Digital Citizenship and its Role in Achieving the Vision of Kingdom of Saudi Arabia 2030

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ABSTRACT

Digital citizenship is the set of rules, controls, standards, norms, ideas and principles followed in the optimal and correct use of technology, which citizens need in order to contribute to the advancement of the country. Digital citizenship in short is guidance, guidance and protection, guidance and guidance towards the benefits of modern technologies, and protection from their dangers. In short, it is the smart handling of technology. This paper sheds light on digital citizenship and its role in supporting the educational process in accordance with the vision of the Kingdom of Saudi Arabia 2030, given that in today's world and with the development of the world in various fields and the emergence of technological openness and the emergence of digital programs and the spread of modern means of mass communication and its wide range and ease of access to all, I started The importance of digital citizenship, its dimensions, and its effects are clearly evident, as the digital citizen is considered a patriot's helper, and it is a mirror of his homeland, through which he reflects his values, customs, and traditions. Therefore, he became responsible to everyone in what he says and what he does, and everyone represents the country through his digital personality that he creates himself through his behaviors, participation, and cultures that he creates. He roams around the globe and communicates with others smoothly and easily, in a monitored and documented manner, as if it were a biography of this person. Based on the foregoing, it has become necessary to provide ideal positive models on how to properly use the means of technology in order to set a good example, by spreading the culture of digital citizenship and security awareness among members of society in light of the current scientific developments and their challenges, by encouraging desirable behaviors and fighting unpopular behaviors. In digital transactions, to be the forearms of a patriot, producers, creators, and officials in the digital space, preserving societal values, and practicing positive digital citizenship.

To verify the objective of the study, we have used the digital citizenship study questionnaire which was made available electronically, and the number of distributed questionnaires reached 172. After reviewing and checking, we obtained 159 questionnaires valid for statistical analysis according to the target group, who are students. The five-point Likert scale was used as well as the direct questions (yes, no). The five-point Likert scale is characterized by the level measurement (high, above average, average, below average, poor). The analysis of the results using SPSS to measure the arithmetic mean and the recurrence rate showed a number of results that help the researcher to identify the most important skills that need to be strengthened and developed through education and training, to achieve the optimal use of technology and enhance intellectual security, in light of digital citizenship to prepare a valid digital citizen.

Keywords: Information Technology- Digital- Citizenship- Facebook- Twitter- Snapshot- Security- Mobility- SPSS

1.INTRODUCTION

Just as we are citizens of the real world, we are also "citizens" as users of the digital world. Let's learn more about digital citizenship, what concepts apply to it, and why promoting positive digital citizenship is so important. We can define digital citizenship as a set of guiding principles that help to be responsible, aware and wise when using technology. It is a concept that

helps us understand what technology users need to know to act consciously and wisely. Due to the continuous development of technology, the concept of digital citizenship is not static, but also constantly changing and evolving. A digital native is someone who has the skills and knowledge to navigate the digital world and use digital technologies in a positive way. The digital citizen consumes digital content, participates, communicates and contributes positively to the digital society. Just as a citizen knows right from wrong, and contributes positively and thoughtfully to their community, a digital native also knows right from wrong, uses technology carefully, and makes wise decisions in the process. The digital citizen understands that there are serious rights and responsibilities related to cyberspace, and accepts these terms that will make cyberspace a safer place for everyone [1-3].

There are about 4 billion people in the world connected to the Internet and this percentage is still increasing, as active Internet users interact regularly through the use of many digital technologies. These users of the Internet constitute the so-called digital society that provides promising opportunities in various fields, including entertainment, education, employment and social networks. Our use of the Internet contributes to the creation of an interconnected global community. No matter where we are or who we are, all of our actions can have a significant impact on others. As is the case in any society, citizens are expected to behave in a certain way according to accepted standards, rules, and laws. Most of today's population of digital citizens feels completely comfortable with technology.

Digital citizenship is not a new concept. However, the recent global crisis, which demanded social distancing, prioritizing education and working from home, has brought the issue of digital citizenship back to the front seat; this is due to the increase of people working and learning from home. This reality has made virtual environments the first place in which students, teachers and society as a whole interact. Teacher ability is an important part of this new reality. Although the technical infrastructure and content in many countries support the initial transition to online learning, this transition will not be of any benefit without interest in helping teachers take advantage of this access - during closures and when schools reopen - to build the skills that students will need In school, college and beyond [4].

One of the key skills that came back into focus at this point is digital citizenship. The challenge of promoting effective digital citizenship is especially critical as the COVID-19 pandemic is driving millions of students to interact virtually. Although this kind of learning takes time that does not mean that schools should wait idly until students understand what it means to be a trustworthy digital citizen. .

The debate around digital citizenship has increased, so that not everyone can agree on its definition. Some see it as online safety, others think it's a way to tackle cyberbullying. Some even define it as knowledge in the digital age. In fact, it is all of these things, and many more, which may become clear through some common definitions, including but not limited to: - According to UNESCO, "Digital citizenship means that a citizen has a set of skills that enables him to access, retrieve, understand, evaluate, use, create and share information and media in all forms, using various tools, critically, ethically and effectively. To participate and engage in personal, professional and social activities." Digital citizenship is a concept that helps teachers, technology leaders and parents understand what students/children/users of technology should know, about how to use technology appropriately [5].

