

THE URGENCY OF CIVIC EDUCATION IN SHAPING DIGITAL CITIZENS' CHARACTER IN THE SOCIETY 5.0 ERA

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ABSTRACT

This study aims to analyze the urgency of Citizenship Education in shaping the character of digital citizens in the Society 5.0 era, which is characterized by the integration of physical and digital spaces. Rapid technological transformation presents new challenges, such as the spread of hoaxes, moral degradation, and weak digital ethics, necessitating the strategic role of Citizenship Education in instilling Pancasila values, social responsibility, and ethical media awareness. This research employs a qualitative descriptive method through a literature study, analyzing various relevant national and international scholarly works on civic education, digital citizenship, and Society 5.0. The findings indicate that Citizenship Education plays a crucial role in forming intelligent, critical, and ethically-digital citizens by strengthening digital literacy, media ethics, and project-based learning with digital simulations. Furthermore, the study reveals that Citizenship Education learning must transform by integrating technology and national values to align with the demands of the digital era. The implications of this research affirm the necessity for a digital literacy-based Citizenship Education curriculum, enhancing teacher technological competency, and government policy support to strengthen digital character education. Thus, Citizenship Education does not only function as normative education but also serves as a strategic means of shaping civilized, responsible, and Pancasila-minded digital citizens.

Keywords: Citizenship Education, Digital Character, Digital Literacy, Society 5.0, Pancasila Values.

INTRODUCTION

The development of information and communication technology in recent years has entered a highly dynamic phase, marked by the emergence of the term Society 5.0. This concept envisions a human-centered society that integrates physical and digital spaces to enhance the quality of human life through advanced technology ¹. This transformation not only impacts the industrial and economic sectors but also directly affects social structures, culture, and the way citizens engage in societal and national life. For instance, in the field of education, technological integration enables online learning, global collaboration, and increasingly intensive digital interaction². As one study finds, "the

¹ Qatrunnada Yasinta dan Fatma Ulfatun Najicha, *INKONSISTENSI PENDIDIKAN KEWARGANEGARAAN INDONESIA DI ERA SOCIETY 5.0*, 6, no. 1 (2022).

² Muhammad Alvianto dan Aji Wibawa, "Kesiapan Indonesia Dalam Bidang Pendidikan di Era Society 5.0," *Jurnal Inovasi Teknologi dan Edukasi Teknik* 2, no. 2 (2022): 73–79, <https://doi.org/10.17977/umo68v2i22022p73-79>.

Internet as an information and communication technology product has positive and negative impacts. One of the negative impacts is the emergence of negative online behavior such as cyberbullying."³ Furthermore, other research indicates that weaknesses still exist in digital literacy and social media ethics, making children and adolescents potential victims or perpetrators of deviant digital behavior⁴.

Civic Education has a strategic function in instilling national values, social responsibility, and the morals of civilized citizens. For example, one study concludes that "Civic Education plays an important role in shaping the character of Generation Z in the Society 5.0 era."⁵ In the digital age, civic learning is not only about rights and obligations in a normative sense but also about developing the character of digital citizens who are intelligent, critical, and ethical, capable of participating actively and wisely in digital spaces, protecting themselves from hoaxes, respecting differences, and using technology to strengthen communal life. Although numerous studies have discussed character education and the digital era, few have simultaneously integrated the specific dimension of citizenship, Pancasila values, and digital challenges⁶. This study contributes to the scholarly field by offering a framework that links civic education with the formation of digital citizen character within the continuously evolving landscape of the Society 5.0 era.

The objectives of this research are as follows: first, to analyze the urgency of civic education in shaping the character of digital citizens in the Society 5.0 era; second, to describe the civic values relevant to the challenges of the digital era, such as responsibility, ethics, tolerance, and digital literacy; and third, to demonstrate the role of education in building a sense of responsibility and awareness of digital ethics among citizens, particularly the younger generation.

