant in the wake of rapid globalisation. Global citizenship refers to the idea that every individual has an identity and responsibility to the international community, not just to their home country or culture. In this increasingly connected world, problems that arise in one country can affect other countries, and awareness of this is crucial to creating effective solutions. Global issues such as climate change, economic disparity, human rights and social inequality demand an active role from all global citizens.

However, realising global citizenship is not easy. In many cases, people still tend to focus on their local or national issues and are less aware of the impact of their actions on the world as a whole. Globalisation often creates greater inequalities between countries and between social groups, which can exacerbate intercultural tensions and conflicts. Therefore, it is important to develop an understanding and awareness of global citizenship early on, through both formal and informal education, so that individuals can actively participate in creating positive change at the global level. Global level. Global citizenship is not just about rights, but also about responsibility towards the sustainability of the world, human well-being and environmental sustainability.

In the era of digital globalisation, global citizenship is a central concept that demands a cross-border understanding of identity, social responsibility and active participation in an interconnected world community. Globalisation supported by digital

technology has expanded the space for citizen engagement in global issues, but it also poses ethical and structural challenges. Ginting (2024) asserts that digital participation strengthens global relations, but is prone to clashes of national identity. Azwar et al. (2024) stated that the integration of global and digital citizenship education is important in shaping moral character and social literacy. Gu and Lee (2023) showed that cross-language digital literacy practices can strengthen understanding of multiculturalism. Novelli and Sandri (2024) emphasised that artificial intelligence opens up new opportunities for political participation, but it must be accompanied by ethical awareness. Research in Ghana (2024) highlights that digital collaboration and content creation strengthen the identity of digital citizens, but data literacy can widen the digital divide if not matched with social understanding. Buchholz et al. (2020) added that digital citizenship is not only about technical skills, but also awareness of global values in times of crisis. Cathrin et al. (2024) underlined the importance of academic ethics in technology-based civic education. Al Hussein et al. (2023) integrate citizenship and digital literacy as part of a virtual learning environment. Salleh et al. (2023) showed that social media plays a major role in shaping young people's civic mindset. The MDPI article (2024) concluded that modern digital literacy includes the ability to solve global problems, think critically and keep information safe. The concept of metaliteracy is also relevant as it demands metacognitive awareness in filtering global information. The DQ Intelligence framework emphasises the importance of developing value-based digital intelligence for global citizens. The principle of digital civics developed by Clements (2023) emphasises strengthening public ethics in digital space as a form of democratic participation. Lin et al. (2023) reveal the language literacy gap in the digital space that shows regional and gender inequality. Finally, Heeks (2021) introduces the concept of adverse digital incorporation, namely that not all digital participation is fair, and can strengthen inequality if it is not based on social justice principles. All these studies show that to form conscious, active and just global citizens, global citizenship must be instilled through transformative education approaches, digital ethics and wise use of technology.

In response to the above findings, in the current era of digital globalisation, global citizenship is no longer an idealistic concept, but a concrete necessity that demands the active involvement of every individual in cross-border issues, by promoting the values of

social responsibility, ethical awareness, and digital skills. Digital technology has opened up a wide participation space for global citizens to connect, dialogue and act globally, but on the other hand it also presents serious challenges in the form of inequality of access, information bias, identity conflicts, and potential digital exclusion. Therefore, strengthening digital literacy serves not only as a technical skill, but as a moral and cognitive foundation to navigate cyberspace critically and responsibly. Recent studies have shown that the integration of civic education and digital literacy needs to be designed in a transformative way, emphasising digital ethics, multicultural awareness, equitable political participation and an understanding of the social impact of every digital activity. This approach should start from an early age through formal and non-formal education so that future generations are able to become digital citizens who are not only technologically literate, but also have high social and global sensitivity. Thus, in building a sustainable and inclusive world order, global citizenship must be underpinned by strong digital literacy, humanistic values, and a commitment to social justice as key principles in interacting in an increasingly complex global space.

4.2. Digital Literacy as a Basic Skill for Global Citizenship

In today's digital era, digital literacy has evolved beyond mere technical skills in operating devices or applications; it has become an essential ability to assess, analyse and use information wisely online. In the swift and ever-evolving flow of information, people are required to have the skills to sort out valid and useful information from misleading or unverified information. Digital literacy is a key foundation for responsible global citizenship, as many global issues such as climate change, social equality, and human rights are now widely discussed and championed through digital media. Without the ability to access and critique information appropriately, people are vulnerable to misinformation, hoaxes, and biased information that can affect their perspectives and responses to global issues.