Digital citizenship is more than just an educational tool. It is a way to prepare students/technology users for a technology filled society. Looking at the above definitions, we can conclude that when we teach digital citizenship in schools, we teach students to be responsible and use technology responsibly, and that digital citizenship is not about replacing who we are in the real world, but rather about expanding our possibilities when we know and understand how to harness it. The power of our digital tools, and to trust in the fact that: "Digital citizenship is not about teaching the curriculum – it is about creating a culture."

2.DEFINITION OF DIGITAL CITIZENSHIP

Digital citizenship is the set of rules, controls, standards, norms, ideas and principles followed in the optimal and correct use of technology, which citizens, young and old, need in order to contribute to the advancement of the country. Digital citizenship, in short, is guidance and protection, guidance towards the benefits of modern technologies, and protection from their dangers. In short, it is the smart handling of technology. We should not understand from the meaning of digital citizenship that it aims to set limits

and obstacles for the sake of control and monitoring, in the sense of control for the sake of control, which sometimes leads to repression and tyranny against users in contradiction with the values of freedom, social justice and human rights. Digital citizenship aims to find the right way to guide and protect all users, especially children and adolescents, by encouraging desirable behaviors and fighting undesirable behaviors in digital transactions, for a digital citizen who loves his country and strives for its progress. Digital citizenship can also be defined as the rules of behavior adopted in the various uses of technology, such as using it for electronic exchange of information, full electronic participation in society, buying and selling goods via the Internet, and so on. It is also defined as the ability to participate in society via the Internet, and a digital citizen is a citizen who uses the Internet regularly and effectively.

The concept of digital citizenship, then, has a strong relationship with the education system, because it can help teachers, educators in general, and parents understand what students must know in order to use technology appropriately. Digital citizenship is more than just an educational tool, but rather a means to prepare students for full involvement in society and active participation in serving the interests of the nation in general and in the digital field in particular [6].

There is no doubt that spreading the culture of digital citizenship at home among family members and at school among students has become an urgent necessity. It must be transformed into programs and projects in our schools and universities in parallel with civil society initiatives and media institutions, so that we can actually enhance the protection of our society from the increasing negative effects of technology. While enhancing the optimal use of them to contribute to the development of the knowledge society and building the national digital economy. [7].

3.SAUDI ARABIA VISION 2030

Saudi Vision 2030 is a post-oil plan for the Kingdom of Saudi Arabia that was announced on April 25, 2016, and coincides with the date set for announcing the completion of the delivery of 80 giant government projects, the cost of each of which is no less than 3.7 billion riyals and up to 20 billion riyals. in the Riyadh metro project. The plan was organized by the Council of Economic and Development Affairs headed by Prince Muhammad bin Salman, where it was presented

to the Council of Ministers headed by King Salman bin Abdulaziz Al Saud for approval. On June 7, 2016, the Saudi Council of Ministers approved the National Transformation Program, one of the "Kingdom's Vision 2030" programs [16].

4.DIGITAL CITIZENSHIP FOR SAFE, SMART, FRIENDLY STUDENTS

Digital citizenship goes beyond just keeping students safe online. It involves demonstrating how they can use digital tools effectively for themselves and for the greater good without compromising the freedom and humanity of others. In this context, many experts in the field recommend the following:

❖ **Be secure:** Information security is an essential component of digital citizenship. Students need to know what is and is not acceptable to share online. Being safe means being aware of apps with embedded systems such as location services, which may share student information without their knowledge. Knowing how to use the Internet safely is crucial to good digital citizenship. Students should understand, to the best of their ability, how to avoid dangerous websites that may contain all kinds of threats, from disinformation to hidden malware.

❖ **Get smart:** Everything students post on their profiles gets filtered out into the digital ether and can be seen by anyone at any time. Students should be aware of what they say and do online, as college admissions officers - and even future employers - are likely to check their social media accounts. There are plenty of tactics students can use to create standout digital profiles that will help them compete for a job offer or acceptance letter. Be kind: Just like in real life, we want students to learn to be responsible digital citizens, which means treating others with kindness and respect. Cyberbullying is a serious problem, and students should have a deep understanding of it. This includes understanding what cyberbullying is, why it happens, the legal and emotional ramifications, and how to stop it. By collaborating closely, teachers and administrators can work with students to give them the tools they need to become responsible digital citizens [8].

5.THE CONCEPT OF DIGITAL CITIZENSHIP

With the digital communications revolution and the facilitation and speed it provided in communication processes and access to information sources, and with the results that this revolution carries with positive effects on the individual and society. And legal controls and basic principles that regulate the affairs of human life. If we were previously able to know the interests of our children and monitor their relationships with others, now they are communicating with digital unknowns who pose a strong potential danger, and they may browse dangerous suspicious sites, and it has become almost impossible to monitor all the pages they view and the people they contact with the spread of tablets, palms and phones. Portable smart phones at all times and places, especially if we remember that scientific studies have proven that the rate of children and adolescents using these devices may reach eight hours a day, i.e. more than the hours they spend with their parents and teachers. That we choose either that this influence be negative when we do not care and do not direct our children, or positively when we teach them the rules of use and guide them and protect them from dangers [9].

