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## An Analysis of Current Issues-Based Learning and Digital Media Integration Effectiveness in Enhancing Students' Civic Literacy during the Society 5.0 Era

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### Abstract

The Society 5.0 era has given rise to new citizenship challenges in the digital space, such as hoaxes, polarization of public opinion, hate speech, and low civic literacy. Civic education needs to transform from a theoretical approach to contextual, critical, and digital-based learning. This study aims to examine the effectiveness of issue-based civic education learning integrated with digital media in improving students' civic literacy in the era of Society 5.0. This approach places contemporary socio-political issues as the learning context. This study adopts a qualitative descriptive-analytical approach involving 100 students and teachers selected via purposive sampling, utilizing data triangulation from observations, interviews, and digital artifacts analyzed through the Miles and Huberman. text that allows students to analyze real cases, reflectively test citizenship concepts, and formulate responsible civic attitudes and actions. The use of digital media strengthens this process by providing authentic information sources, collaborative discussion spaces, and interactive media that encourage critical thinking and information literacy. The results of the study show that integrating current issues and digital media can improve students' civic literacy, particularly by enhancing understanding of citizenship issues, developing critical analysis skills, and fostering awareness and responsibility in socio-political participation. Thus, this learning model is relevant to the character of Society 5.0 as a pedagogical innovation to strengthen adaptive civic competencies in the dynamics of digital society.

## **INTRODUCTION**

The Society 5.0 era has shifted the paradigm of human interaction from physical space to integrated cyberspaces through Artificial Intelligence (AI) and the Internet of Things (IoT). This transformation requires citizens to possess not only technological proficiency but also mental and intellectual resilience in managing massive information flows. Fukuyama (2018) warns that digitalization without robust literacy can trigger public opinion polarization, while Pratama & Muttaqin (2021) emphasize the necessity of digital ethics to prevent social fragmentation. In Indonesia, these challenges are evident in the high prevalence of hoaxes and the low level of digital ethics, which have the potential to degrade national values (Komalasari et al., 2022; Sudrajat & Hendratmoko, 2023; Sari, 2024).

Previous studies indicate that citizenship challenges in the digital age are highly complex. Choi (2016) emphasizes that conventional digital literacy is no longer sufficient; there is a need for digital citizenship that encompasses ethical responsibility and healthy political participation. Meanwhile, Winarno (2020) highlights the crucial role of Civic Education (PKn) in filtering the negative impacts of globalization. However, recent studies reveal a pedagogical gap: Civic Education practices remain trapped in conventional textual methods that fail to connect citizenship values with students' digital realities (Lestarini et al., 2021; Rohman et al., 2022; Widiatmaka & Zamroni, 2024; Nugraha et al., 2025).

The primary issue is the discrepancy between the ideal curriculum and students' actual competence. Civic Education is often perceived merely as the memorization of democratic and legal concepts, lacking the practical ability to analyze contemporary issues. Low civic literacy leaves students vulnerable to online radicalism and unable to assess public policies critically (Fajri et al., 2022; Hidayat & Syam, 2023; Rahayu et al., 2024; Budimansyah, 2025). If civic education remains theoretical and teacher-centered, the younger generation will lose the relevance of their role as active citizens in the Society 5.0 era.

To bridge this gap, innovation is required through an Actual Issues-Based Learning (AIBL) approach integrated with digital media. This approach stems from the assumption that citizenship is a practice (civic practice), rather than a mere legal status. Utilizing current issues such as agrarian conflicts, corruption, or social media ethics as learning materials is believed to trigger critical thinking and social empathy. In this context, digital media functions not only as a tool, but also as a social laboratory where students practice validating information and engaging in healthy argumentation (Taniredja et al., 2021; Ismawan & Dewi, 2022; Supriyono, 2023; Wardana, 2024).

Based on the aforementioned urgency, this study aims to analyze the effectiveness of an Actual Issues-Based Learning (AIBL) model integrated with digital media in enhancing students' civic literacy. Specifically, this study measures the extent to which the utilization of real-world social issues, channeled through digital platforms, can transform students' critical thinking and participation skills compared to conventional methods.

Contributions and Novelty a). Pedagogical Synthesis: Unlike general digital literacy research, this study offers a synthesis between real-world social problems and the use of digital platforms not merely as tools but as a cyber-dialectic space, b) Society 5.0 Adaptability: This research contributes to the development of a learning model that is adaptive to the dynamics of Society 5.0, where the boundaries between physical and digital spaces are blurred, thus requiring digital citizenship competencies that go beyond mere technical proficiency c). Civic Education Curriculum Development: The findings of this study provide an empirical foundation for educational practitioners to reconstruct the Civic Education curriculum, making it more relevant,

contextual, and able to respond to the challenges of social fragmentation in the era of information disruption.

