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AN THE URGENCY OF CIVIC EDUCATION IN ELEMENTARY SCHOOLS IN FACING THE ERA OF SOCIETY 5.0

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Abstract

This study aims to analyze the urgency of Citizenship Education (PKn) in Elementary Schools in facing the era of Society 5.0. The method used is a literature review by exploring various scientific sources related to Citizenship Education, education in Elementary Schools, and the concept of Society 5.0. The results of the study show that Civics has a strategic role in preparing students from elementary level to face the complexity of the Society 5.0 era which is characterized by the integration of physical and virtual spaces. The urgency of PKn lies in the formation of digital citizenship character, strengthening digital literacy, developing adaptive Pancasila values, and forming cross-cultural collaboration skills. Challenges include the digital divide, curriculum adaptation, and educator competency development. This study recommends the need for a transformation of civics education in elementary schools that integrates traditional civic values with the digital skills required in Society 5.0 through a contextual, collaborative, and technology-based learning approach.

Keywords : Civic Education, Elementary School, Society 5.0, Digital Citizenship, Digital Literacy

Introduction

Society 5.0 is a concept introduced by the Japanese government as an extension of the Industrial Revolution 4.0, focusing on human components and social solutions integrated with technology (Fukuyama, 2018). Unlike the Industrial Revolution 4.0, which focused on technological and industrial aspects, Society 5.0 emphasizes the balance of economic progress with the resolution of social problems through a system that integrates cyberspace and physical space (Salgues, 2018). In this context, technology is not only a means of production but also a medium that is integrated into human social life. Amidst this rapid social transformation, citizenship education at the elementary school level faces significant challenges. Digital transformation has transformed patterns of social interaction, political participation, and the very concept of citizenship . Children currently in elementary school are the generation that will live fully in the era of Society 5.0, so they need to be equipped with relevant competencies (Muchtarom, 2021). The question is, has the civics education currently implemented in elementary schools been able to prepare students to become citizens with strong character and adapt to the dynamics of Society 5.0? Amidst this paradigm shift, education plays a crucial role in preparing a generation capable of adapting and contributing positively. Specifically, Civics Education (PKn) in Elementary Schools is an important foundation in shaping the character of citizens that is in line with the values of Pancasila and adaptive to current developments (Murdiono et al., 2020). The combination of instilling basic civic values with the skills needed in the digital era is both a challenge and an opportunity for the development of civics at the elementary school level. Various studies have examined the implementation of civics education in elementary schools, such as Wahab and Sapriya's (2019) study, which emphasized the importance of a contextual approach to civics learning, and Murdiono's (2018) study on instilling character values through civics.

However, studies specifically linking the urgency of civics education in elementary schools to the context of Society 5.0 are still very limited. Yet, understanding this urgency is crucial as a basis for formulating a more adaptive and anticipatory learning approach. Previous research by Wahab & Sapriya (2021) showed that Civics needs to transform in the face of digital disruption. Meanwhile, Winataputra (2019) emphasized the importance of

a thematic-integrative approach in implementing Civics in elementary schools. However, there is still a gap in studies that specifically address the urgency of Civics in elementary schools in the context of Society 5.0, which has unique characteristics such as a deeper integration of physical and virtual spaces. Based on this background, this study aims to analyze the urgency of Civics in Elementary Schools in facing the era of Society 5.0 with a focus on: (1) the relevance of Civics material to citizenship needs in the era of Society 5.0; (2) strategies for developing Civics that are adaptive to socio-technological changes; and (3) challenges and opportunities for implementing Civics in Elementary Schools in the context of Society 5.0.

Research Methodology

This research used a literature review method. According to Snyder (2019), a literature review is a systematic, explicit, and reproducible method for identifying, evaluating, and interpreting existing work from researchers, academics, and practitioners. This method was chosen because it can provide a comprehensive theoretical foundation and identify existing research gaps. The primary data sources of this research include scientific journal articles, books, conference proceedings, policy documents, and research reports related to Citizenship Education, education in Elementary Schools, and the concept of Society 5.0 published between 2015-2024. Literature searches were conducted through electronic databases such as Google Scholar, ERIC, Scopus, and DOAJ with keywords : "Citizenship Education", "Elementary School", "Society 5.0", "Society 5.0", "Digital Citizenship", and their combinations in Indonesian and English. Data analysis used a thematic approach with the following stages: (1) organizing literature based on its suitability to the research focus; (2) categorizing based on main themes; (3) identifying patterns, gaps, and relationships between themes; and (4) synthesizing findings to answer research questions. Data validity was maintained through source triangulation by comparing various perspectives from diverse literature.