LITERATURE REVIEW

The Concept of Civic Education

Civic Education is an educational platform designed to cultivate citizens who possess awareness, responsibility, and active participation in community, national, and global life. In the Indonesian context, Civic Education also serves as a means to instill national values, democracy, and social ethics in accordance with Pancasila and the 1945 Constitution. For instance, demonstrates that Civic Education plays a role in building a civilized democratic society by instilling humanitarian and national values⁷. Another study found that Civic Education, as a "vehicle for democratic education," is capable of structurally embedding democratic principles within its curriculum⁸. The core values in Civic Education include nationalism, democracy, responsibility, and social ethics.

³ Elisa Ika Yuniawati dan Jap Tji Beng, *Digital Citizenship Guna Mencegah Perilaku Cyberbullying*, t.t.

⁴ Latifah Puji Lestari dkk., *PENGARUH DIGITAL CYBER CITIZENSHIP TERHADAP PERILAKU BULLYING DI KALANGAN REMAJA*, 3, no. 1 (2023).

⁵ Diah Ayu Praharani dan Trisna Sukmayadi, "Pentingnya Pendidikan Kewarganegaraan Untuk Membentuk Kepribadian Gen Z di Era 5.0," *Jurnal Pendidikan Kewarganegaraan* 10, no. 2 (2023): 66–74, <https://doi.org/10.32493/jpkn.v10i2.y2023.p66-74>.

⁶ Hendy Satria Nugraha, *Paradigma Etika Digital Dalam Perspektif Pendidikan Kewarganegaraan*, 7, no. 2 (2023).

⁷ Bunga Bhagasasih Al-khansa dan Dinie Anggraeni Dewi, *PENDIDIKAN KEWARGANEGARAAN: MEMBANGUN MASYARAKAT DEMOKRASI YANG BERKEADABAN DARI SAAT INI*, 5 (2021).

⁸ Thaufan Abiyuna, "Pendidikan Kewarganegaraan Sebagai Wahana Dalam Mempersiapkan Warga Negara Muda Yang Smart And Good Digital Citizenship," *Jurnal Civic Hukum* 8, no. 2 (2023), <https://doi.org/10.22219/jch.v8i2.27674>.

Nationalism, for example, is demonstrated through attitudes of patriotism and respect for diversity.

The Character of Digital Citizenship

In the digital era, citizen character is formed not only in physical spaces but also in online realms. The concept of digital citizenship refers to the rights and obligations of citizens in the digital space, encompassing access to technology, participation in digital communities, and responsibility in digital usage and interaction. For example, digital citizenship influences the quality of Civic Education learning through the responsible use of technology⁹. The literature also states that the main principles of digital citizenship character include digital literacy (the ability to use and evaluate digital technology), digital ethics (ethical technology use and interaction in digital media), and digital responsibility (awareness of the consequences of online actions, data security, privacy, and constructive behaviour). For instance, Civic learning needs to incorporate digital citizenship to facilitate participation in the digital world¹⁰.

The Society 5.0 Era and Its Challenges

The Society 5.0 era is a societal concept that integrates the physical and digital worlds in a human-centred manner, leveraging technologies such as the Internet of Things (IoT), Artificial Intelligence (AI), big data, and robotics to enhance human quality of life. This concept marks a social transformation that demands humans to be not merely technology users, but also citizens capable of managing and participating in the digital-physical ecosystem. For example, digital literacy is a crucial skill in the Society 5.0 era¹¹. The social and moral challenges emerging in this era include: the extremely rapid and often unfiltered flow of information, which spreads disinformation; increased boundless online interaction that can lead to cyberbullying, social media abuse, and ethical degradation; and cultural and economic changes that erode traditional values. For instance, research on digital literacy in the Society 5.0 era shows that while technology provides opportunities, there are still gaps in infrastructure, access to digital education, and the moral readiness of citizens¹².

The Urgency of Civic Education in the Society 5.0 Era

In facing the Society 5.0 era, Civic Education holds high urgency as a means of shaping the character of digital citizens grounded in Pancasila values. Since the digital space has become an integral part of the public sphere and citizenship, Civic Education must also guide students to become digitally literate, ethically online, and socially responsible citizens. Civic Education must be developed as a "vehicle for preparing young

⁹ Riza Alrahman dkk., "The Effect of Digital Citizenship on the Quality Learning Civic Education," *Jurnal Civics: Media Kajian Kewarganegaraan* 21, no. 1 (2024): 29–40, <https://doi.org/10.21831/jc.v21i1.67086>.

