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1 Fostering Law-Abiding Citizenship through Web-Based Civic Education 2 during Online Learning: A Qualitative Study in Indonesian High Schools

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Abstract

This study investigates how web-based civic education shapes students' law-abiding attitudes in senior high school online learning. Although prior studies highlight the use of digital platforms in civic instruction, little is known about the mechanisms through which online civic learning influences students' legal awareness and civic dispositions. To address this gap, a qualitative approach was employed to explore students' experiences in web-based civic education. Data were collected through focus group discussions with 100 students and in-depth interviews with ten civic education teachers. The data were analyzed using thematic coding with cross-case comparison and triangulation to ensure analytical rigor and saturation. The findings reveal three key mechanisms: (1) contextual digital content enhances students' legal awareness, (2) interactive discussion and case-based learning facilitate the internalization of law-abiding values, and (3) online collaborative activities strengthen civic responsibility. These results demonstrate that web-based civic education functions not only as a technological medium but also as a transformative learning environment. This study contributes by clarifying the pathways linking digital civic instruction to students' law-abiding behavior and offers practical insights for designing meaningful online civic education.

Keywords: Web-based Civic Education; Law-Abiding Attitudes; Digital Citizenship; Legal Awareness; Online Learning; Civic Engagement

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Informed Consent Statement: Informed consent was obtained from all participants involved in the study prior to data collection.

Data Availability Statement: The data presented in this study are available from the corresponding author upon reasonable request. The data are not publicly available due to privacy and confidentiality considerations involving student and teacher participants.

Conflicts of Interest: The authors declare no conflicts of interest.

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12 1. INTRODUCTION

13 The COVID-19 pandemic accelerated the global shift toward online learning, fundamentally
14 transforming how knowledge, values, and civic norms are transmitted in schools (UNESCO, 2020; Mansor
15 et al., 2021). While digital platforms have enabled instructional continuity, they have also altered the social
16 processes through which students construct meaning, internalize values, and engage in civic life. As
17 education functions as a core social institution, disruptions in learning environments have significant
18 implications for students' civic development, particularly in relation to law, responsibility, and social order
19 (Zheng et al., 2021).

20 Within this context, civic education plays a critical role in fostering legal awareness and law-abiding
21 dispositions among adolescents. However, existing research on pandemic-era online learning has largely
22 focused on technological readiness, academic performance, and learner satisfaction (Sokal et al., 2020;
23 Wijaya et al., 2020), with comparatively little attention to how digital civic instruction shapes students' legal
24 consciousness and civic identity. Most studies treat online platforms as neutral delivery tools, overlooking
25 their function as social and cognitive environments that mediate value formation.

26 Recent studies report inconsistent outcomes of online learning. While some indicate increased
27 flexibility and creativity (Basilaia & Kvavadze, 2020; Patston et al., 2021), others document reduced
28 interaction, declining motivation, and challenges in character development, particularly in civic and
29 citizenship education (Handayani & Gafur, 2020; Hasmika et al., 2021). In Indonesia, civic education
30 teachers have expressed difficulty in cultivating students' moral reasoning and law-abiding behavior within
31 virtual classrooms, where interaction is limited and engagement is uneven.

32 Despite these concerns, empirical research has yet to clarify the mechanisms through which web-
33 based civic education influences students' legal awareness and law-abiding attitudes. Existing studies tend
34 to describe outcomes in broad terms without examining how specific digital learning practices—such as
35 case-based discussion, interactive content, and collaborative online tasks—mediate civic meaning-making.
36 This gap limits both theoretical understanding and pedagogical innovation in digital civic education.

37 To address this gap, the present study explores how web-based civic education functions as a
38 mediating environment for the development of law-abiding attitudes among senior high school students in
39 Indonesia. Guided by a qualitative approach, this study seeks to:

- 40 • examine students' experiences of web-based civic learning in online classrooms;
- 41 • identify the mechanisms through which digital civic instruction shapes legal awareness and law-abiding
42 dispositions; and
- 43 • analyze teachers' perspectives on the pedagogical role of technology in civic value formation.

44 By conceptualizing web-based civic education as a transformative civic learning space rather than a
45 mere technological substitute, this study offers both theoretical and practical contributions to the field of
46 digital citizenship and civic education.

