

STRENGTHENING DIGITAL CITIZENSHIP COMPETENCIES OF PPKn MASTER STUDENTS AS PROSPECTIVE UMKM ENTREPRENEURS: A LEGAL-NORMATIVE REVIEW AND ACTUALIZATION OF PANCASILA ECONOMICS

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ABSTRACT

This study aims to analyze a model for strengthening the digital citizenship competence of Master's students in Pancasila and Civic Education as prospective MSME entrepreneurs through a juridical-normative approach and the perspective of Pancasila economics. The study employs qualitative library research with juridical-normative, philosophical, and conceptual approaches. Data were collected through document studies of legislation, recent academic publications, institutional reports, and relevant scholarly articles, and were analyzed using content analysis and thematic interactive analysis. The findings show that strengthening digital citizenship competence among Master's students in Pancasila and Civic Education should be constructed through four integrated dimensions: digital-regulatory literacy, digital ethical-participatory capacity, digital social entrepreneurship capacity, and a Pancasila-based economic justice orientation. From the normative perspective, the national legal framework has opened legal and institutional space for MSME digitalization, yet it has not been fully translated into postgraduate civic education designs that prepare students as sovereign, responsible, and justice-oriented actors in the digital economy. This study offers a novelty by reconstructing digital citizenship competence not merely as the ability to use digital media safely and ethically, but as a form of civic-economic competence that connects digital rights, constitutional responsibilities, business legal compliance, and the praxis of people-centered economy in digital spaces ("Strengthening Citizenship Skills," nd; "Strategy for the Implementation of Pancasila Economics," nd; "Implementation of Pancasila in Economic Policy," nd; Government of the Republic of Indonesia, 2021; Coordinating Ministry for Economic Affairs of the Republic of Indonesia, nd). The study concludes that Master's students in Pancasila and Civic Education occupy a strategic position as agents of civic entrepreneurship reform who can bridge civic education, economic law, and national MSME empowerment. The implications point to the need for curriculum reformulation, stronger campus policies, and the development of a Pancasila-based digital civic entrepreneurship learning ecosystem.

Article Information

Kata kunci:

Kewargaan digital;
mahasiswa Magister PPKn; UMKM;
ekonomi Pancasila;
yuridis-normatif

ABSTRACT

Penelitian ini bertujuan menganalisis model penguatan kompetensi kewargaan digital mahasiswa Magister PPKn sebagai calon wirausahawan UMKM melalui pendekatan yuridis-normatif dan perspektif Pancasila ekonomi. Metode yang digunakan adalah penelitian kualitatif dengan jenis studi pustaka dan pendekatan yuridis-normatif, filosofis, serta konseptual. Data dikumpulkan melalui studi dokumen terhadap peraturan perundang-undangan, publikasi akademik mutakhir, laporan kelembagaan, dan artikel ilmiah yang relevan, kemudian dianalisis dengan teknik analisis isi dan analisis interaktif secara tematik. Hasil penelitian menunjukkan bahwa penguatan kompetensi kewargaan digital mahasiswa Magister PPKn harus dibangun melalui empat dimensi yang terintegrasi, yaitu literasi-regulatif digital, etika-partisipatif digital, kapasitas kewirausahaan sosial digital, dan orientasi keadilan ekonomi Pancasila. Dari sisi normatif, kerangka hukum nasional telah membuka ruang legal dan institusional bagi digitalisasi UMKM, tetapi belum sepenuhnya diterjemahkan ke dalam desain pendidikan kewarganegaraan pada level pascasarjana yang menyiapkan mahasiswa sebagai subjek ekonomi digital yang berdaulat, bertanggung jawab, dan berkeadilan. Penelitian ini juga menemukan kebaruan bahwa kompetensi kewargaan digital dalam perspektif PPKn S2 perlu direkonstruksi bukan hanya sebagai kemampuan bermedia secara aman dan etis, melainkan sebagai *civic-economic competence* yang menghubungkan hak digital, tanggung jawab konstitusional, kepatuhan hukum usaha, dan praksis ekonomi kerakyatan di ruang digital (Pemerintah Republik Indonesia, 2021; "Strategi Penerapan Ekonomi Pancasila," n.d.; "Implementasi Pancasila dalam Kebijakan Ekonomi," n.d.; "Strengthening Citizenship Skills," n.d.; Kementerian Koordinator Bidang Perekonomian Republik Indonesia, n.d.). Simpulan penelitian menegaskan bahwa mahasiswa Magister PPKn memiliki posisi strategis sebagai agen pembaruan civic entrepreneurship yang dapat menjembatani pendidikan kewarganegaraan, hukum ekonomi, dan penguatan UMKM nasional. Implikasi penelitian ini mengarah pada kebutuhan reformulasi kurikulum, penguatan kebijakan kampus, dan pengembangan ekosistem pembelajaran kewirausahaan kewarganegaraan digital berbasis Pancasila.