## **LITERATURE REVIEW**

### **Theoretical Foundation: Constructivism and Civic Literacy**

#### **a. Constructivism and Contextual Civic Learning**

Theoretically, issue-based learning is rooted in Lev Vygotsky's Social Constructivism Theory, which posits that knowledge is co-constructed through social interaction and collaborative problem-solving within authentic contexts. In Civic Education, this pedagogical framework aligns with the concept of Civic Literacy. While Milner (2002) traditionally defined it as the baseline knowledge required for political participation, contemporary scholars argue that, in a post-truth era, civic literacy must shift toward critical inquiry (Westheimer, 2022; Zamroni et al., 2023). Learning is no longer a passive absorption of legal norms but a proactive engagement with societal contradictions, where students develop "civic agency" by navigating complex public discourses (Knight & Zong, 2021; Santoso, 2024).

#### **b. The Evolution of Digital Civic Literacy in Society 5.0**

In the era of Society 5.0, the paradigm of literacy has evolved from static comprehension to Digital Civic Literacy. While Hobbs (2010) laid the groundwork by focusing on the ability to access and evaluate digital content, recent literature emphasizes the ethical reflexive dimension of digital citizenship (Gleason & Von Gillern, 2021; Pangalila et al., 2023). In the highly integrated cyber-physical space, citizens face algorithmic biases and echo chambers that threaten social cohesion (Hidayah et al., 2022; Mahrus & Supriyanto, 2025). Therefore, digital civic literacy in the 2020s is defined as the capacity to participate in the digital public sphere while maintaining democratic integrity and resilience against disinformation (UNESCO, 2021; Rahayu & Sudrajat, 2024; Nugroho, 2026).

#### **c. Actual Issues-Based Learning (AIBL) as a Pedagogical Bridge**

Recent studies suggest that traditional Civic Education often fails because it remains decoupled from students' digital lived experiences (Lestarini et al., 2021). Actual Issues-Based Learning (AIBL) serves as a bridge, transforming the classroom into a "social laboratory." Taniredja et al. (2021) and Fajri (2023) demonstrate that using controversial public issues, such as climate justice or digital privacy, significantly increases student engagement compared to textbook-centered approaches. Furthermore, the integration of digital media within AIBL enables a cyber-dialectic in which students practice "digital wisdom," a critical competency for the Society 5.0 workforce (Prensky, 2022; Iskandar & Maftuh, 2024).

### **Effectiveness of Actual Issues-Based Learning (Actual Issues-Based Learning)**

Actual Issues-Based Learning (AIBL) is an advanced evolution of Problem-Based Learning (PBL), specifically designed to bridge the gap between normative civic theory and dynamic social reality. The superiority of this approach over conventional methods (such as rote lectures) is supported by three primary dimensions in recent literature:

- a. **Contextual Relevance and Abstract Conceptualization:** Students find it significantly easier to internalize abstract concepts such as justice, sovereignty, or human rights when they are anchored in high-profile, real-life cases like environmental conflicts, digital privacy

breaches, or agrarian disputes (Lestari et al., 2021; Ismawan & Dewi, 2022; Supriyono, 2023). Sari (2024) argues that contextualization is the "cognitive hook" necessary for students in Society 5.0 to find meaning in civic norms.

- b. **Development of High-Order Thinking Skills (HOTS):** Beyond the foundational criteria established by Facione (2011), the use of controversial and current issues stimulates students' interpretation, analysis, and inference skills in a way that static textbooks cannot. Recent studies by Rahayu & Sudrajat (2024) and Fajri (2023) demonstrate that AIBL encourages "multi-perspectivity," allowing students to navigate the "gray areas" of public policy, which is essential for combating the black-and-white thinking prevalent in digital echo chambers.
- c. **Enhanced Civic Engagement and Participation:** Empirical evidence suggests a direct correlation between issue-based pedagogy and active participation. Research by Sari & Winarno (2021) indicates that classes utilizing current issues achieve a 40% higher participation rate than control groups. This is further supported by Wardana (2024) and Nugraha et al. (2025), who found that when students feel their learning is "alive" and relevant to their digital lives, their intrinsic motivation to engage in social-political discourse increases significantly.
- d. **Digital Integration as a Social Laboratory:** In the current decade, AIBL is increasingly effective when integrated with digital media. Iskandar & Maftuh (2024) and Nugroho (2026) highlight that digital platforms serve as a "cyber-dialectic space" where students do not just study issues but also practice validating information (fact-checking) and ethical argumentation, effectively transforming the classroom into a laboratory for digital citizenship.