47

48 **2. METHOD**

12 49 **2.1. Research Method**

50 This study employed a qualitative case study design to explore how web-based civic education
 51 mediates the development of law-abiding attitudes among senior high school students during online
 52 learning. A qualitative approach was chosen to capture participants' lived experiences, interpretations, and
 53 meaning-making processes in digitally mediated civic instruction (Meter & Setiawan, 2023). The case study
 54 design enabled an in-depth examination of this phenomenon within its real-life context, where online
 55 learning constituted a dominant mode of instruction. The researchers acted as facilitators and analysts rather
 56 than evaluators. To minimize bias, reflexive notes were maintained throughout data collection and analysis,
 57 and analytical decisions were discussed among the research team to ensure interpretive transparency.

40 58 **2.2. Participants**

1 59 Participants were selected using purposive sampling (Andrade, 2021) to ensure variation across
 60 school types (public and private) and roles (teachers and students). The study involved 10 civic education
 61 teachers and 100 students from senior high schools. The relatively large number of student participants was
 62 intentionally selected to capture diverse perspectives across multiple learning contexts and to strengthen
 63 analytical saturation. FGDs were conducted iteratively, and data collection ceased once thematic saturation
 64 was reached—indicated by the recurrence of codes and the absence of new conceptual categories in the
 65 final sessions.

66 **Table 1.** Participant demography

| No | Category | Number of Sample | Percentage |
|----|----------------|------------------|------------|
| 1 | Gender | | |
| | Male | 68 | 61.82 % |
| | Female | 42 | 38.18 % |
| 2 | School status | | |
| | Public school | 85 | 77.73 % |
| | Private school | 25 | 22.27 % |
| 3 | Role | | |
| | Teacher | 10 | 9.09 % |
| | Students | 100 | 90.91 % |

2 68 **2.3. Data Collection**

69 The data collection process was carried out through two stages of Focus Group Discussions (FGD).
 70 The initial stage involved FGDs with students, conducted online via the Zoom application to ensure
 71 accessibility and convenience. FGDs served as a valuable data collection technique, enabling researchers to
 72 explore themes based on the perspectives of both students and teachers, thus preventing any
 73 misinterpretations by the researchers themselves and aligning the study with its intended focus. During the
 74 student FGDs, participants were divided into four breakout room groups, each comprising 25 students.
 75 The researchers acted as moderators, facilitating the discussions. Subsequently, the teachers conducted the

76 second stage of FGDs, lasting for 90 minutes. Throughout the FGDs, video recorders and stationery were
 77 utilized to optimize the data collection process, ensuring the capture of comprehensive insights.

78 To maintain consistency and structure during the FGDs, guidelines were developed based on Tables
 79 2 and 3, serving as a reference for the discussions . There are four aspects used in the Focus Group
 80 Discussion (FGD) of both teachers and students. These aspects include students' conditions during
 81 distance learning, their knowledge of law-abiding citizens, behaviors that reflect law-abiding attitudes, and
 82 the implementation of web-based civic education. The indicators of each aspect are shown in Table 2.

83 **Table 2.** Instrument for Focus Group Discussions (FGD)

| No | Aspect | Indicators |
|----|---|---|
| 1 | Student conditions at the time of distance learning | <p>Student</p> <ul style="list-style-type: none"> • Media used in delivering citizenship education materials • Obstacles experienced by students during the distance learning process • Students' understanding of civic education learning material <p>Teacher</p> <ul style="list-style-type: none"> • Student conditions on distance learning • Media used in delivering citizenship education materials • Obstacles experienced during the distance learning process • How to convey the values of civic education during distance learning activities |
| 2 | Students' knowledge of Law-abiding citizens | <p>Student</p> <ul style="list-style-type: none"> • Students' view on the law-abiding citizen • Students' perspective on the role of government <p>Teacher</p> <ul style="list-style-type: none"> • Students' understanding of government policies • Teacher's perspective on students' understanding of law-abiding citizens |
| 3 | Behavior that reflects law-abiding citizens | <p>Student</p> <ul style="list-style-type: none"> • Understand the material delivered by citizenship education teachers related to behavior that reflects law-abiding citizens • Student efforts in complying with government policies • Energizes law-abiding citizen behavior in everyday life <p>Teacher</p> <ul style="list-style-type: none"> • Providing examples to students related to behavior that reflects law-abiding citizens in learning activities. |
| 4 | The implementation Web-Based civic education | <p>Student</p> <ul style="list-style-type: none"> • Student perspectives on the application of web-based civic education • Obstacles experienced in implementing web-based civic education <p>Teacher</p> <ul style="list-style-type: none"> • Teacher perspective on the application of web-based civic education • Obstacles experienced in implementing web-based civic education |