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1. Introduction

The development of the digital economy has brought fundamental changes to the way citizens work, participate, learn, and build businesses. In the Indonesian context, these changes are highly relevant to strengthening the micro, small, and medium enterprise (MSME) sector, which has long been the backbone of the national economy. The national regulatory framework demonstrates a strong orientation to promote ease, protection, and empowerment of MSMEs through policies that provide access to licensing, coaching, promotional facilities, and strengthen the digital economy ecosystem (Government of the Republic of Indonesia, 2021; Coordinating Ministry for Economic Affairs of the Republic of Indonesia, n.d.).

The government, through economic policies and derivative regulations stemming from the licensing reform agenda, positions MSMEs as a strategic subject of national development. Government Regulation Number 7 of 2021 emphasizes that the central and regional governments provide convenience, protection, and empowerment for cooperatives and MSMEs through guidance and provision of facilities, and requires the provision of promotional and development space for micro and small businesses in strategic public areas (Government of the Republic of Indonesia, 2021). In its explanation of government economic policy, the Job Creation Law also aims to simplify the licensing system, encourage the strengthening of the MSME and e-commerce ecosystem, expand digital infrastructure, and increase the competitiveness of MSMEs so they can move up a class and reach the global market (Coordinating Ministry for Economic Affairs of the Republic of Indonesia, n.d.).

These changes are not only economic but also civic. Citizens in the digital era are no longer faced with merely physical public spaces, but also with digital spaces that demand new skills: understanding digital rights and obligations, practicing ethical online interactions, verifying the validity of information, maintaining data security, and participating responsibly in the digital socio-economic ecosystem. In this context, the concept of digital citizenship cannot be reduced to the technical ability to use devices, but rather encompasses the ability to participate ethically and responsibly in the digital environment ("Strengthening Citizenship Skills," n.d.).

For Master's students in Civics and Citizenship Education (PPKn), this issue has a dual urgency. First, academically, they are prepared to understand the relationship between the state, citizens, law, democracy, human rights, and Pancasila. Second, practically, they find themselves in a social situation that demands adaptation to the digital economy, whether as educators, public intellectuals, or aspiring entrepreneurs. Thus, Master's students in PPKn are in a unique position: they can become subjects who bridge civic education with the practice of a Pancasila-based people's economy in the digital space.

This issue becomes increasingly important when MSME digitalization is not occurring automatically and evenly. Several recent studies have shown that the digital transformation of Indonesian MSMEs faces obstacles such as low digital literacy, limited resources, infrastructure gaps, and suboptimal policy support at the implementation level ("Digital Transformation of Indonesian MSMEs," n.d.). Another

systematic study on MSME digital literacy shows that the success of digital transformation is influenced by organizational capabilities, external support, and technological infrastructure, while the Indonesian context has been one of the most dominant areas of study in the past decade ("Digital Literacy in MSMEs," n.d.). At the practical level, mentoring MSMEs in using digital ordering applications also shows that low digital literacy remains a major obstacle to the digitalization of business processes ("MSMEs Towards Digital," n.d.).