Therefore, we are in dire need of a preventive incentive policy, a preventive measure against the dangers of technology, and an incentive to make the best use of its advantages. We are not talking here about a new policy that we must write for the first time, and no one has preceded us. Rather, we are talking about what is called in the developed world the concept of digital citizenship. Many developed countries such as Britain, the United States and Canada teach their students in schools topics related to digital citizenship within the framework of the digital education curriculum. We also find within the same framework the project developed by Australia under the slogan "Communicating with Confidence: Developing Australia's Digital Future", which stipulates the generalization of teaching digital citizenship for students, along with training parents and teachers according to an integrated national plan. France also plans to make the issue of digital citizenship a major national issue.

6.THE MAIN PRINCIPLES & ELEMENTS OF DIGITAL CITIZENSHIP

There are many creative ways to highlight key principles of digital citizenship. One of these methods is the S3 Framework: Safe, Savvy, and Social. These methods also consist of three levels of support that digital natives need and provide.

Security: Focuses on the importance of preventing risks and protecting oneself and others.

Wisdom: It highlights the importance of lifelong learning, staying up-to-date with the concepts and variables associated with the digital world, and educating oneself and others to make wise decisions when using the Internet.

Social interaction: It revolves around the importance of respecting oneself and others in the digital world, to build and strengthen positive and cooperative social relationships between digital citizens.

Digital citizenship centers on several key aspects and elements. The elements of digital citizenship listed below are key priorities to enhance the overall quality of our digital lives: As a digital native, reflect on and reflect on each question these elements raise.

- Health and digital quality of life: Technology use by children and youth is a major health and quality of life concern especially for older generations of parents who were not born into the digital age.
- How can the digital quality of life be relied upon to enable digital citizens to benefit from technology without compromising their physical and psychological health?
- Digital literacy: It is raising awareness and educating individuals about technology and how to use it in a responsible and correct manner.
- How can digital literacy be disseminated to enable positive use of technology and encourage continuous learning as technology continues to evolve?
- Digital Art (Digital Etiquette): It refers to a code of conduct that defines standards for acceptable and positive behavior in the digital society.
- How can digital natives model positive digital behavior? Digital natives young and old must set ground rules that define the way we use digital technology. For example, it can be agreed not to use smartphones while eating or during business meetings.
- Digital security: the procedures necessary to ensure a secure digital society
- How can digital natives protect themselves online? How can the privacy of digital citizens' data be protected? How can violations and fraud cases be reduced?
- Digital Law: rules, laws, and legislation that define correct procedures, behaviors, and responsibilities, as well as the legal implications of a digital society.

- How can digital natives promote good behavior in the digital world? Just as illegal behavior is punished in the real world, illegal behavior online must also be reported. For example, theft of intellectual property is as important as theft of goods from a store in a shopping mall.

The great development that the world is witnessing in terms of digital and technology has led to a real technical revolution. Technology has become one of the basics of life, and coexistence with it has become an urgent and indispensable necessity. This development produced a generation that grew up and was raised on these technologies, and they are what we call digital citizens.

The concept of digital citizenship is closely related to educational systems as it helps teachers understand what a student must know to use technology successfully. Digital citizenship is more than an educational tool, it is a way to prepare students to contribute effectively to society and to participate safely in the digital environment. Digital citizenship is a term given to practices that aim to enable teachers, students and parents to use technology safely and effectively. Digital citizenship includes rules and standards aimed at creating a society capable of using technology responsibly [10].

Spreading the culture of digital citizenship has become an urgent necessity as a result of the increase in technology users day after day, and it is necessary that this digital citizenship in education takes into account the culture of our society that is committed to Arab-Islamic ethics and values, especially as it has become a priority. Because of this digital transformation in all fields of life, the need to promote normal digital citizenship for students increases in light of the spread of inappropriate behaviors such as cybercrimes of all kinds. Such as: the spread of pornographic websites, crimes of threats, harassment and electronic extortion, electronic defamation that includes insult and insult, impersonation, financial fraud, hacking websites and data theft, extremism and terrorism, sexual exploitation of minors.

In a clearer sense, we must diagnose the reality, analyze the content of the current learning curricula, issue clear judgments, and then determine the needs based on scientific foundations, and on them we build the components of the curriculum in the light of digital citizenship. The role of curriculum development is great in inculcating values in general and sound principles in the hearts of learners and consolidating constants and morals. This is not achieved by simply adding a course or subject within one of the courses, but rather by including the values of digital citizenship within the technically integrated curricula and making

them a general framework through which educational situations are presented.

