

Adaptive citizenship as a response to the era of globalization and digitalization

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ARTICLE INFO	ABSTRACT
<i>Keywords:</i> adaptive digitalization globalization citizenship digital literacy	The era of globalization and digitalization has transformed citizenship into a dynamic construct that requires individuals to continuously adapt to rapid social and technological changes. This study examines the concept of adaptive citizenship as a response to the challenges emerging from globalization and the digital age. Employing a qualitative literature review, the study analyzes national and international peer-reviewed journal articles published between 2019 and 2024, supplemented by relevant academic books and policy documents. The data were analyzed using qualitative content analysis, including data reduction, categorization, interpretation, and conclusion drawing, to identify key themes, patterns, and conceptual frameworks associated with adaptive citizenship. The findings identify four core dimensions of adaptive citizenship: digital literacy, global awareness, social participation, and national identity. Together, these dimensions provide a comprehensive framework for developing citizens who are critical, ethically responsible, and firmly rooted in national values while remaining responsive to global transformations. The study underscores the importance of reorienting citizenship education toward a more contextual, competency-based, and adaptive approach that prepares learners to navigate the complexities of an increasingly interconnected and digitalized world.

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Introduction

Globalization and digitalization are two major phenomena that have fundamentally changed the social, economic, and political structures of global society. Developments in information and communication technology have not only accelerated the exchange of data and ideas but have also given rise to new forms of social interaction that transcend geographical and cultural boundaries. In this context, the concept of citizenship has undergone a significant shift in meaning. Citizenship is no longer understood simply as a person's legal status within a state, but rather as a dynamic identity that demands the ability to adapt to ongoing social and technological changes (Bila et al., 2023).

Globalization brings both opportunities and challenges for citizens. On the one hand, it opens access to knowledge, mobility, and cross-border collaboration. However, on the other hand, it also brings intense global competition, a digital divide, and a national identity crisis due to the increasingly open flow of values and cultures (Haryanto et al., 2021). Meanwhile, digitalization accelerates changes in communication patterns and citizen participation. Social media and digital platforms, citizens can now express their opinions, form virtual communities, and participate in social movements without

being limited by space and time (Adhayanto et al., 2021). There is an urgent need to understand how citizens can play an active and responsible role amidst these major changes.

In the contemporary era, citizens are not merely passive recipients of information but are expected to become critical agents who are able to filter, evaluate, and respond to various forms of information circulating in digital spaces. This urgency is further reinforced by the increasing challenges such as misinformation, declining civic engagement, and the erosion of social cohesion, which demand a more conscious and informed form of participation.

Moreover, understanding the role of citizens today involves recognizing the importance of ethical responsibility, digital competence, and social awareness in shaping a balanced interaction between individual freedoms and collective interests. Citizens are required to actively contribute to democratic processes, engage in constructive dialogue, and uphold shared values in both virtual and real environments. Therefore, developing a deeper understanding of adaptive and responsible citizenship becomes essential not only for maintaining social stability but also for fostering a resilient, inclusive, and participatory society in the face of ongoing global change.

The phenomena of globalization and digitalization have also influenced the dynamics of citizenship in Indonesia. As active users of digital media, the younger generation is often confronted with the complexity of information, global culture, and shifting social values. Many of them can utilize technology for positive purposes such as self-development, creativity, and social innovation. However, many are also trapped in consumer behavior, the spread of hoaxes, digital intolerance, and opinion polarization (Rajaminsah et al., 2025). This indicates a gap between technological capabilities and civic maturity. Therefore, a new citizenship paradigm is needed that emphasizes not only normative and cognitive aspects but also adaptive abilities in facing the dynamics of the times.

The concept of adaptive citizenship emerged as a response to these changes. Adaptive citizenship refers to an individual's ability to adapt to social, economic, and technological changes while maintaining their moral values and national identity. An adaptive citizen is characterized by critical thinking skills, digital literacy, tolerance for diversity, and active participation in both the physical and digital worlds (Fiolanisa et al., 2023). In a global context, adaptive citizens are also expected to possess global awareness *and* social responsibility that transcends national borders. They can contribute to global issues such as social justice, the environment, and human rights, while remaining rooted in local and national values.