In higher education, strengthening students' digital literacy has been demonstrated as a critical need. The development of a hybrid learning model based on virtual classrooms for students has proven effective in improving digital literacy competencies, particularly in information retrieval, collaboration, and interactive learning. However, critical evaluation of information sources still requires strengthening ("Hybrid Learning Model," n.d.). At the same time, a study of students and digital citizenship issues in Indonesia shows that the better their digital literacy, the more constructive their engagement in responding to national issues in the digital space ("Student Perspectives on #KaburAjaDulu," n.d.).

State of the art Research shows several tendencies. First, research on students' digital citizenship generally focuses on digital ethics, media literacy, social participation, or social media behavior. Second, research on digital MSMEs focuses heavily on marketing strategies, branding, business efficiency, digital literacy, and financial inclusion. Third, research on Pancasila economics and MSMEs tends to examine people's economic policies or MSME empowerment from the perspective of development economics and public policy, with little in-depth linking of these to digital citizenship competencies within the postgraduate PPKn framework ("Strategies for Implementing Pancasila Economics," nd; "Implementation of Pancasila in Economic Policy," nd; "Student Perspectives on #KaburAjaDulu," nd; "Improving Academic Performance," nd; "Digital Transformation for MSMEs," nd; "Implementation of Digital Marketing by MSMEs," nd; "Implementation of Value-Based MSMEs," nd; "Digital Transformation of Indonesian MSMEs," nd; "Digital Literacy in MSMEs," nd).

This review reveals a clear research gap. Few studies have specifically reconstructed the digital citizenship competencies of PPKn Masters students as prospective MSME entrepreneurs by integrating three layers of analysis simultaneously: the juridical-normative dimension, the philosophical dimension of Pancasila economics, and the theoretical dimension of PPKn/civic education. Existing research tends to move in a fragmented manner: between civic education without an entrepreneurial orientation, MSME digitalization without a civic competence framework, or Pancasila economics without elaboration on the subject of PPKn students as agents of transformation.

Based on this, the novelty of this research lies in the formulation of the concept of civic-economic competence as a development of digital citizenship competency. This concept positions PPKn Master's students not merely as ethical technology users, but as digital citizens who are constitutionally aware, comply with business laws, critical of platform fairness, capable of productive participation in the digital economy, and utilize Pancasila values as their moral-economic orientation. Another novelty lies in the effort to connect postgraduate civic

education with the agenda of strengthening national MSMEs through a Pancasila-based civic entrepreneurship framework.

Based on this, this study aims to analyze the strengthening of digital citizenship competencies of PPKn Master's students as prospective MSME entrepreneurs through a juridical-normative review and the actualization of Pancasila economics. Academically, this article is expected to enrich the development of PPKn theory and practice at the postgraduate level. Practically, the results of this study are expected to serve as a reference for universities, curriculum developers, policymakers, and student entrepreneurship communities in building a digital MSME ecosystem that is legal, ethical, participatory, and socially just.

2. Research methods

This research employs a qualitative approach with library research combined with juridical-normative, philosophical, and conceptual approaches. The juridical-normative approach was chosen because the research focuses on examining legal norms governing the empowerment of MSMEs, economic digitalization, and their relevance to strengthening digital citizenship competencies. The philosophical approach is used to interpret the actualization of Pancasila economic values, while the conceptual approach is used to reconstruct the digital citizenship competency model for PPKn Masters students.

The data sources in this study are secondary data which include: (1) primary legal materials, especially the 1945 Constitution of the Republic of Indonesia (Government of the Republic of Indonesia, 1945), Government Regulation Number 7 of 2021 concerning Facilitation, Protection, and Empowerment of Cooperatives and MSMEs (Government of the Republic of Indonesia, 2021), and government policy documents regarding the digitalization of MSMEs (Coordinating Ministry for Economic Affairs of the Republic of Indonesia, n.d.); (2) secondary legal materials in the form of scientific journal articles, state institution reports, and recent academic publications; and (3) conceptual and theoretical materials relevant to civic education, digital citizenship, democracy, and Pancasila economics.