One of the most important values of digital citizenship is the learner's respect for himself and others, as well as protecting himself and others around him, self-learning and good communication with others. In order for the learner to protect himself and others, he must become accustomed to using critical thinking skills that protect the owner from blind submission without forethought or awareness, and he must be trained to analyze situations and evaluate them scientifically and logically, and he must also be able to make good selection among alternatives, and understand digital rights and responsibilities, For example, when a student creates or publishes something, he preserves the rights, and on the other hand, when he uses anything published, he must preserve the rights of others, by documenting and mentioning the source [11].

Here, I put forward an educational procedural vision for the development of digital citizenship in the educational and learning environment. The school: It has several roles, such as providing appropriate technological laboratories, which contribute to supporting digital access and digital equality for all students. Supporting curriculum integration to achieve better results and positive behavioral changes for students. And awareness campaigns to educate the educational community about digital citizenship, and training courses for teachers and learners within the school, to raise awareness of digital citizenship and its skills. Parent-Teacher Councils and their discussion of what is around digital citizenship, to support monitoring of students at home. And periodic seminars and panel discussions, to continue raising awareness within the school community. And clear administrative policies that oblige everyone to pay attention to and abide by all of the aforementioned.

✓ As for the learner; we must provide him with training courses during his academic spare time to support his values of digital citizenship, and curricula that would provide him with adequate awareness of digital citizenship. And good technological laboratories, through which he can use technological means with the controls of digital citizenship. And provide the opportunity for the learner to use technological means, and not to monopolize it. And educational supervision of the learner by teachers and parents.

✓ As for the teacher; we must provide him with training courses that will develop his technological capabilities, workshops to develop his technological practical aspects, and learning resources to read, read, and learn

about digital citizenship. And conditions and policies that oblige this teacher to all of the aforementioned, and motivate him to carry out these tasks.

✓ As for the educational stages, we must provide each stage with the appropriate digital citizenship skills, to support the uses of technology by those different age groups.

✓ As for the surrounding society, it is represented in the following tasks: Such as social media, which is one of the most important tools used to spread and activate the role of digital citizenship in society. And community campaigns, through the media, youth centers and social clubs, the role of institutions, and the role of the Ministry of Education in particular in providing courses, preparing teachers, clear policies, for example with regard to those who fail to carry out tasks: (referral to a lower job, referral to administrative job, dismissal from work, early retirement). And this group of comrades is one of the important groups that influence the behavior of individuals in society, so let us choose our friends. And a digital law regulating digital life within the society that seeks to evolve.

In conclusion, inculcating the values of digital citizenship is not a luxury, but rather a necessity. Rather, these values must be included in the future curriculum, because when developing the curriculum, we must take into account the nature of the era in which we live and keep pace with it, otherwise the gap will be large between what students study and the reality in which they live. . This is consistent with the general outcomes of education, including the development of curricula and the enhancement of students' values and skills so that the student becomes aware and strong and possesses the necessary knowledge and skills for the future. Ex: critical thinking, a solution

7. THE NORMS FOLLOWED IN CORRECT AND RESPONSIBLE BEHAVIOR IN RESPONSE TO THE USE OF TECHNOLOGY

A- Digital access: full electronic participation in society

Technology users need to pay attention to equal opportunities for all people with regard to technology. Hence, the starting point of "digital citizenship" is to work towards providing equal digital rights and support for electronic access, and then electronic exclusion makes it difficult to achieve growth and prosperity as society uses these technological tools with a continuous increase. The goal of the digital citizen should be to provide and expand access to technology for all people. Users must be aware that electronic access may be limited by some individuals, and therefore other resources must be provided. In order to become productive citizens, we must be committed to ensuring that digital access mechanisms and technologies are available to everyone without exception.

B- Digital commerce: buying and selling goods electronically

Technology users must understand that the greater part of the market economy takes place through technological channels. Hence, exchange and barter operations occur legally and legitimately at the same time, but both the seller and the buyer must be aware of the issues related to these operations. It has become a trend for many users to buy children's toys, clothes, cars and food online. At the same time, a similar amount of products and services that conflict with the laws and regulations of some countries (which include a number of activities including: downloading software without a license, pornography, and gambling) have appeared on the transactional scene. Therefore, the Internet user must learn methods that make him an effective consumer in a new world of digital economy.

C- Digital communications: the electronic exchange of information

One of the most important changes brought about by the digital revolution is the ability of individuals to communicate with each other, no matter how faraway places and times are. The nineteenth century witnessed limited patterns of communication. However, the twenty-first century has witnessed a huge diversity in the means of communication, such as: e-mail, mobile phones, and instant messages. Widespread digital communication options have changed everything in human life because of their ability to make permanent and direct communications with any other individual; where everyone now has the opportunity to communicate and collaborate with any other person in any part of the world at any time. However, many users do not have the necessary training to make sound decisions when faced with multiple digital communication options.