Civics education plays a strategic role in shaping adaptive citizens. However, the Indonesian education system still tends to emphasize memorization and normative knowledge of state regulations and institutions, while character development and critical thinking skills remain suboptimal (Fazriah et al., 2024). In this context, civics

learning needs to be redesigned to be more contextual, participatory, and relevant to developments in digital technology. Adaptive civics education should not only instill core values such as nationalism and social responsibility but also equip students with 21st-century skills, such as global collaboration, ethical digital communication, and reflective thinking skills in the face of change (Suryadi & Fauzi, 2024).

Adaptive citizenship is also linked to the development of digital literacy and civic morality. Digital literacy is not only the technical ability to use digital devices, but also the ability to understand, evaluate, and produce information responsibly. In the post-truth era, where misinformation and hate speech easily spread, adaptive citizens need to possess critical thinking skills and ethical awareness in media (Fatmawati & Habibah, 2023). Thus, adaptability is not only about technological adaptability, but also about the ability to maintain moral and ethical values in a complex digital environment.

From a socio-political perspective, adaptive citizenship also plays a role in maintaining national cohesion. Amidst the currents of globalization that bring universal values, citizens are required to be able to filter foreign cultural influences without losing their national identity. National identity is a crucial foundation for the formation of adaptive citizenship, which balances openness to change and commitment to national values (ChengCheng & YuenYuen, 2017). Therefore, the concept of adaptive citizenship is not merely a survival strategy but also a form of active participation in building an inclusive, just, and sustainable society.

Previous research has discussed various forms of citizenship transformation in the global and digital era. For example, *global citizenship education* emphasizes the importance of global awareness and social

responsibility, while *digital citizenship* focuses on ethics and behavior in the online world (Lestariningsih et al., 2018). However, these two concepts often operate separately. Adaptive citizenship exists to bridge the gap, integrating social and technological adaptability within a holistic framework. In Indonesia, studies on adaptive citizenship are still limited and have not been widely applied in education policy or learning practices. This indicates a research gap that is important to address through a conceptual approach and comprehensive literature synthesis.

Based on the above explanation, this study aims to analyze the concept and characteristics of adaptive citizenship as a response to the challenges of globalization and digitalization. The focus of this study is to identify the dimensions of adaptive citizenship, such as digital literacy, social participation, global awareness, and national identity, and to examine how citizenship education can contribute to shaping citizens who are adaptive to global change. Therefore, the results of this study are expected to provide theoretical contributions to the development of the concept of adaptive citizenship and provide practical implications for updating the citizenship education curriculum in Indonesia.

Method

This article used a conceptual research design method with a qualitative literature study approach. This design was chosen because the main objective of the research is to explore, examine, and synthesize various theories and empirical findings from previous research in order to build a comprehensive conceptual understanding of the forms and characteristics of adaptive citizenship in the context of social change due to globalization and digitalization. This

research is descriptive-analytical, where the data used are sourced from literature reviews, not from field observations, with a focus on establishing a theoretical and conceptual foundation.

Data collection was conducted through a systematic literature review of relevant scientific sources. Data sources included national and international scientific journals, academic textbooks, research reports, and conference proceedings discussing issues of citizenship, citizenship education, globalization, digitalization, and digital literacy. The literature search was conducted using online databases such as Google Scholar, ScienceDirect, DOAJ, SpringerLink, and Taylor & Francis Online, with publication periods between 2019 and 2025 to ensure data freshness. Keywords used in the search process included adaptive citizenship, digital citizenship, global citizenship, civic education in the digital era, and citizenship education. Each literature obtained was then selected based on the criteria of topic relevance, source credibility, and its contribution to the development of this research's theoretical framework. After the selection process, sources that met the criteria were organized for thematic analysis.

Data analysis was conducted using content analysis to identify key themes, patterns of relationships between concepts, and the meanings contained in various literature. The analysis was conducted through three main stages. First, data reduction, which involves selecting and filtering information relevant to the research focus. Second, data presentation, which involves organizing the selected literature based on key categories such as the conceptual dimensions of adaptive citizenship, the influence of globalization and digitalization, and their implications for citizenship education. Third, conclusion drawing and verification, which involves the

interpretive process of constructing a new conceptual framework that describes the characteristics of adaptive citizenship in the global and digital era.

Through this approach, the research is expected to produce a comprehensive theoretical synthesis of how the concept of adaptive citizenship functions as a conceptual strategy in responding to social changes resulting from globalization and digitalization. Furthermore, the analysis is expected to contribute to the development of citizenship theory and serve as a basis for strengthening citizenship education policies and practices in Indonesia to make them more adaptive to current developments.