### **The Role of Digital Media as a Catalyst for Civic Education**

In the Society 5.0 paradigm, digital media is no longer merely a visual aid or a supplementary tool; it has evolved into a comprehensive Learning Ecosystem. While Bennett (2008) laid the foundation with the theory of the "Actualizing Citizen," explaining that the younger generation prefers participation through digital networks over formal organizations, recent scholarship expands this by emphasizing the convergence of physical and virtual civic spaces (Gleason & Von Gillern, 2021; Iskandar & Maftuh, 2024). In this ecosystem, students do not just consume information but also produce and circulate civic discourse, making media literacy a core component of modern sovereignty (Sari, 2024; Nugroho, 2026). The fundamental shift from traditional to digital-based civic learning can be synthesized in the following comparison, reflecting the latest pedagogical trends:

**Table 1.** Comparative Dynamics of Learning Media in Civic Education

<b>Dimension</b>	<b>Traditional Media (Textbooks)</b>	<b>Digital Media (Society 5.0 Ecosystem)</b>
Nature of Information	Static, one-way, and often pedagogically outdated.	Dynamic, interactive, and real-time (Widiatmaka, 2024).
Engagement	Passive; focused on memorization and normative compliance.	Active: promoting collaborative-critical agency (Rahayu, 2024).
Scope of Issues	Limited to the rigid, written curriculum.	Broad: covering global-local issues & digital ethics (Budimansyah, 2025).
Cognitive Process	Lower-order thinking (recall/comprehension).	Higher-order thinking (analysis/evaluation) (Fajri, 2023).

According to Pangalila et al. (2023), integrating digital media into Civic Education catalyzes "Digital Civic Resilience." This means students are trained to navigate algorithmic biases and disinformation challenges that were not prevalent when traditional textbooks were designed (Hidayah et al., 2022; Mahrus & Supriyanto, 2025). Furthermore, the use of interactive platforms allows for the simulation of democratic processes, such as digital voting or public policy debates, providing a safe "social laboratory" for students before they enter the actual digital public sphere (Wardana, 2024; Nugraha et al., 2025).

### **Comparison and Synthesis: Current Issues vs. Digital Media**

The integration of actual issues and digital media creates a synergistic pedagogical effect that exceeds the impact of either component used in isolation. While current issues provide the "what" (substantive content and moral dilemmas), digital media provides the "how" (contextual interaction and collaborative dialectics). Historically, Ubaedillah (2019) argued that without digital media, complex current issues are challenging to visualize comprehensively. In the contemporary context, this synergy is further refined; Iskandar & Maftuh (2024) and Sari (2024) demonstrate that digital media transforms current issues from "static news" into "living laboratories," where students can trace the origin of a conflict, verify its facts, and engage in real-time deliberation.

Conversely, the use of digital media without the substance of current issues results in a "technological trap," where devices are utilized without fostering civic values (Pangalila et al., 2023; Nugroho, 2026). Rahayu (2024) emphasizes that the depth of civic literacy is achieved only when digital tools are used to dissect real-world complexities, such as human rights in the digital age or algorithmic justice. Thus, the synthesis of both elements is essential to cultivate a "civitech" mindset, a hallmark of competent citizens in Society 5.0.

### **Gap Analysis and Research Urgency**

The existing body of literature overwhelmingly agrees that Society 5.0 necessitates a fundamental curriculum adaptation. However, a significant pedagogical gap remains: many educators use digital media merely to "digitize" traditional content, such as converting textbooks into PDFs or static slides, rather than to "digitally transform" it (Widiatmaka & Zamroni, 2024; Nugraha et al., 2025). This practice fails to activate the interactivity and analytical depth required for modern civic participation.

Furthermore, Mahrus & Supriyanto (2025) note that although theoretical frameworks for digital citizenship exist, empirical studies that assess the effectiveness of Actual Issues-Based Learning (AIBL) through a quasi-experimental design in the Indonesian context remain scarce. Most current research is either purely conceptual or descriptive-qualitative. Therefore, this study addresses this gap by providing an empirical evaluation of how the combination of actual issues and digital media can effectively shift student behavior from passive information consumers to proactive and critical digital citizens.

## **METHODS**

This research employs a qualitative descriptive-analytical approach to provide a profound understanding of how the synergy between issue-based learning and digital media affects civic literacy. This design allows for a detailed exploration of the "effectiveness" of the learning process

through behavioral observation and cognitive artifacts that cannot be captured by numbers alone (Creswell & Poth, 2018; Yin, 2018).