¹⁰ Iwan Fajri dkk., "Digital Citizenship In Civic Education Learning: A Systematic Literature Review," *Jurnal Ilmiah Peuradeun* 10, no. 3 (2022): 833–54, <https://doi.org/10.26811/peuradeun.v10i3.755>.

¹¹ Maximilian Monninger dkk., "The Importance of High Quality Real-Life Social Interactions during the COVID-19 Pandemic," *Scientific Reports* 13, no. 1 (2023): 3675, <https://doi.org/10.1038/s41598-023-30803-9>.

¹² Zulfikar dkk., "Penguatan Literasi Digital dan Inovasi Sosial: Mendorong Kemandirian Era Society 5.0 pada Gampong Alue Dua, Kecamatan Nisam Antara," *Jurnal Solusi Masyarakat (JSM)* 3, no. 2 (2025): 59–68, <https://doi.org/10.29103/jsm.v3i2.22282>.

citizens with smart and good digital citizenship"¹³. Transforming Civic Education learning towards digital literacy, online ethics, and social responsibility is a necessity. For example, the literature mentions that digital literacy is a pathway for strengthening character education in the Society 5.0 era¹⁴.

RESEARCH METHOD

This study employs a qualitative descriptive method through library research. Data was collected by gathering and synthesizing relevant literature, including books, national and international journal articles, and other academic publications from the last 10 years, on Civic Education (PKn), digital citizenship, and Society 5.0. The data was analyzed using content analysis, which involved: (1) determining the research focus, (2) selecting sources, (3) in-depth reading, (4) coding the data (e.g., Pancasila values, digital ethics), (5) grouping codes into themes, and (6) developing an analytical narrative. To ensure validity, source triangulation was applied by comparing findings from various references. This method is deemed suitable for examining the conceptual link between Civic Education and the development of digital character in the era of Society 5.0.

RESULTS & DISCUSSION

The Role of Civic Education in the Society 5.0 Era

Literature analysis reveals that the Civic Education (PKn) course plays a strategic role as a vehicle for shaping digitally literate citizens in an era characterized by the integration of physical and digital spaces, often referred to as Society 5.0. PKn helps build civic knowledge, civic skills, and civic character attitudes through a curriculum tailored to digital challenges¹⁵. Pancasila can serve as a source of digital ethics, bridging the gap between digital rights and freedoms and civic responsibilities. The review results indicate that PKn not only provides an understanding of rights and obligations in the conventional realm but also prepares citizens to use digital technology critically and responsibly. "digital citizenship" significantly influences the quality of Civic Education learning in higher education¹⁶.

Civic Education and the Formation of Digital Character

The literature analysis uncovered the finding that PKn has the capacity to strengthen digital character traits such as responsibility, honesty, tolerance, and courtesy in the digital space. PKn fosters critical thinking attitudes, integrates digital capabilities, and promotes respect and understanding of social norms through digital platforms¹⁷. Digital literacy in Civic Education learning, based on a scientific approach, strengthens

¹³ Abiyuna, "Pendidikan Kewarganegaraan Sebagai Wahana Dalam Mempersiapkan Warga Negara Muda Yang Smart And Good Digital Citizenship."

¹⁴ Sugianto dan Ahmad Farid, "Literasi Digital Sebagai Jalan Penguatan Pendidikan Karakter Di Era Society 5.0," *Cetta: Jurnal Ilmu Pendidikan* 6, no. 3 (2023): 580–97, <https://doi.org/10.37329/cetta.v6i3.2603>.

¹⁵ Pipit Widiatmaka dkk., "Pendidikan kewarganegaraan sebagai sarana pembelajaran dalam menumbuhkan karakter bangsa pada mahasiswa di era digital," *HUMANIKA* 25, no. 1 (2025): 99–108, <https://doi.org/10.21831/hum.v25i1.80367>.

¹⁶ Alrahman dkk., "The Effect of Digital Citizenship on the Quality Learning Civic Education."