Data collection techniques were conducted through documentation studies and systematic literature searches of academic sources and public policy documents. Literature was selected based on topic relevance, publication recency, and source credibility. Within the framework of this article, the sources used primarily come from publications from 2020–2026, with an emphasis on journal articles, official policy documents, and institutional publications related to digital MSMEs, citizenship education, and the Pancasila economy (Government of the Republic of Indonesia, 2021; Coordinating Ministry for Economic Affairs of the Republic of Indonesia, n.d.; “Digital Transformation of Indonesian MSMEs,” n.d.; “Digital Literacy in MSMEs,” n.d.).

Data analysis was conducted qualitatively through three stages. First, data reduction by identifying key themes such as digital literacy, digital ethics, business legal awareness, strengthening MSMEs, and actualizing Pancasila values. Second, the data was presented thematically in the form of an analytical narrative that connects legal norms, theoretical

concepts, and digital socio-economic realities. Third, conclusions were drawn through critical-constructive interpretation to formulate a model for strengthening digital citizenship competencies for Master of Civics (PPKn) students.

Data validity was maintained through source and theory triangulation. Source triangulation was conducted by comparing legal documents, journal articles, and official institutional sources. Theoretical triangulation was conducted by combining the perspectives of digital citizenship, civic competence, deliberative democracy, responsive law, and Pancasila philosophy so that the analysis goes beyond normative descriptions and includes a critical reading of the policy's relevance and pedagogical implications.

3. Results and Discussion

The Context of MSME Digitalization and Its Relevance for Postgraduate PPKn

The digitalization of MSMEs in Indonesia is not merely an economic modernization agenda, but part of the reconstruction of the relationship between the state, the market, and citizens. National policy positions MSMEs as subjects of empowerment that must be granted access to licensing, certification, financing, digital infrastructure, and marketing support to enable them to participate more broadly in the digital economy. Therefore, the digitalization of MSMEs falls within the scope of Civic Education (PPKn) studies because it directly relates to issues of rights, obligations, participation, justice, and the state's responsibility for the welfare of its citizens (Government of the Republic of Indonesia, 2021; Coordinating Ministry for Economic Affairs of the Republic of Indonesia, n.d.).

1. From a civics perspective, economics is not a separate domain from citizenship. Pancasila places economic activity within the framework of humanity, unity, democracy, and social justice. Therefore, strengthening entrepreneurship in Master's in Civics students cannot be understood simply as encouraging them to create businesses, but rather as an effort to develop the capacity of citizens to manage businesses legally, ethically, democratically, and fairly. As MSMEs enter the digital space, this capacity requires expansion into the realm of digital citizenship.
2. Several studies have shown that the digital transformation of MSMEs offers significant opportunities in the form of market expansion, operational efficiency, and increased competitiveness, but is still hampered by low digital literacy, limited capital, and infrastructure inequality (“Digital Transformation of Indonesian MSMEs,” n.d.; “Implementation of Digital Marketing by MSMEs,” n.d.). This fact is important for postgraduate PPKn because it shows that digital citizenship cannot stop at media ethics, but must

touch on the dimension of citizen economic empowerment. In other words, PPKn students need to understand that digital democracy and the digital economy are interconnected through issues of access, participation, and distributive justice.

3. At this point, PPKn Master's students, as prospective MSME entrepreneurs, are in a strategic position. They not only learn about civic values and norms but also can actualize them in the practice of people's economics. Learning models that improve students' digital literacy have proven effective when designed interactively and collaboratively ("Hybrid Learning Model," n.d.). However, in the context of the PPKn Master's program, this strengthening needs to be elevated: from mere digital literacy to civic-economic competence, namely the ability to use the digital space to build businesses that are legal, ethical, participatory, and oriented towards the common good.

Legal-Normative Basis for Strengthening Students as Digital MSME Actors

From a juridical-normative perspective, the state has provided a sufficiently robust regulatory framework for empowering MSMEs in the digital era. Government Regulation Number 7 of 2021 affirms that the central and regional governments are obligated to provide convenience, protection, and empowerment for MSMEs through guidance and facilities (Government of the Republic of Indonesia, 2021). This regulation is significant because it demonstrates that MSME empowerment is not a residual policy, but rather a normative mandate inherent in the welfare state's function within Indonesia's constitutional system.