Results and Discussion

The results of the literature review indicate that globalization and digitalization have fundamentally changed the way citizens interact, participate, and shape their identities. In this context, the concept of adaptive citizenship has become a new paradigm that demands citizens' ability to adapt to social and technological changes without losing moral values and national identity. Adaptive citizenship is rooted in the integration of two main concepts: global citizenship, which emphasizes global awareness and social responsibility, and digital citizenship, which highlights media ethics, digital literacy, and meaningful participation in cyberspace (Guimarães & Finardi, 2021).

Citizenship challenges in the era of globalization and digitalization

Globalization expands the reach of interactions across cultures and countries, but it also poses challenges to national identity and public morality. In Indonesia, young people are often more exposed to

global culture than to local values, resulting in a shift in values and life orientations (Fauzi & Barory, 2024). This phenomenon is becoming increasingly complex with the rise of digitalization, with social media becoming a primary platform for opinion and identity formation.

Azis et al. (2021) emphasized that in the digital era, civic education is faced with the need to develop citizens who can think critically about information circulating in online media. However, low digital literacy and weak media ethics have led to the emergence of social issues such as hate speech, disinformation, and digital intolerance. Similarly, Vissenberg et al. (2022) found that strong digital literacy contributes to individual resilience (online resilience) and social well-being, especially among adolescents.

In a national context, revealed that Indonesians' digital engagement still needs to be directed toward productive and ethical forms of participation. Therefore, the primary challenge for developing adaptive citizenship is how to internalize the values of social responsibility and empathy in citizens' digital practices (Fajri & Yusuf, 2018).

Strengthening the concept of adaptive citizenship

The concept of adaptive citizenship addresses the needs of the times by emphasizing three core competencies: reflective skills, digital literacy, and global awareness (Fiolanisa et al., 2023). An adaptive citizen is not only a skilled technology user, but also an individual capable of critically evaluating information, acting ethically in the digital space, and maintaining their national identity amidst global influences (Suhaida et al., 2025).

Civics education in Indonesia plays a strategic role in shaping these adaptive

citizens. Learning that integrates global values, technology utilization, and nationalism has been proven to improve students' character and digital awareness (Utami, 2023). In this context, teachers play a role not merely as instructors but as facilitators, fostering critical thinking and empathy in students. *Adaptive citizenship-based education* also requires reflective and contextual learning, for example through digital social projects or online discussion forums that foster a sense of social responsibility (Sulistyarini et al., 2021).

Thus, strengthening adaptive citizenship is not only achieved through cognitive approaches, but also through affective and practical ones. Wijaya (2023) emphasized that youth digital culture needs to be directed toward strengthening civic identity, not simply media consumption or entertainment.

Scientific contributions, limitations, and practical implications

Conceptually, this research contributes to strengthening the relationship between globalization, digitalization, and the formation of citizenship identity. This study integrates the concepts of *global citizenship* and *digital citizenship* within a single adaptive citizenship framework contextualized for the 21st century. This model can serve as a foundation for developing a citizenship education curriculum that balances local values and global awareness (Fozdar & Martin, 2020).

However, this study has limitations because it is based solely on secondary data. Further empirical research is needed to measure the implementation of the *adaptive citizenship* concept in schools and universities. Future research can develop measurement instruments and evaluate the effectiveness of adaptive citizenship learning models at various levels of education (Azis et al., 2021).

Practically, the results of this study indicate that developing adaptive citizenship requires educational policy support oriented toward digitalization of learning, strengthening digital literacy, and teacher training. Educational institutions need to create collaborative and technology-based learning environments so that students become accustomed to critical thinking, tolerance, and social and digital responsibility (Irawan, 2020). Thus, civic education can function not only to strengthen national identity but also as a vehicle for developing intelligent, ethical, and adaptive global citizens.

The rapid acceleration of globalization and digitalization has significantly transformed the nature of citizenship, requiring individuals to move beyond traditional civic competencies toward what is now conceptualized as adaptive citizenship. Adaptive citizenship emphasizes flexibility, critical awareness, and the ability to respond constructively to complex global challenges, particularly those mediated through digital environments. This aligns with the broader shift from conventional civic education toward more dynamic, globally oriented frameworks.