D- Digital literacy: the process of teaching and learning technology and using its tools

While education institutions have made a fair progress in the diffusion of technology, they still have a lot to do. Renewed focus must be directed to the type of technology that must be acquired, learned and trained, and the best way to operate and benefit from it. Also, some technologies make their way into different fields of work, and are not used in educational institutions, such as: video conferencing, and online sharing sites. Moreover, many workers in different fields need timely and immediate information. This process requires complex research and processing skills (including information literacy). Therefore, students must learn how to learn in a digital society. In other words, learners must be trained to learn anything, anytime, anywhere. The fields of business and medicine are among the most prominent areas of using technology in a completely different way in the twenty-first century. And due to the rapid integration of technology developments in all fields, students must be taught and trained to use these developments quickly and efficiently. Therefore, "digital citizenship" is based on educating and educating individuals in a new way - taking into account the need for these individuals to have a very high level of information literacy skills [12].

E- Digital Fitness: Digital standards of behavior and procedures

Technology users often see this area as the most pressing issue when addressing "digital citizenship". We all recognize misbehavior when we see it, but technology users don't learn "digital fitness" before using it. Also, many users feel uncomfortable talking to others about their digital fitness practice. Often, some regulations and laws are imposed on users, or the technology is simply banned to stop inappropriate use. However, enacting regulations and formulating usage policies alone is not enough. Every user must be educated and trained to be a responsible digital citizen in a new society.

F- Digital Laws: Digital responsibility for actions and actions

The Digital Laws sector addresses the issue of ethics within the technology community, and unethical use exposes itself in the form of digital theft and/or crime. Correct use also expresses itself through adherence to the laws of the digital society. Users need to know that it is an offense against the law to steal or misappropriate others' property, business, or identity online. Hence, there are several laws enacted by the digital society that must be paid attention to. Every person who performs a job or even plays online falls under these laws. Therefore, hacking into other people's information, illegally downloading their files, creating all kinds of destructive viruses, spyware and other spam or stealing someone else's identity or property is immoral.

G- Digital rights and responsibilities: the freedoms enjoyed by everyone in the digital world

Just as countries define the rights of their citizens in their constitutions, there is also a package of rights enjoyed by the "digital citizen", where the digital citizen enjoys the rights of privacy, freedom of expression, etc., and basic digital rights must be studied and discussed in order to be properly understood in Shadow of the digital world. With these rights come duties or responsibilities. Users must cooperate in determining how technology should be used appropriately. Accordingly, these two aspects are two sides of the same coin, and they must be activated together in order for every digital citizen to become a productive citizen and an effective participant.

H- Digital Health and Safety: Mental and physical health in the world of digital technology

Visual health, repetitive stress symptoms and auditory practices are some of the most important issues to be addressed in the modern world of technology. In addition to the physical aspects, there are psychological problems that have been spreading like wildfire lately. Users must be made aware of the risks inherent in the technology. Digital citizenship includes a culture of teaching technology users ways to protect themselves through education and training.

I- Digital security (self-protection): Procedures to ensure prevention and electronic protection.

No society is free of individuals who steal, mutilate, or even disrupt others. This fully applies to the digital society. It is not enough just to trust the rest of the members of the digital community to ensure prevention, protection and safety. All necessary measures must be taken in this regard. We put locks on the doors of our homes, and alarms in our homes to provide a certain level of protection. Direct examples must be applied in the digital society. Hence, we must have virus protection software, backup copies of data, and provision of vector control equipment and

mechanisms. As responsible citizens, we must protect our information from any outside force that could sabotage or destroy it. The concept of Respect, Educate and Protect - REPS is one of the methods of clarifying and teaching the themes of digital citizenship. Each category includes three topics that must be taught to the user from an early age and the first stage of joining the digital society.

8.AXES OF DIGITAL CITIZENSHIP? HOW CAN IT BE TAUGHT?

Digital citizenship has nine elements agreed upon by the International Society for Technology in Education (ISTE), as mentioned by (Rebel, 2012 AD) in his book Digital Citizenship in Schools. These elements have been identified in order to help a better understanding of the topics that constitute digital citizenship, and to provide an organized way to teach them and include them in the curricula in an appropriate manner so that we can have digital citizens in full, and these elements are as follows [13]:

- **Digital Access:** It means equal opportunities for all students with regard to technological access, so that technology is available to all and they have the opportunity to engage in a digital society. As we prepare students for a technological future, technology in schools must be accessible.

- **Digital commerce:** educating students about digital commerce and smart consumption, and informing them of several issues that they may encounter while shopping online, such as fraud, identity theft or personal information, etc. so that students become more aware when buying or selling goods electronically, and this in turn prepares them to interact in the digital economy.

- **Digital communication:** Digital communication has become the new means by which people interact with each other, whether through e-mail, visual communication, instant messaging, social networking sites, or other means of digital communication. Accordingly, it is

necessary to achieve appropriate digital social communication when communicating with others, and to educate students about etiquette and the rules that must be followed.

- **Digital literacy:** Despite the efforts made to spread technology in general, the focus when teaching is often on teaching technology itself, rather than how to use it appropriately. One of the most important issues of digital culture is learning digital basics, evaluating electronic resources and the accuracy and truthfulness of their content, as well as detecting and developing learning patterns on the electronic network and distance learning.