84
 85 **2.4. Data Analysis**

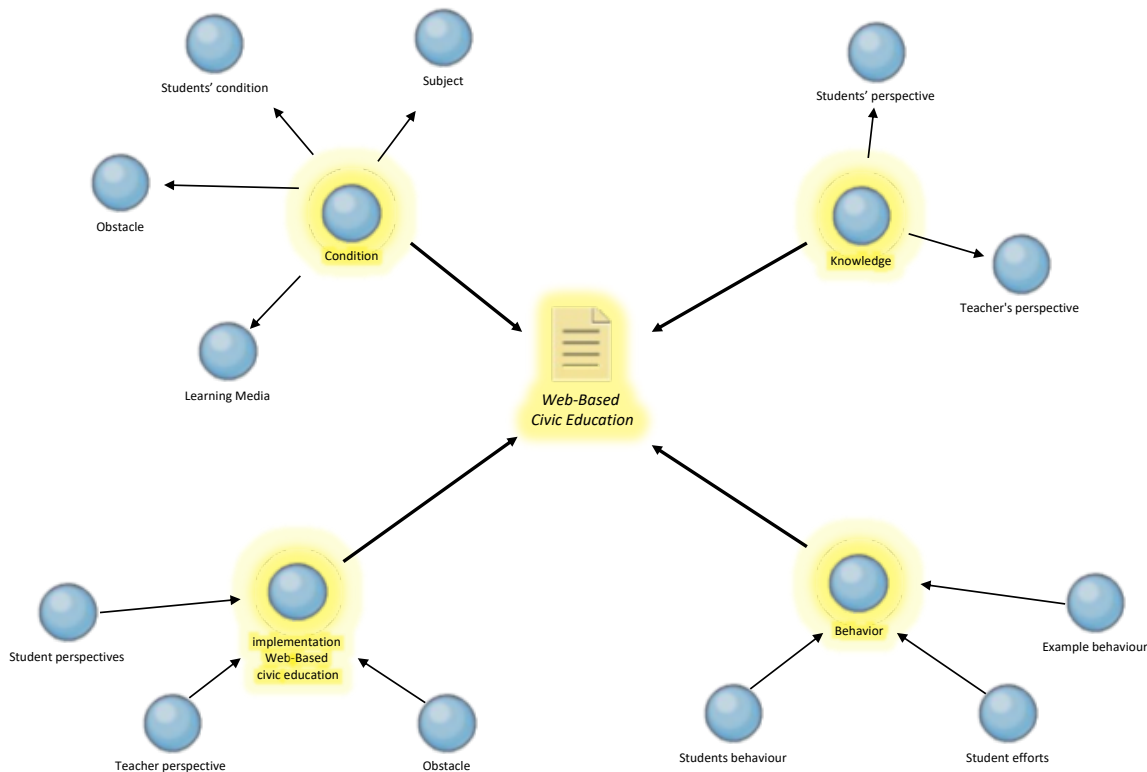
86 In analyzing the results of the Focus Group Discussions (FGDs), data were coded to identify
 87 attitudes, opinions, and commonalities among the participants. The study also sought to determine the
 88 similarity of perspectives across different contexts and explore relationships within each categorization to
 89 ascertain the outcomes of the discussed issues. The findings were then organized systematically and
 90 subjected to data collection, reduction, and display techniques (Iasha et al., 2022; Latifah et al., 2023).

91 During the summarizing process, the researcher specifically focused on the application of web-based civic
 92 education in introducing the concept of law-abiding citizens to high school students. The conclusion was
 93 drawn by assessing the effectiveness of web-based civic education in the context of distance learning. To
 94 ensure data validity, triangulation was employed to cross-reference and validate the obtained data against
 95 other sources. This approach enhances the reliability and robustness of the research findings.