Result & Discussion

Conceptualization of Society 5.0 and its Implications for Education

Society 5.0 is a concept first introduced in Japan's 5th Science and Technology Policy in 2016 as a human-centered society that balances economic progress with solving social problems through a system that integrates cyberspace and physical space (Cabinet Office of Japan, 2019). The five phases of societal development include: Hunting Society (Society 1.0), Agricultural Society (Society 2.0), Industrial Society (Society 3.0), Information Society (Society 4.0), and Society 5.0 which integrates cyberspace and physical space (Fukuda, 2020). In the context of education, Society 5.0 has significant implications for the competencies required by students. Research by Nastiti & Abdu (2020) identified four key competencies required in Society 5.0, namely: (1) critical digital literacy; (2) adaptability to technological change; (3) collaboration in virtual environments; and (4) technology-based creativity with ethical awareness. This emphasizes that education is no longer merely the transfer of knowledge but the development of life skills relevant to the socio-technological ecosystem.

Strategic Position of Civics in Elementary Schools in the Era of Society 5.0

Civics Education in Elementary Schools plays a strategic role as a foundation for character development in citizens. According to Budimansyah (2022), Civics has three main functions: developing civic intelligence, civic responsibility, and civic participation. In the context of Society 5.0, these three functions take on new dimensions because civic interactions are no longer limited to physical spaces but also encompass virtual spaces. Research by Komalasari & Saripudin (2018) shows that civics in elementary schools plays a crucial role in shaping character and core values, equipping students for interaction in society. Meanwhile, Hollandsworth et al. (2017) underscore the importance of introducing the concept of digital citizenship from an early age as part of civics education to prepare students to become responsible digital citizens. The urgency of Civics in Elementary Schools in facing the era of Society 5.0 can be identified in the following aspects:

1. Digital Citizenship Character Building
   Digital citizenship refers to norms for appropriate and responsible technology use (Ribble & Bailey, 2018). In the context of Society 5.0, Civics education in elementary schools needs to expand its scope beyond conventional citizenship to include digital citizenship. Research by Mossberger et al. (2019) shows that digital citizenship character development needs to begin at an early age because children today are exposed to digital technology from an early stage of their development. Civics in elementary schools can be a platform for developing an understanding of digital rights and responsibilities, online ethics, digital safety, and media literacy. Through a contextual and experiential learning approach, students can develop a critical awareness of the impact of their digital behavior on themselves and others.

2. Strengthening Value-Based Digital Literacy
Digital literacy is not just the technical ability to use technology but also includes the ability to critically evaluate information, understand socio-cultural contexts, and participate ethically in the digital ecosystem (Gilster & Watson, 2019). Civics in Elementary Schools has a strategic role in integrating digital literacy with civic values. Research by Suryadi et al. (2022) shows that developing values-based digital literacy can help students address the challenges of disinformation, polarization, and cyberbullying in the Society 5.0 era. Civics can be a platform to develop students' abilities to validate information, recognize bias, and communicate ethically in digital spaces.

3. Adaptive Development of Pancasila Values
One of the challenges in the era of Society 5.0 is how to maintain the nation's noble values amidst the flow of digital globalization. Civics in elementary schools plays a crucial role in contextualizing Pancasila values to ensure their relevance and serve as a guide for interacting in virtual spaces. The results of a study by Murdiono et al. (2020) show that the development of adaptive Pancasila values can be achieved through a learning model that integrates technology with local wisdom. For example, the value of mutual cooperation can be contextualized in the form of online collaboration to solve social problems, while the value of social justice can be reflected in discussions about the digital access gap and its solutions.

4. Cross-Cultural Collaboration Skills Development
Society 5.0 is characterized by global interconnectivity that enables instant cross-cultural interactions. Civics in Elementary Schools has a responsibility to prepare students with the cross-cultural collaboration skills needed in an increasingly diverse environment. A study by Kim & Yang (2021) shows that developing cultural empathy and global awareness needs to begin at an early age . Civics can provide a platform for developing these skills through international collaborative projects, virtual cultural exchanges, and discussions on global issues relevant to students' lives.