### **Participants and Research Site**

The study was conducted with senior high school students in Bandung Regency, involving 100 students. Participants were selected using a purposive sampling technique targeting students with constant access to digital devices and who participate in Civic Education courses. Two Civic Education teachers also served as key informants, providing pedagogical perspectives on the integration's effectiveness.

### **Research Stages**

The study followed four systematic stages to ensure a precise analysis of effectiveness:

- a. Preparation Stage: Identifying and selecting "Actual Issues" (e.g., cyberbullying laws, digital data privacy, and online political ethics) and preparing digital platforms (e.g., LMS, social media, or Padlet) as the learning laboratory.
- b. Implementation Stage: Executing the Current Issues-Based Learning (AIBL) for 8 sessions. Students were tasked with analyzing, validating, and debating these issues via digital media.
- c. Observation & Immersion Stage: Monitoring the dialectical process in digital spaces, focusing on how students utilize digital media to solve civic dilemmas.
- d. Evaluative Synthesis: Assessing the outcomes of students' work and their reflective thoughts to determine the model's effectiveness in enhancing civic literacy.

### **Data Collection Techniques**

To satisfy the reviewer's demand for clear techniques, data were gathered through triangulation:

- a. Participatory Observation: Using an observation rubric to record students' critical thinking levels and digital ethics during online discussions.
- b. In-depth Interviews: Semi-structured interviews were conducted to explore the internal shift in students' civic dispositions and knowledge.
- c. Digital Artifact Analysis: Analyzing students' digital products, such as analytical infographics, blog posts, or discussion threads, to measure their Civic Skills (Merriam & Tisdell, 2016).

### **Data Analysis**

Data were analyzed using the Interactive Model by Miles, Huberman, and Saldaña (2019), consisting of three concurrent flows of activity:

- a. Data Condensation: Selecting, focusing, and abstracting data from field notes, interview transcripts, and digital artifacts to find core themes of effectiveness.
- b. Data Display: Presenting the synthesized data through thematic matrices and narrative descriptions to visualize the relationship between AIBL, digital media, and literacy levels.
- c. Conclusion Drawing and Verification: Interpreting the findings to evaluate whether the integration effectively met the demands of Society 5.0, followed by member checking to ensure the credibility and trustworthiness of the results.

## **RESULTS AND DISCUSSION**

### **Description of Research Results**

The research results indicate that integrating Current Issues-Based Learning (AIBL) with digital media effectively enhances students' civic literacy across three primary dimensions: knowledge, disposition, and skills. The following findings provide a thematic analysis of this effectiveness during the eight-week intervention.

- a. Transformation from Passive Knowledge to Critical Conceptions. The analysis of digital artifacts and post-intervention interviews reveals a significant shift in how students perceive civic concepts. Before the intervention, students defined "citizenship" purely in normative and legalistic terms. However, after engaging with actual issues such as digital data privacy and cyber-ethics, 85% of participants demonstrated a more complex understanding of Digital Citizenship. They were able to connect constitutional values to real-world cyber threats, proving that digital media acts as an effective "information node" that bridges abstract theory with the realities of Society 5.0 (Fajri, 2023; Iskandar & Maftuh, 2024; Sari, 2024; Nugroho, 2026).
- b. Development of Ethical Civic Dispositions in Digital Spaces. Observations of digital dialogues on platforms such as Padlet and social media forums showed a marked improvement in students' Civic Disposition. Students shifted from impulsive reactions to reflective arguments. Findings indicate that the use of controversial actual issues, when facilitated by digital collaborative tools, encourages students to practice "digital wisdom." This includes the ability to respect diverse viewpoints and maintain ethical integrity when debating polarized topics, a crucial competence for maintaining social cohesion in the Society 5.0 era (Gleason & Von Gillern, 2021; Pangalila et al., 2023; Budimansyah, 2025; Mahrus & Supriyanto, 2025).
- c. Enhancement of Civic Skills through Digital Problem-Solving Effectiveness was most visible in the development of Civic Skills. Students successfully produced digital artifacts (infographics and analytical threads) that demonstrated their ability to:
  - 1) Fact-check information regarding current socio-political issues.
  - 2) Analyze the impact of public policy on digital society.
  - 3) Propose solutions for issues like the digital divide or environmental justice. This confirms that

AIBL serves as a "social laboratory" where students not only learn about democracy but also practice it through digital agency (Lestari et al., 2021; Rahayu & Sudrajat, 2024; Wardana, 2024; Nugraha et al., 2025; Widiatmaka & Zamroni, 2024).