96 **3. RESULT AND DISCUSSION**

97 **3.1. Research Results**

98 In this study, the aspects used for data collection, including students' conditions during distance
 99 learning, students' knowledge of law-abiding citizens, behaviors reflecting law-abiding attitudes, and the
 100 implementation of web-based civic education, were carefully described using NVivo software as depicted
 101 in Figure 1.
 102



103
 104 **Figure 1.** implementation of web-based civic education

105 **3.1.1. Student conditions at the time of distance learning**

106 During distance learning, of course, there are several obstacles experienced by students, including
 107 obstacles to the internet network that often does not have a good signal, constraints about the limitations
 108 of gadgets and quotas owned by students, and obstacles regarding the way of delivery of civic education
 109 material that makes students less able to understand the material. Although it can be said that most students
 110 understand the material well, the reality is that there are still students who have difficulty understanding the

111 material due to a lack of explanation from the teacher. Some students convey this at the time of doing
 112 FGD.

113 **Table 3.** The results of FGD for students in distance learning

| Aspect | Response |
|---|---|
| Student conditions at the time of distance learning | Group 1: Distance learning is less effective due to the difficulty of getting a good internet signal. Group 2: Distance learning conditions are different from face-to-face learning because it is difficult to understand the material Group 3: Due to distance learning, teachers interact less with students. This is because teachers also have networking difficulties, especially students who can not afford to have trouble buying internet packages. |

114
 115 The results of the discussion showed that students have constraints on internet signals. In addition,
 116 they feel too burdened by too many tasks, so they need to explore the material independently, either through
 117 YouTube videos or find more information through the google search engine. Unfortunately, the obstacles
 118 experienced by students are also shared by teachers.

119
 120 *"Technical and networking constraints are the main problems in distance learning. Some students show less*
 121 *stable emotions during the learning process. Then discipline in learning is not good." (Rosalina, 2021)*

122
 123 *"At the time of distance learning, many students do not use uniforms when carrying out video conferences*
 124 *through zoom. The level of politeness in online learning is less like permission to go to the toilet through*
 125 *room chat zoom."(Dzikrina,2021)*

126
 127 Based on the experience of teachers in carrying out distance learning, they experience various
 128 obstacles. In addition to the difficulty of networking and the decline of student discipline in the learning
 129 process, the devices used by teachers also have different capacities that sometimes inhibit distance learning.
 130 Students' emotions at learning time are less stable and tend to be up and down. In addition, bonding
 131 between teachers and students becomes challenging to create. Children's compliance and discipline cannot
 132 be well controlled during the pandemic because, in reality, many students are still late and do not comply
 133 with distance learning regulations.

134
 135 **3.1.2. Students' understanding of Law-abiding citizens**

136 The existence of the Covid-19 pandemic certainly changed the way teachers who previously offline
 137 became online. Both teachers and students make many adjustments during this pandemic period. With this
 138 pandemic, teachers instill civic education values in various ways by the needs of students in their respective
 139 schools. Teachers instill values in students by providing an understanding of the values of Pancasila.
 140 Students will understand the prevailing values by providing a complete understanding of Pancasila.

141 **Table 4.** The results of fgd for students in understanding law-abiding citizens

| Aspect | Response |
|---|--|
| Students' understanding of Law-abiding citizens | <p>Group 1: The current condition of covid-19 is experiencing an increase and decrease in infected cases, however, due to government policies related to implementing restrictions on community activities. Then, in civic education, teachers usually appeal to maintain health and adhere to health protocols.</p> <p>Group 2: Law-abiding citizens are important to understand because they relate to the community's obedience to existing regulations. Moreover, as a citizen, students must also participate in realizing obedience to the law. One of them performs health protocols during activities outside the home. This is to prevent the covid-19 virus.</p> |

142
143 The law-abiding citizen is an important thing for students to understand. In a pandemic situation,
144 teachers must be able to create a strategy for teaching civic education to make it easier for students to
145 understand. Teachers give case assignments regarding human rights violations in the surrounding
146 environment to provide knowledge about law-abiding citizens. In addition to providing an understanding
147 of law-abiding citizens, Teachers also make efforts to make students become disciplined by constantly
148 checking the number of students. When the lesson hours are over, but the number of students is not the
149 same as when the lesson hours began, the teacher will not immediately close the study but asks his students
150 to look for friends who do not exist. Small habituation carried out by civic education teachers will certainly
151 have a positive impact. So even though it is online, planting values can still be implemented.