In this context, adaptive citizenship is not merely about participation in political processes, but also about navigating digital spaces responsibly, engaging in intercultural dialogue, and demonstrating ethical awareness in the face of rapid technological change. As argued by Habibah (2021), digital transformation has reshaped civic identity, requiring citizens to integrate digital literacy with moral and cultural values rooted in national identity. This suggests that adaptive citizenship must be both globally responsive and locally grounded (Habibah, 2021).

Furthermore, globalization has intensified cross-cultural interactions, making multicultural competence a

central element of citizenship. (Habibah, 2022) emphasizes that Global Citizenship Education (GCE) plays a crucial role in fostering inclusive attitudes, empathy, and respect for diversity among students. This perspective reinforces the idea that adaptive citizenship involves the ability to reconcile global interconnectedness with local cultural values, particularly in plural societies like Indonesia.

Another important dimension of adaptive citizenship is the capacity to critically engage with information in the digital sphere. The proliferation of misinformation and the rise of post-truth dynamics challenge citizens to develop higher-order thinking skills. According to digital literacy should be framed as a form of citizenship education, where individuals are trained not only to access information but also to evaluate its credibility and ethical implications. This highlights the importance of integrating critical digital literacy into civic education frameworks (Habibah & Florence, 2023).

Moreover, adaptive citizenship also involves participatory competencies in both online and offline spaces. The digital era has expanded opportunities for civic engagement, but it has also introduced new risks such as polarization and echo chambers. Habibah (2020) notes that strengthening civic disposition through participatory pedagogical practices can enhance students' readiness to engage constructively in democratic processes. This indicates that adaptive citizenship requires a balance between technological engagement and civic responsibility (Setyowati et al., 2025).

Importantly, in the Indonesian context, adaptive citizenship should be anchored in the values of Pancasila as a moral compass. The recontextualization of Pancasila in digital society is essential to maintaining socio-cultural cohesion while embracing global change. Thus, adaptive citizenship

is not value-neutral; it must be guided by ethical frameworks that ensure inclusivity, justice, and social harmony (Habibah, 2025).

In conclusion, adaptive citizenship emerges as a necessary response to the challenges of globalization and digitalization. It integrates digital literacy, multicultural competence, critical thinking, and ethical awareness into a cohesive framework of civic engagement. The works of Siti Maizul Habibah consistently highlight the importance of aligning global citizenship competencies with local values, particularly through education. Therefore, strengthening adaptive citizenship requires systemic efforts in curriculum development, pedagogical innovation, and value-based education to prepare individuals for active and responsible participation in a rapidly changing world.

Conclusion

Based on the results of the literature review, it can be concluded that adaptive citizenship is a modern citizenship concept born from the need to respond constructively to the challenges of globalization and digitalization. Adaptive citizens are not only required to understand rights and obligations normatively, but also must be able to think critically, reflectively, and responsibly in facing constantly changing social and technological dynamics. Adaptive citizenship is a bridge between global citizenship, which emphasizes global awareness, and digital citizenship, which emphasizes digital literacy and ethics.

Through social, technological, and moral adaptability, citizens can play an active role in building an inclusive, ethical, and highly competitive society, without losing their national identity. Civics education plays a central role in developing the character of adaptive citizens in Indonesia.

Civics learning needs to transform from a conventional, theoretical model to a reflective, collaborative, and technology-based approach. The curriculum should integrate aspects of digital literacy, global awareness, and national values into every learning process so that students can wisely navigate the challenges of the digital era. Teachers must act as facilitators, guiding students not only to understand civics concepts but also to apply them through real-life activities in digital and social spaces.

Further research recommendations focus on empirically testing the conceptual model of adaptive citizenship through a quantitative or mixed methods approach. Future research could explore the extent to which digital literacy, global awareness, and national identity contribute to the formation of adaptive citizenship attitudes in students. Furthermore, further study is needed to develop adaptive citizenship measurement instruments appropriate to the Indonesian socio-cultural context.

In terms of practical application, the results of this study can serve as a reference for educational institutions, the government, and the public in designing policies to strengthen digital-based national character. The government needs to strengthen national digital literacy policies and integrate them with civic education, while educational institutions can expand teacher training to enable them to implement technology-based adaptive learning. Thus, the concept of adaptive citizenship can be effectively implemented in the education system and social life, to shape intelligent, character-based Indonesian citizens who are ready to face global challenges ethically and responsibly.

Declaration of Ownership

This article is our original work.

Conflict of Interest

There is no conflict of interest to declare in this article.

Ethical Clearance

This study was approved by the institution.

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