The government policy document regarding the implementation of the Job Creation Law also emphasizes licensing simplification, a risk-based approach, exemptions or reductions in licensing fees for micro and small businesses, prioritization of government procurement of goods/services for MSMEs and cooperatives, and strengthening of digital infrastructure and the e-commerce ecosystem (Coordinating Ministry for Economic Affairs of the Republic of Indonesia, n.d.). From a responsive legal perspective, this orientation can be interpreted as a legal effort to adapt to community needs and the dynamics of the digital economy. The law functions not only as a control tool but also as a means of empowerment and facilitation.

However, there are normative issues that require careful attention. Regulations on MSMEs and digitalization are still formulated more in the language of economics and administration than in the language of civics education. As a result, the subject of educated young citizens, including Master of Civics students, has not been explicitly positioned as part of the national digital MSME strengthening strategy. This lack of

articulation creates a gap between the public policy agenda and the higher education agenda.

In the context of Civics and Citizenship Education (PPKn), this gap is crucial to address. Students need to be equipped not only with the ability to understand legal procedures such as NIB, certification, and digital compliance, but also with the awareness that legal compliance is part of ethical citizenship. Legal digital businesses not only comply with regulations but also recognize the existence of the rule of law and respect the rights of others, including consumers, workers, and business partners. Therefore, the regulatory literacy dimension must be a core digital citizenship competency for PPKn Masters students.

Constitutionally, this orientation is also in line with the state's goal of realizing social justice and advancing public welfare. In light of Article 33 of the 1945 Constitution of the Republic of Indonesia, strengthening digital MSMEs should not lead to uncontrolled liberalization, but rather toward economic democracy oriented toward the public good (Government of the Republic of Indonesia, 1945). Therefore, reading MSME regulations from a civic education perspective means interpreting economic law as an instrument for developing empowered citizens, not merely competitive market players.

Actualization of Pancasila Economics in Students' Digital Citizenship

Pancasila economics is an important normative-philosophical foundation for critically examining the digitalization of MSMEs. Within this framework, economic activity should not be solely subject to the logic of accumulation, efficiency, and competition, but should prioritize humanity, togetherness, and justice. The Pancasila Ideology Development Agency (n.d.) asserts that Pancasila economics upholds mutual cooperation and social justice, while various studies indicate that Indonesian economic policy often faces a gap between the ideals of Pancasila and policy practices that are still influenced by a market orientation ("Implementation of Pancasila in Economic Policy," n.d.).

For Master of Civics students, the actualization of Pancasila economics in digital citizenship can be contextually translated into five principles. The principle of Belief in One Almighty God demands moral integrity in the use of technology and business management, including honesty, anti-manipulation, and responsibility for digital impacts. The principle of Just and Civilized Humanity emphasizes the importance of protecting consumer rights, respecting data privacy, and rejecting digital exploitation. The principle of Indonesian Unity directs digital entrepreneurship to strengthen the national economy and social solidarity, not widening digital segregation. The principle of Democracy Led by the Wisdom of Deliberation/Representation requires participatory business governance that is sensitive to community interests. The principle of Social Justice for All Indonesians demands that the digital transformation of MSMEs reduce inequality, open access, and expand shared prosperity (Pancasila Ideology Development Agency, n.d.; "Strategy for the Implementation of the Pancasila Economy," n.d.; "Implementation of Pancasila in Economic Policy," n.d.).

In this context, Pancasila economics provides an important distinction from digital entrepreneurship models that focus solely on profit maximization. Master's students in Civics

(PPKn) need to be guided to view digital businesses as a vehicle for civic service. Thus, entrepreneurial orientation extends beyond creating economic value to encompassing social value, strengthening national cohesion, and maintaining public ethics in the digital space. This actualization also addresses contemporary digitalization challenges. The digital space often fosters a fast-paced, algorithmic, and transactional culture that potentially marginalizes ethical dimensions. If not filtered through Pancasila values, students' digital entrepreneurship can become trapped in manipulative practices, data exploitation, identity commodification, or competition that undermines solidarity. Therefore, PPKn education at the master's level needs to present Pancasila not merely as an object of normative memorization, but as a living ideology that guides citizens' economic actions in the digital era.