152
153 *"The existence of law-abiding citizens can be shown by making agreements on learning activities. This is*
154 *done at the beginning of learning. Thus, students learn to obey the rules of the small thing." (Husnul,2021)*

155
156 *"Teaching law-abiding citizens is a necessity. One of them is by providing tasks in the form of analysis*
157 *related to the lawlessness in the environment around students. In addition, direct students to be polite by*
158 *turning on the camera and not eating or sleeping in the online learning process" (Dzikrina,2021)*

159
160 Civic education has a vision and mission to develop students into human beings with a sense of
161 nationality and the ideal of the homeland through accepting and practicing the teachings of the religion it
162 embraces. It is honest, disciplined, responsible, polite, caring, and confident in interacting with family,
163 friends, and teachers. Therefore, discussions with civic education teachers show that law-abiding citizens
164 must be introduced to students through civic education learning. Thus, students are conditioned that always
165 be critical and choose family members, school residents, community members, and people in their
166 environment intelligently and well. The learning process is organized in the form of learning by doing,
167 problem-solving learning, social participatory learning, and learning socio-cultural interactions in the
168 context of community life. Although learning is not done directly, teachers still try to provide understanding
169 to students related to law-abiding citizens.

171 **3.1.3. The Implementation of Web-Based civic education**

172 The goal of civic education teachers is to bring students humans who have a high sense of awareness
 173 in carrying out their duties and responsibilities as good citizens; this is in line with Blevins, LeCompte, and
 174 Wells (Blevins et al., 2016) that civic education. Teachers should strive for their students to have a good
 175 attitude, high intelligence, and valuable skills. Therefore, civic education teachers should be able to use it as
 176 a moral guide and attitude and give encouragement in a better direction. Researchers introduced web-based
 177 civic education that is <https://kijaparofficial.com/>. Through the website, students are directed to find
 178 sources of information about existing regulations in Indonesia. Web-based civic education provides
 179 material related to law-abiding citizens and other citizenship education materials. Students can also submit
 180 scientific papers and opinions on such websites.

181 **Table 5.** The results of fgd for students on the implementation of web-based civic education

| Aspect | Response |
|---|--|
| The implementation of Web-Based civic education | <p>Group 1: Web-based civic education shows that civic education is not just a lecture on material, but we can also be active in the learning process. The website developed provides an understanding of various information about regulations, especially government policies related to covid-19.</p> <p>Group 3: Utilization of web-based civic education, in addition to introducing law-abiding citizens, also provides opportunities for students to participate in making opinions so that we can be active in understanding the material.</p> <p>Group 4: Learning using web-based civic education is exciting and helps students filter information related to civic education. We may also have discussions on the web.</p> |

182 Table 5 shows a very positive student response to web-based civic education. Learning becomes
 183 meaningful when students understand the purpose of learning; therefore, teachers must explain the
 184 meaning of learning hierarchically. Citizenship education often has difficulty in increasing students' learning
 185 motivation. However, learning becomes meaningful when the teacher can concentrate all students' mental
 186 abilities on a particular program of activities (Slote, 2010). In addition, learning media is also important in
 187 improving learning innovation and fostering students' learning spirit. Learning becomes challenging when
 188 students understand the principles of assessment and the benefits of learning value for life in the future;
 189 therefore, teachers need to inform the criteria of success or failure to learn (Gingold, 2013). But in civic
 190 education, web-based civic education also provides opportunities for teachers to explore learning (Janmaat,
 191 2012). So that students have one source of learning and a variety of exciting learning resources.

193 *"Through web-based civic education, students have a passion for learning. Some of the materials and cases*
 194 *provided by the web help students be more critical. They can provide input on the issues being discussed. In*
 195 *addition, teachers and students are allowed to submit opinions and scientific papers. Then these opinions*
 196 *can be discussed together." (Rosalina, 2021)*
 197
 198

199 *"Introducing law-abiding citizens through website-based materials provides convenience for students to learn*
200 *independently. They are trained to analyze existing cases. Then students can ask questions face-to-face*
201 *through zoom. Discussions can also be conducted through chat forums available on the website." (Haikal,*
202 *2021).*

203

204 3.2. Discussion

205 According to Besand (2020), in the disaster situation of Covid-19 civic education fosters peace and
206 tranquility in our social or political communities. This is because civic education encourages critical
207 thinking. In this context, the Covid-19 pandemic offers unexpected and highly energetic learning
208 opportunities but is largely unrecognizable. Although more than that, they are hidden behind
209 obvious practical and technical learning opportunities. However, the Covid-19 pandemic cannot
210 be managed by telling students how to wash their hands and use face masks (Sparrow et al., 2020;
211 Sumantri et al., 2022). Even developing an effective vaccine (which we long for) won't save us in
212 this context. However, what kind of learning process the Covid-19 pandemic can trigger will only
213 be shown retrospectively. This may make us realize that in a globalized world, we must learn to
214 face challenges on a global scale, as retreating into solving national problems is unprofitable. At
215 the same time, the virus crisis is taking its toll worldwide. Learning is an active and self-determined
216 process – from the outside, it can only be stimulated but not controlled (Ubogu & Orighofori,
217 2020). What we learn in these challenging situations is in our hands. Therefore, as educators, we
218 must instill in students to see what they can learn as a society during the Covid-19 pandemic.