- **Digital rules of behavior:** In the past, the responsibility for setting rules for behavior in general was the responsibility of parents only, but now, with the increasing development of technology, parents can no longer keep up with everything new and know the appropriate and inappropriate digital content. As educators, our role is highlighted in addressing issues of digital behavior in the curricula, emphasizing the principle of respect, and introducing students to the basics of digital behavior.

- **Digital Law:** A digital law has been developed to protect digital users and is present in the Kingdom of Saudi Arabia under the name of the Anti-Cyber Crimes Law, and any violation of the laws of this system entails real penalties. This issue must be dealt with by the school, and the penalties that result from some irresponsible behavior of students, such as the use of piracy programs, penetration of programs and systems, sexual harassment, identity theft, and others, must be clarified.

☒ **Digital rights and responsibilities:** Since there is a digital law that protects digital citizens, attention must be paid to the rights of these citizens such as privacy, protection of their intellectual property and other rights. In exchange for these rights are responsibilities. In order to obtain his rights, he must fulfill his responsibilities towards this digital society, which is represented in the optimal and responsible use of technology.

☒ **Digital health and well-being:** educating students about the physical risks that may accompany their use of technology, such as problems in the eyes, shoulders or back, and other symptoms that may occur as a result of irresponsible use, which may develop into a real addiction and may also result in some mental and psychological problems. Students need to combine the use of technology with maintaining good health.

☒ **Digital Security:** This includes teaching students how to protect their electronic data by using antivirus software and digital protection systems, as well as not providing personal data to anyone on the electronic network, which in turn protects them from problems of identity theft, fraud, and harassment.

We emphasize at the outset that the main goal of education is to help students prepare for their future, because technology will be part of this future, and not just provide them with science and basic knowledge, because knowledge is everywhere and their role lies in making a good selection of it in light of this information momentum. Based on what was mentioned, we need learners armed with a critical and creative mindset that enables them to deal with all forms of technology that exist and that will appear in the future. We want to prepare a digital society that embraces the values of citizenship, and all this is achieved through the curriculum system.

Do our curricula in the current form include the concepts of digital citizenship? What is the role of curriculum development towards digital citizenship?
In order to be able to answer the first part of the question, we must diagnose reality, analyze the content of the current educational curricula, issue clear judgments, and then determine the needs based on scientific foundations, and based on that, we build the components of the curriculum in the light of digital citizenship. As for the second part of the question, the role of curriculum development is great in inculcating values in general and sound principles in the hearts of learners and consolidating constants and morals. This is not achieved by simply adding a course or subject within one of the courses, but rather by including the values of digital citizenship within the curriculum and making it a general framework through which educational situations are presented [14].
Among the most important values of digital citizenship: the learner's respect for himself and others, as well as protecting himself and others around him, self-learning and good communication with others. In order for the learner to protect himself and others, he must get used to using critical thinking skills that protect the owner from blind submission without forethought or awareness, and he must be trained to analyze situations and evaluate them scientifically and logically, and he must also be able to make good selection among alternatives, and understand digital rights and responsibilities For example, when a student innovates or publishes something, he preserves the rights, and in return, when he uses anything published, he must preserve the rights of others, by documenting and mentioning the source [15].

9.ACHIEVED NUMERICAL RESULTS

The sample of the study was 159, of whom 114 were males and 45 were females2. All of the study sample are students. The age group of the study sample is concentrated in the 19-22 age group with a rate of 74.8%, followed by the 15-18 age group with a rate of 21.4%. According to the educational level of the study sample, 73.6% are bachelor's degrees and 26.4% are secondary. The distribution of the respondents according to the governorates of Makkah Al-Mukarramah region shows that the highest percentage of the sample is in Jeddah governorate with a rate of 73.6%, followed by Al-Kamil governorate with a rate of 18.9%. The study measured a number of skills and values, such as time management skill, organizing skill, writing skill, problem-solving skill, communication skills, ability to discuss, questioning skills, positivity, seeing things in a holistic way, and self-confidence. Measuring the study sample's

knowledge of a number of systems, including copyright systems, the regions system, the information crime system, and the basic system of governance in the Kingdom of Saudi Arabia, as well as measuring skills in the field of digital citizenship such as digital access, digital trade, digital literacy, digital decency, digital laws, digital rights and responsibilities, digital health and safety, and security. Through the direct questions of the study sample, the study showed that 96.2% of the study sample did not receive training courses in digital literacy as shown in Table 23. The study showed that 92.5% did not receive training courses in the field of digital commerce despite their use for digital commerce websites. The study showed that 86.8% did not receive training courses in the field

of information security, and the study also showed that 56% do not use anti-virus software.

The study also showed that the percentage of using devices for a period ranging between 11-15 hours per day by 13.2%, the use of devices for more than 15 hours per day representing 9.4%, and the use of devices for a period ranging between 7-10 hours per day by 30.2%, and this gives an indication of the direction of the study sample. Addiction to the use of devices and lack of control over time, which is reflected in digital health and safety. Finally the study showed that 92.5% did not receive training courses in the field of digital commerce despite their use for digital commerce sites as shown in Tables 1 & 2.