Reconstruction of Digital Citizenship Competence as Civic-Economic Competence

This research offers a conceptual novelty in the form of a reconstruction of the digital citizenship competency of PPKn Masters students into civic-economic competence. This reconstruction is necessary because the understanding of digital citizenship that only relies on security, media ethics, or social participation is insufficient to address students' challenges as prospective MSME entrepreneurs. In the context of the digital economy, citizens must be able to understand the relationship between digital rights, legal obligations, economic capacity, and social responsibility. Based on literature findings, these competencies can be divided into four dimensions. First, digital regulatory literacy, namely the ability to understand legal norms related to business licensing, consumer protection, electronic transactions, and digital business governance. Second, digital participatory ethics, namely the ability to interact responsibly, critically, and deliberatively in the digital space, including the ability to deal with disinformation and maintain ethical public communication. Third, digital social entrepreneurship capacity, namely the ability to use digital technology to build innovative, collaborative business models that support community empowerment. Fourth, the orientation of Pancasila economic justice, namely the ability to assess and carry out business activities by considering equity, sustainability, mutual cooperation, and shared prosperity (Government of the Republic of Indonesia, 2021; Coordinating Ministry for Economic Affairs of the Republic of Indonesia, n.d.; Pancasila Ideology Development Agency, n.d.; "Strategy for Implementing Pancasila Economics," n.d.; "Implementation of Pancasila in Economic Policy," n.d.; "Strengthening Citizenship Skills," n.d.; "Student Perspectives on #KaburAjaDulu," n.d.; "Digital Transformation for MSMEs," n.d.; "Digital Transformation of Indonesian MSMEs," n.d.).

This reconstruction aligns with the theory of civic competence, which places civic knowledge, skills, and dispositions as the foundation for forming democratic citizens. However, in the context of this article, this foundation is extended to the realm of the digital economy. Civic knowledge is no longer confined to the constitutional and democratic levels; it must also encompass an understanding of the digital business ecosystem. Civic skills are no longer limited to socio-political participation; they also encompass the ability to conduct business legally and ethically. Civic dispositions are no longer limited to abstract nationalism; they are embodied in economic solidarity and a commitment to micro, small, and medium

enterprises (MSMEs) as the basis of the people's economy. It should be emphasized that the concept of civic-economic competence is not an attempt to shift PPKn into a business discipline. Rather, this concept emphasizes PPKn's identity as a field of study capable of interpreting citizenship in its entirety: political, legal, moral, social, and economic. In a digital society, the boundaries between civic, political, and economic spheres are increasingly fluid. Therefore, postgraduate civic education must respond to this reality creatively and critically.

Dialectics with Previous Research and Implications for the S2 Civics Curriculum

Compared to previous research, this article takes a dialectical stance. Studies on student digital literacy demonstrate the importance of participatory and collaborative learning ("Hybrid Learning Model," n.d.). Studies on students in the context of digital citizenship emphasize the influence of digital literacy on critical attitudes toward national issues ("Student Perspectives on #KaburAjaDulu," n.d.). Meanwhile, studies on the digitalization of MSMEs highlight the importance of training, regulatory support, and innovation in improving business performance ("Digital Transformation of Indonesian MSMEs," n.d.; "Implementation of Digital Marketing by MSMEs," n.d.; "Digital Literacy in MSMEs," n.d.). This article accepts these findings but simultaneously critiques the separation between their analytical spaces. Previous research tends to position students as educational subjects and MSME actors as economic subjects, without bridging the two theoretically. Yet, at the contemporary social level, students—especially at the postgraduate level—often occupy dual roles as learners, digital citizens, social activists, and aspiring entrepreneurs. Therefore, the PPKn S2 approach needs to develop a curriculum model that is able to synergize citizenship education, social entrepreneurship, digital economic law, and internalization of Pancasila values.