219 The introduction of law-abiding citizens is a good step for citizenship education to play a
220 role in reducing Covid-19 cases. In addition to introducing law-abiding citizens, this study aims to
221 allow students to reveal the learning barriers experienced (Sumilat et al., 2022; Wells & Savigar,
222 2017). The significant interests held by students, in general, tend to produce better learning achievement
223 compared to students who have less interest. The way a person learns also affects the accomplishment of
224 his learning outcomes. Students who study need to pay attention to engineering, physiological factors,
225 psychology, and health sciences to obtain satisfactory results. However, achievements are achieved, but
226 students must also be able to implement learning done for the surrounding environment.

227 Law is one of the instruments to regulate the behavior of society in regulating the association of life.
228 The law contains various elements, including plans of action or behavior, certain conditions, and situations
229 (Nonet et al., 2017). The law also deals with its users. The law requires its users to obey. Obedience is
230 following the rules. It is not caused by strict sanctions or the presence of state apparatus, such as the police.
231 Compliance is the attitude that arises from encouraging your responsibility as a good citizen (Setiawan et
232 al., 2017; Wells & Savigar, 2017). Legal compliance is the awareness of legal expediency that gives birth to
233 a form of community "loyalty" to legal values imposed in cohabitating that is realized in the form of

234 behavior that is obedient to the legal matters themselves that can be seen and felt by fellow members of
235 society held (Rosana, 2014; Supena et al., 2020)

236 Legal compliance also directs its users to legal regulations (Nurhafida et al., 2020). In line with
237 Ngozwana (Ngozwana, 2017), the law is an awareness or value contained in humans about existing laws or
9 238 about rules that are expected to live. What is emphasized in this study is the values of the function of the
6 239 law and not a legal assessment of concrete events in the society concerned. Compliance is based on the
240 expectation of a reward and an attempt to avoid penalties or sanctions that may be imposed if a person
241 violates the provisions of the law. The legal regulations also relate to the current conditions and situation,
33 242 namely the COVID-19 pandemic.

243 Legal and legal awareness is closely related to increasing positive legal awareness among citizens and
244 law enforcement. Students, as citizens of the community, should also be given an introduction to law-
245 abiding citizens. This study shows that civic education helps students continue to comply with the rules
246 and care about the conditions around the world. Civic education is a subject with a vision of educating
19 247 prospective smart and good citizens (Japar, 2018). The image must undoubtedly be able to be implemented
248 by teachers in the learning process. Web-based civic education assists teachers in providing various forms
249 of violations and the consequences of such violations. This is one way to educate good citizens by
250 introducing them to the legal protection system.

4 251 4. CONCLUSION

252 Based on the research results, it can be concluded that learning activities during distance learning run
253 smoothly. However, some students have difficulty understanding the material due to a lack of teacher
254 explanation. There are still teachers who only send tasks that burden learners and only send materials
35 255 without a direct explanation cause. The use of virtual meetings such as Zoom meetings and Google
4 256 Meetings is also still limited. On the other hand, students also revealed that their learning should be able to
27 257 provide opportunities for students to express their interests and talents as for other obstacles experienced
258 by teachers, namely the memory of gadgets or mobile phones that are inadequate to download large learning
4 259 applications. Therefore, web-based civic education learning media can be a solution to overcome these
260 problems. Web-based learning media presents a variety of learning resources such as subject matter,
261 essential information relevant to the material studied, video learning, etc. This media also accommodates
262 learners to develop their interests and talents by expressing their work through content such as (writing,
263 videos, posters, and images) that can be connected with the learning process. This study has limitations
264 because it only focuses on high school students. It also needs expert tests for future research related to
265 web-based civic education. The implications of this study show that civic education can demonstrate its
266 existence by using technology as a learning innovation. Students not only understand the material but are
267 motivated to participate in implementing the observance of the law.

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