The dissemination of false or distorted information in the digital space often fuels social conflict, exacerbates public debate, and influences political policies and economic decisions. Important issues such as global warming, humanitarian crises and international political tensions are often widely discussed on social media, but the lack of digital literacy means that many false narratives are spread without control. Therefore,

strong digital literacy not only teaches people to access information quickly, but also encourages them to verify its veracity, evaluate its sources, and think critically about every content consumed and shared, so that participation in the digital world can reflect ethics, accuracy, and social responsibility.

Digital literacy as a basic skill in the implementation of global citizenship can be understood more comprehensively through the global competence theory approach (OECD, 2018), which emphasises the importance of an individual's ability to understand and respond to global issues critically and responsibly. Digital literacy is not just a technical tool, but is part of *transformative competencies* (UNESCO, 2021) that enable individuals to engage in intercultural dialogue, advocate for social justice and contribute to sustainable development goals. In the *metaliteracy* framework proposed by Mackey and Jacobson (2014), digital literacy includes metacognitive abilities to assess credibility, reconstruct the meaning of information and participate collaboratively in digital spaces. This is in line with Ng's (2012) concept of *digital resilience*, which is the ability to survive exposure to false information and digital social pressure through critical thinking and self-control. Meanwhile, *digital intelligence* (DQ Institute, 2020) expands the scope of digital literacy to include a spectrum of values, ethics and empathy in the use of technology.

Beyond the ability to access information, digital literacy reflects an awareness of digital rights, privacy and responsibility towards online communities, as described in Clements' (2023) *digital civics* approach. When linked to *media literacy* according to Hobbs (2010), digital literacy also encourages people to understand how the media works, the narratives of power behind information, and the potential for visual or language manipulation in digital messages. In the context of citizenship education, Jenkins' (2009) theory of *participatory culture* is also important, as it suggests that good digital literacy enables individuals to become active content producers, not just passive consumers, who play a role in global debates and actions. Therefore, the ability to sort information, evaluate sources, and think critically and ethically in digital spaces are fundamental components of meaningful and responsible global citizenship practices.

In response, digital literacy has been shown to be a key skill that determines the quality of global citizenship in the digital age. Research shows that an individual's ability

to critically assess, analyse and verify information is key in preventing the spread of hoaxes, biased information and manipulative narratives that often pollute digital spaces. Digital literacy not only protects individuals from disinformation, but also shapes social awareness and ethics in interacting in multicultural digital public spaces. This research shows that people with a good level of digital literacy tend to be wiser in addressing global issues such as climate change, social inequality and international conflicts, and more active in participating constructively and responsibly. Therefore, strengthening digital literacy needs to be a priority in education and social policy, in order to realise global citizens who are not only technologically proficient, but also aware of human values and global responsibility.

CONCLUSION

Based on the results of the study, it can be concluded that global citizenship in the context of digital globalisation is a concept that not only emphasises cross-national identity, but also the active responsibility of each individual in an interconnected international community. Globalisation facilitated by advances in digital technology has expanded the space for citizen participation in global issues such as climate change, social inequality, human rights and humanitarian crises. However, this engagement will not be meaningful without being supported by strong digital literacy. Digital literacy can no longer be understood simply as the technical ability to operate devices or access information, but has evolved into a set of critical, ethical, reflective and collaborative thinking skills needed to sort information, evaluate sources, and understand the social and political context of digital content consumed and disseminated.

Responsible global citizenship requires individuals to have an awareness of the social impact of their digital activities and the skills to contribute constructively to both digital and real-world communities. Thus, citizenship education and digital literacy should be comprehensively integrated in formal and non-formal curricula to shape global citizens who are able to respond to global challenges fairly, wisely and ethically. Concepts such as metaliteracy, digital intelligence, digital civics, and global competence become very relevant in an effort to prepare a generation that is not only technologically savvy, but also has moral capacity, cross-cultural empathy, and awareness of world sustainability. Therefore, global citizenship in the digital era can only be realised if digital

literacy is used as a basic skill that is instilled transformatively from an early age, with a value-based, critical and collaborative approach to build a more just, tolerant and collectively responsible world.

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