The curricular implications of this research are quite clear. The Master's Program in Civics (PPKn) needs to consider developing courses, seminar topics, or learning projects that integrate: digital ethics and law; public policy on MSMEs; economic democracy and Article 33 of the 1945 Constitution of the Republic of Indonesia; consumer and data protection; and the design of community-based social entrepreneurship projects. Furthermore, project-based learning models can be directed not only at producing academic work but also at designing digital MSME initiatives oriented towards solving social problems. Institutionally, universities also need to build a supporting ecosystem. This could take the form of Pancasila-based student business incubation programs, collaboration with cooperative/MSME offices, digital business legality clinics, and non-technocratic digital literacy training. This step is crucial so that PPKn students do not stop at the conceptual level but are able to actualize civic knowledge in national economic practice.

Conceptual Model of Competency Strengthening

Based on the analysis above, the digital citizenship competency strengthening model for PPKn Masters students as prospective MSME entrepreneurs can be formulated as follows.

This model demonstrates that competency strengthening cannot

entrepreneurship capacity, and the orientation of Pancasila economic justice (Government of the Republic of Indonesia, 2021; Coordinating Ministry for Economic Affairs of the Republic of Indonesia, n.d.; "Strategy for Implementing Pancasila Economics," n.d.; "Strengthening Citizenship Skills," n.d.).

Competency Dimensions	Main Substance	Normative/Theoretical Basis	Practical Implications
Digital regulatory literacy	Understanding business legality, licensing, digital transaction ecosystem, rights and obligations of business actors	Government Regulation Number 7 of 2021; MSME digitalization policy (Coordinating Ministry for Economic Affairs of the Republic of Indonesia, n.d.; Government of the Republic of Indonesia, 2021)	Students are able to design legally compliant digital businesses.
Digital participatory ethics	Communication ethics, digital responsibility, critical attitude towards information, respect for the rights of others	The concept of digital citizenship; findings on students' digital literacy (Hybrid learning model, nd; Students' perspectives on #KaburAjaDulu, nd; Strengthening citizenship skills, nd)	Students build a digital footprint of accountable and civilized business
Digital social entrepreneurship capacity	Business model innovation, community collaboration, utilization of digital platforms for empowerment	Study of MSME digitalization and adaptation strategies (Implementation of digital marketing by MSMEs, nd; Digital transformation of Indonesian MSMEs, nd; Digital transformation for MSMEs, nd)	Students develop MSMEs based on solving social problems
Pancasila's economic justice orientation	Mutual cooperation, equality, shared prosperity, support for the people's economy	Pancasila economics and the values of social justice (Pancasila Ideology Development Agency, nd; Implementation of Pancasila in economic policy, nd; Strategy for implementing Pancasila economics, nd)	Students position business as a means of socio-economic service

be achieved sectorally. Mastery of technology without legal awareness risks giving rise to violations. Legal compliance without public ethics can lead to formalism. A business orientation without the economic principles of Pancasila can lead to exclusivity and inequality. Therefore, the learning design for the Master's (S2) Civics program must fully integrate all these dimensions.

4. Conclusion

Strengthening the digital citizenship competencies of PPKn Masters students as prospective MSME entrepreneurs must be understood as a strategic agenda of postgraduate citizenship education in the era of digital transformation. The findings of this study indicate that these competencies are not simply interpreted as technical skills and media ethics, but rather need to be reconstructed into civic-economic competencies that connect regulatory literacy, participatory ethics, digital social

From a legal-normative perspective, the state has provided a strong foundation for the empowerment and digitalization of MSMEs, but the design of higher education—particularly in the Master of Civics (PPKn) program—has not fully translated this normative framework into student competency development. Philosophically, the Pancasila economics provides a moral basis to ensure that digital entrepreneurship is not trapped in a mere market orientation, but rather moves towards mutual cooperation, equality, and social justice (Pancasila Ideology Development Agency, n.d.; "Implementation of Pancasila in Economic Policy," n.d.; Government of the Republic of Indonesia, 2021; Coordinating Ministry for Economic Affairs of the Republic of Indonesia, n.d.).