Table 1: The usage of Digital Commerce tools

Standard Deviation	Mean	Select your level in the following skills:
1.443	2.70	Facebook
.965	3.44	Time share
.925	3.55	Organization
1.030	3.66	Writing Skills
.872	3.69	Solving problems skills
1.338	3.76	Telegram
.913	3.82	Communication Skills
1.034	3.82	The ability to discuss and ask questions
.980	3.95	Ability of using the computer
.892	4.04	١To be positive and to see things in a holistic way
.991	4.18	١Self-confidence
1.090	4.18	Twitter
.885	4.52	Instagram
.920	4.52	Snapshat
.742	4.57	Usage of Social Networks

Table 2: Criteria for measuring the usage of Internet applications

Standard deviation	Mean value	To what extent do users of Internet applications adhere to the following values, from your point of view, in what is published and shared:
1.290	3.24	Honesty
1.062	3.35	Justice
1.084	3.47	The responsibility
1.166	3.57	Respect
1.087	3.58	Mercy
		How familiar are you with the following systems?
1.171	3.12	Copyright System
1.290	3.12	Regions system
1.126	3.35	Information crime system
1.203	3.58	The Basic Law of Governance in the Kingdom of Saudi Arabia
		What is the quality of Internet services in your site?
1.309	3.12	Zain
1.291	3.54	STC
1.355	3.60	Mobily

On other hand, Table 3 shows the arithmetic means and standard deviations of the responses of the study sample and the general trend (direction) of the averages. It is clear from the results that the order of the phrases and their direction from very high to weak. As the general result of the averages in the phrase (determine the level of your skills in the field of technology [using social networking applications]) represented the highest direction of the answers, while the phrase (do you use the following applications [YouTube]) took a low result, and this is a clear indication that the respondents have the skill It is not sufficient in one application of social networking applications, but the study showed that they have sufficient skills in the field of technology and all applications of using social networks.

Table 3: Descriptive Achieved Statistics

Serial No.	Query	Mean	Std. Deviation	Percent	direction
1	Determine your technical skill level [using social networking applications]	4.50	0.809	0.90	Very high
2	Determine your technical skill level [Snapchat]	4.39	1.039	0.88	High
3	Determine your technical skill level [Instagram]	4.39	1.027	0.88	High
4	Determine your level in the following skills [self-confidence]	4.19	0.961	0.84	High
5	Determine your technical skill level [Twitter]	4.19	1.080	0.84	High
6	Determine your level in the following skills [Positivity and seeing things in a holistic way]	4.07	0.881	0.81	High
7	Determine your level of technical skills [computer use]	3.96	0.967	0.79	Medium
8	Determine your level in the following skills [Communication Skills]	3.86	0.906	0.77	Medium
9	Determine your level in the following skills [the ability to discuss and ask questions]	3.85	1.014	0.77	Medium
10	Educational level	3.78	0.589	0.76	Medium
11	Determine your level in the following skills [Problem Solving Skills]	3.73	0.866	0.75	Medium
12	Determine your level in the following skills [writing skill]	3.70	1.024	0.74	Medium
13	Determine your technical skill level [Telegram]	3.69	1.363	0.74	Medium
14	How familiar are you with the following systems? [Basic Law of Government in the Kingdom of Saudi Arabia]	3.59	1.185	0.72	Medium
15	Select your level in the following skills [Regulation]	3.58	0.924	0.72	Medium
16	How good is the internet services on your site? [STC Saudi Telecom]	3.56	1.276	0.71	Medium
17	How good is the internet services on your site? [Mobily]	3.56	1.324	0.71	Medium
18	To what extent do users of Internet applications adhere to the following values, from your point of view, in what is published and shared? [mercy]	3.52	1.098	0.70	Medium

19	To what extent do users of Internet applications adhere to the following values, from your point of view, in what is published and shared? [respect]	3.51	1.183	0.70	Medium
20	Select your level in the following skills [time management]	3.47	0.952	0.69	Less than Medium
21	To what extent do users of Internet applications adhere to the following values, from your point of view, in what is published and shared? [honesty]	3.43	1.053	0.69	Less than Medium
22	To what extent do users of Internet applications adhere to the following values, from your point of view, in what is published and shared? [the responsibility]	3.42	1.106	0.68	Less than Medium
23	How familiar are you with the following systems? [Information Crime System]	3.37	1.127	0.67	Less than Medium
24	To what extent do users of Internet applications adhere to the following values, from your point of view, in what is published and shared? [Justice]	3.32	1.067	0.66	Less than Medium
25	To what extent do users of Internet applications adhere to the following values, from your point of view, in what is published and shared? [honesty]	3.18	1.282	0.64	Less than Medium
26	How familiar are you with the following systems? [Copyright System]	3.15	1.172	0.63	Less than Medium
27	How good is the internet services on your site? [Zain]	3.13	1.303	0.63	Less than Medium
28	How familiar are you with the following systems? [zone system]	3.10	1.281	0.62	Less than Medium
29	What is the average number of hours you use devices per day?	2.72	1.112	0.54	Weak
30	Determine your technical skill level [Facebook]	2.70	1.423	0.54	Weak
31	Have you taken courses in digital literacy?	1.96	0.197	0.39	Weak
32	Have you taken courses in digital commerce?	1.92	0.272	0.38	Weak
33	Have you taken information security courses?	1.85	0.357	0.37	Weak
34	Do you use the following applications [Ali Express]	1.78	0.413	0.36	Weak
35	Do you use the following applications [Facebook]	1.71	0.456	0.34	Weak
36	Do you use the following apps [Amazon]	1.65	0.478	0.33	Weak
37	Do you use antivirus software?	1.52	0.501	0.30	Weak
38	Do you use the following applications [Namshi]	1.46	0.500	0.29	Weak
39	Do you use the following applications?[Garier]	1.37	0.483	0.27	Weak
40	Do you use the following apps [Apple Store]	1.25	0.432	0.25	Weak