Transformation of Civics Learning Approaches in Elementary Schools

Facing the era of Society 5.0, the approach to civics learning in elementary schools needs to transform to facilitate the development of relevant competencies. Some approaches that can be implemented include:

1. Project-Based Learning with Technology Integration
Project-Based Learning that integrates technology can be an effective strategy for developing students' problem-solving, collaboration, and creativity skills. Wang et al.'s (2020) research shows that this approach can improve elementary school students' learning motivation and critical thinking skills in civics learning.
An example of its implementation is the "Responsible Digital Citizen" project where students identify problems in the digital environment, analyze their impact, and propose solutions through simple digital campaigns. Through projects like this, students not only learn about the concept of digital citizenship but also experience firsthand how to participate positively in the digital space.

2. A Contextual Hybrid Learning Approach
Integrating face-to-face learning with contextual digital activities can facilitate the development of competencies needed in Society 5.0. A study by Zulkarnain et al. (2021) showed that a hybrid learning approach in Civics can improve elementary school students' conceptual understanding and practical skills.
This approach can be implemented through a combination of class discussions about civic values with guided exploration of the application of those values in digital contexts. For example, after learning about consensus building, students can participate in guided online discussion forums to discuss issues relevant to their lives.

3. Reflective-Critical Learning Model
Critical-reflective skills are becoming increasingly important in an information age rife with disinformation and fake news. Civics in elementary schools can develop learning models that train students to question, analyze, and reflect on the information they receive.
Zhang & Zhu (2022) in their research found that a reflective-critical learning model adapted to the cognitive development stage of elementary school children can help them develop awareness of misleading information. This model can be applied through activities comparing several sources of information, identifying facts and opinions, and discussing the consequences of spreading unverified information.

Challenges of Implementing Civics in the Context of Society 5.0

The implementation of Civics in Elementary Schools in the context of Society 5.0 faces several challenges that need to be addressed:

1. **Digit**al Divide and Accessibility
   One of the main challenges is the digital divide that still exists in various regions in Indonesia. Research by Habibi et al. (2021) shows that there is a significant disparity in technology access between urban and rural schools, which can hinder the implementation of technology-integrated civics. To address these challenges, policies are needed that support the equitable distribution of digital infrastructure and the development of alternative learning methods that do not always rely on high technology but can still develop the competencies needed in Society 5.0.
2. Adaptation of Curriculum and Learning Materials
   The curriculum and learning materials for Civics in Elementary Schools need to adapt to the needs of Society 5.0 without abandoning the fundamental values of citizenship. A study conducted by Rachmadtullah et al. (2020) indicates that current civics materials still do not adequately accommodate aspects of digital citizenship and critical digital literacy. It is necessary to revitalize the Civics curriculum that integrates traditional competencies with digital competencies in a balanced manner. Developing teaching materials that are contextual and relevant to students' digital experiences is also a priority in curriculum adaptation.
3. Educator Competency Development
   The transformation of Civics education in the era of Society 5.0 requires educators with adequate competencies, not only in mastery of the material but also in the use of technology and innovative pedagogical approaches. Unfortunately, research by Zamroni et al. (2021) shows that many Civics teachers at the elementary school level still experience difficulties integrating technology into their learning.

Continuous professional development for Civics educators is an urgent need, with a focus on improving digital literacy, technology-based learning design, and pedagogy that is in line with the characteristics of Society 5.0. Collaboration between universities, schools, and the educational technology industry can be a catalyst in developing educator competencies.

Conclusion

Based on the results of the literature review, it can be concluded that Civics Education in Elementary Schools has an increasingly crucial urgency in facing the era of Society 5.0. This urgency is reflected in the following aspects: (1) Civics plays a strategic role in forming digital citizenship characters which are the foundation for students to participate responsibly in digital spaces integrated with physical spaces in the era of Society 5.0. (2) Civics has the potential to develop value-based digital literacy that enables students not only to be able to operate technology but also to be critical of information and ethical in interacting in digital spaces. (3) Civics can be a forum for contextualizing Pancasila values so that they remain relevant and adaptive in facing the dynamics of Society 5.0 which is characterized by rapid socio-technological changes. (4) Civics has an important role in developing cross-cultural collaboration skills needed in an increasingly digitally connected global society. However, the implementation of Civics in the context of Society 5.0 still faces challenges in the form of a digital divide, the need for curriculum adaptation, and the development of educator competencies that need to be addressed through a comprehensive and collaborative approach.

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