¹⁷ Usman Alhudawi dan Egiana Br Sitepu, *PERAN PENDIDIKAN KEWARGANEGARAAN DALAM MENGUATKAN ETIKA DIGITAL SISWA*, 14, no. 1 (2025).

students' civic disposition, which includes active participation, social concern, and legal awareness¹⁸. Project-based learning methods and digital case simulations show high potential for strengthening the character of digital citizens. Therefore, it can be concluded that PKn contributes not only cognitively but also affectively in shaping digital character. The digital character formed through PKn includes awareness of the ethical use of technology, the ability to filter information, and social responsibility in an increasingly complex digital space.

Challenges and Implementation Strategies for Civic Education in the Digital Era

The analysis findings indicate that the implementation of PKn in the digital era faces several major challenges. The rapid flow of information, coupled with the potential for hoaxes, an instant-gratification culture, and moral degradation, poses significant obstacles to the formation of digital citizens' character. Easy internet access and cultural globalization demand that the younger generation possess strong character to avoid falling into negative behaviors¹⁹. To address these challenges, the literature suggests several relevant implementation strategies. First, the integration of technology into Civic Education learning, such as e-learning, digital simulations, and educational social media, must be implemented to engage the digital generation. Innovating Civic Education learning through interactive and collaborative applications can enhance the effectiveness of citizenship education. Second, improving the digital literacy and contextual pedagogy competencies of Civic Education teachers is key to implementing methods relevant to digital content. Third, collaboration between schools/educational institutions, technology institutions, and the community is essential so that digital character learning occurs not only in the classroom but also in real-life contexts. By implementing these strategies, PKn can be more successful in shaping adaptive and ethical digital citizens.

The Urgency of Civic Education in Forming Ethical Digital Citizens

The literature review findings reinforce the urgency of PKn as a moral bulwark in the fast-paced cyber world. PKn holds a strategic position in upholding Pancasila values as the foundation for critical, tolerant, and civilized digital citizens. Integrating Pancasila values into the PKn curriculum is crucial for countering the tendencies toward pragmatic, materialistic, and hedonistic behaviors among the digital generation²⁰. Furthermore, PKn contributes to creating a digital society that is not only technologically active but also possesses ethical and civic awareness. Pancasila-based digital ethics serves as an important framework for maintaining the integrity and digital ethics of citizens. Thus, it can be concluded that PKn is not merely a normative subject but an instrument for shaping a new character relevant to the needs of the digital era. Ethical digital citizens are those who utilize technology with an awareness of their rights and obligations, avoid spreading

¹⁸ Dwi Agustina Rahayu dan Bachrul Ulum, *Literasi Digital Dalam Pembelajaran PKn berbasis Saintifik untuk Penguatan Civic Disposition Mahasiswa*, 6, no. 3 (2025).

¹⁹ Dorkas Yufice Ariyanti Kale dkk., *Urgensi Pendidikan Kewarganegaraan dalam Membentuk Karakter Bangsa yang Tangguh di Era Digital*, t.t.

²⁰ Angga Permana, "Implementasi Pendidikan Pancasila dan Kewarganegaraan bagi Peserta Didik di Era Digital," *Pelita : Jurnal Kajian Pendidikan dan Pembelajaran Indonesia* 3, no. 1 (2023): 18–22, <https://doi.org/10.56393/pelita.v3i1.1146>.

hoaxes, and maintain tolerance and harmony in cyberspace, and this is where the urgency of PKN becomes most apparent.

CONCLUSION

Based on the analysis, it can be concluded that Citizenship Education plays a strategic role in shaping the character of digital citizens in the Society 5.0 era. This is achieved by instilling Pancasila values, digital ethics, and social responsibility as the foundation for civilized behavior in digital media. To address the moral and social challenges in the digital world, Citizenship Education learning needs to transform by integrating digital literacy, technology, and national values to remain relevant and effective. Therefore, it is crucial to design a digital literacy-based Citizenship Education curriculum, enhance the competence of teachers and educational institutions in mastering technology, and strengthen government regulations and policies related to digital character education.

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