41	Do you use the following applications [Telegram]	1.24	0.428	0.25	Weak
42	Do you use the following applications [Twitter]	1.13	0.332	0.23	Weak
43	Do you use the following applications [Instagram]	1.08	0.272	0.22	Weak
44	Do you use the following applications? [Snapchat]	1.03	0.167	0.21	Weak
45	Do you use the following applications [You tube]	1.01	0.107	0.20	Weak

10. CONCLUDED COMMENTS

Digital citizenship is not limited to a set of rights, duties and obligations related to the optimal use of digital technology. Digital citizenship is a modern means for preparing a citizen who is able to use and employ digital technology in sound ways and in accordance with behavioral, ethical, religious and legal rules and regulations. Therefore, it is a necessary issue for a healthy digital society. In the digital world, digital citizens are expected to interact in a certain way within the framework of established standards, rules and laws, but this often does not happen. Where we find the bad spread of technology applications; because the digital world did not involve but a few rules for the appropriate and inappropriate behavior of the digital citizen, and therefore there was an urgent need to develop strategies and mechanisms to prepare and train the digital citizen on how to practice acceptable technological behavior through education curricula.

Many developed countries such as Britain, the United States and Canada teach their students in schools topics related to digital citizenship within the framework of the digital education curriculum. We also find within the same framework the project developed by Australia under the slogan "Communicating with Confidence: Developing Australia's Digital Future", which stipulates the generalization of teaching digital citizenship for students, along with training parents and teachers according to an integrated national plan. France also plans to make the issue of digital citizenship a major national issue. The Kingdom of Saudi Arabia has realized this importance of digital citizenship, and this is evident in Vision (2030 AD), whose axes were: "We learn to work: We will continue to invest in education and training and provide our children with the knowledge and skills necessary for future jobs. Our focus will be on qualifying teachers and educational leaders, training them, and developing curricula. We will also strengthen our efforts in aligning the outputs of the educational system with the needs of the labor market. We will focus on innovation in advanced technologies and entrepreneurship, as stated in the vision that 500,000 government employees will be digitally trained remotely. And digitally qualifying them continuously to raise employee productivity and efficiency to the highest level.

We also find that one of the goals of the vision is to develop the digital infrastructure, where partnerships between the public and private sectors have been highlighted as a means of developing the communications and information technology sector in the Kingdom, and this requires providing citizens with information and procedures for digital content, in addition to preparing and educating Saudi employees in the field of Cybersecurity, which is an essential part of the digital transformation movement. It is clear from the foregoing that the Kingdom's Vision (2030 AD) paid attention to the citizen, be it a student or an employee, and was keen to emphasize providing him with the necessary skills for future jobs in advanced technologies. Dealing with advanced and renewable technologies positively constitutes one of the goals of digital citizenship, and the importance of learning digital citizenship skills appears in being the means. It is ideal for preparing individuals to fully engage in society and actively participate in serving the country, through the optimal use of the data of modern technology, and being a culture that helps interested technology leaders and parents to understand what students and young people must use technology in order to deal with it in an appropriate manner, and it also reduces The negative repercussions of using the Internet. According to the achieved numerical results, I have reached to the following findings:- In order to raise the level required for the development of digital citizenship among university students, and achieving the goals desired action requires the following:

o Providing educational activities that develop student awareness of digital citizenship themes.
o Providing digital technological devices in college halls, auditoriums and laboratories, and enabling students to use it.
o Install anti-virus and anti-spyware programs and update them regularly on computers
o Using strong systems to encrypt information circulated internally or with others.
o Running a periodic review of the security of devices and networks by specialized agencies, and ensuring compliance with their recommendations.
o Holding educational seminars and designing training programs on digital rights and responsibilities, and the importance of practicing digital technology correct behavior when using digital technology.
o Providing the necessary material and human resources and developing communication and information networks; for the student to do to exercise their digital rights by providing access and exchange of information and digital communications.
o Spreading the culture of digital citizenship in the community surrounding the university as one of the university's roles in serving the environment and society.
o Allocate incentive prizes for creative students in the use of digital technology

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