Furthermore, the concept of civic-economic competence offered in this study is a conceptual response to the shifting landscape of contemporary citizenship, which can no longer be understood

solely through the classical framework of state-citizen relations. The digital space has introduced new actors such as platforms, algorithms, and online communities that contribute to structuring participation, economic access, and the distribution of justice. Therefore, Master of Civics students are required to understand not only the constitution as a normative text but also as a practice that must be realized in the digital ecosystem. From this perspective, compliance with business licensing, consumer data protection, and the ethics of electronic transactions are not merely administrative obligations, but concrete expressions of constitutional awareness oriented toward social justice (Government of the Republic of Indonesia, 1945; Government of the Republic of Indonesia, 2021).

The academic contribution of this research lies in its effort to bridge three scientific domains that have tended to operate separately: civic education, economic law, and the study of MSME digitalization. The integration of these three through the Pancasila economic framework produces a paradigm for postgraduate civic education that is more responsive to the socio-economic realities of students in the digital era. With this framework, PPKn at the master's level no longer merely functions as a successor to the tradition of civic scholarship, but rather as an intellectual laboratory that produces digital citizens who are critical, productive, and oriented towards the common good ("Strategy for Implementing Pancasila Economics," nd; "Implementation of Pancasila in Economic Policy," nd).

The pedagogical implications of these findings are both strategic and operational. At the strategic level, universities offering Master's programs in Civics (PPKn) need to review their academic vision and graduate profiles to incorporate the Pancasila-based civic entrepreneurship dimension as a core competency. At the operational level, lecturers can develop case-based and project-based learning designs that address real-world issues facing digital MSMEs, from obtaining a Business Identification Number (NIK) and halal certification to consumer protection and customer data governance. This learning approach allows students to experience the connection between civic theory and the practice of a people's economy, enabling the internalization of Pancasila values to occur through experience, not simply through the transfer of knowledge ("Hybrid Learning Model," n.d.).

The policy and institutional implications of this research are also worth highlighting. Governments, both central and regional, need to broaden the meaning of digital MSME strengthening strategies by positioning universities—particularly postgraduate programs in citizenship, law, and people's economics—as strategic partners. This collaboration can be realized through Pancasila-based student business incubation schemes, digital business legality clinics on campus, and MSME mentoring programs that involve students as agents of community empowerment. Thus, the already quite progressive regulations will not stop at the normative level but will be translated into a concrete ecosystem that empowers educated young citizens (Coordinating Ministry for Economic Affairs of the Republic of Indonesia, n.d.; Government of the Republic of Indonesia, 2021).

This research certainly has limitations that must be honestly acknowledged. As a literature study with a juridical-normative, philosophical, and conceptual approach, this study has not empirically measured how civic-economic competence

is developed in PPKn Master's students in the field. Variations in campus contexts, differences in curricula between universities, and the diversity of student characteristics have not been captured in depth. Therefore, further research agendas can be directed at quantitative and qualitative empirical studies that test the effectiveness of the offered competency model, map the experiences of students pioneering digital MSMEs, and evaluate the extent to which PPKn Master's curricula at various universities have accommodated the dimensions of Pancasila-based civic entrepreneurship. Interdisciplinary research involving experts in PPKn, economic law, communication science, and development studies will also enrich the elaboration of this concept in the future.

Ultimately, the conclusions of this study transcend the boundaries of scientific disciplines and touch upon the nation's grand vision. Strengthening the digital citizenship competencies of PPKn Master's students as prospective MSME entrepreneurs is not merely a curriculum agenda or an adjustment to digitalization trends, but rather a civilizational investment in building citizens who are constitutionally aware, law-abiding, digitally ethical, and socially just. If PPKn Master's students are able to play their role as civic entrepreneurship agents who live out the values of Pancasila in the digital space, then the ideals of Article 33 of the 1945 Constitution of the Republic of Indonesia concerning economic democracy will find a new face in the digital economy era: not an abstract economic democracy, but rather an economic democracy practiced by educated young citizens through empowered, ethical, and just micro and small businesses (Pancasila Ideology Development Agency, n.d.; Government of the Republic of Indonesia, 1945; Government of the Republic of Indonesia, 2021).

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