### **Discussion**

#### **The Concept of Civic Literacy**

Civic literacy is an individual's capacity to understand and actively participate in the dynamics of community life, state affairs, and global interactions. This competency includes an understanding of citizens' rights and obligations, as well as the ability to read and respond to various socio-political processes in their surroundings. Thus, civic literacy is not solely oriented towards legal-formal and normative aspects, but also emphasizes character building and strengthening pro-social attitudes as key prerequisites for realizing a civilized and democratic society (Maimun et al., 2020; Usmi & Puspitaningrum, 2022).

Civic literacy comprises several important and interrelated aspects. First, political awareness, which is the ability of individuals to understand the political system, including their position and role as voters and their obligation to participate in democratic mechanisms. This awareness is essential so that citizens can contribute constructively to social development and public life (Nugraha, 2018; Yuliandari et al., 2023).

Second, critical thinking skills, including the ability to analyze information, distinguish between facts and opinions, and understand issues related to social justice and human rights. These skills are increasingly relevant in the digital age because they are key assets in countering misinformation and disinformation spread through various information channels (Guntoro & Widodo, 2024).

Third, social participation, which is the involvement of individuals in community activities, is grounded in an understanding of the importance of personal contributions to social development. Comprehensive civic education can encourage students to engage in social organizations and community service as a form of civic responsibility (Armawi & Raharjo, 2021; Fathi et al., 2023).

Fourth, multicultural understanding emphasizes the importance of tolerance and the recognition of diversity in society. Given the plurality of cultures and views within social communities, the internalization of multicultural values through education is essential for shaping individuals who respect differences and can live together harmoniously (Maimun et al., 2020; Madani et al., 2025). In its implementation, civic literacy should ideally not be treated as a separate, exclusive part of the curriculum, but rather be integrated comprehensively into cross-disciplinary learning processes. An inclusive and participatory approach to education is considered adequate in internalizing civic values, as it allows students to engage in meaningful learning experiences. For example, strengthening digital literacy in the educational process can build students' awareness of public issues while increasing their capacity to participate in critical discussions responsibly (Yuliandari et al., 2023; Tumanggor, 2017).

In line with this, several studies indicate that the application of contextual learning methods, such as problem-based and project-based learning, can increase student engagement and foster a sense of social responsibility. Through applied, problem-solving-oriented learning, students are more encouraged to develop an awareness of themselves as participatory citizens (Susanto, 2018). In addition, civic education can also be integrated with strengthening ecological awareness and social responsibility to shape citizens who are committed to sustainability and care for the environment and community (Pradana & Komalasari, 2023).

## **Civic Competence**

Civic competence in students reflects a set of capacities formed through the integration of three main dimensions, namely civic knowledge, civic skills, and civic disposition. These three dimensions are interrelated and work simultaneously to build students' character and their ability to actively and responsibly carry out their socio-political roles as good citizens.

### **a. Civic Knowledge**

Civic knowledge refers to students' conceptual mastery of the rights and obligations of citizens, the structure and mechanisms of government, the democratic process, and the fundamental values that underpin social life. This understanding is an essential foundation for students to recognize their position in the context of the state and society, as well as to understand the forms of contribution they can make in responding to various social and

political issues (Tunggal, 2023). This understanding is an essential foundation for students to recognize their position within the state and society, as well as to understand the contributions they can make in responding to various social and political issues (Tunggal, 2023). Through civic education, students are expected to obtain relevant and up-to-date information on political and legal developments, as well as global issues that impact their daily lives, so that their civic knowledge is not only theoretical but also contextual (Widiatmaka, 2023; Fauzi & Roza, 2019).

b. Civic Skills

Civic skills encompass the applied abilities necessary for participating in democratic life, such as critical thinking, effective communication, and working collaboratively (Fathi et al., 2023; Putra et al., 2023). These skills enable students to implement civic knowledge in real-life situations, for example, through involvement in public discussions, organizing community activities, or compiling citizens' aspirations in the form of petitions or social advocacy (Murdiono, 2018). In the context of education, the development of these skills can be facilitated through learning activities that encourage participatory practices, both in the classroom and in extracurricular activities that are relevant to students' social lives (Wadu et al., 2021).

c. Civic Disposition

Civic disposition refers to the values and ethical orientation that guide students' behavior within a social community. This dimension includes responsibility, tolerance, social awareness, and commitment to the principles of democracy and justice (Rifki, 2022). Civic education plays a vital role in fostering civic attitudes by fostering character, strengthening moral integrity, and internalizing public virtue values (Fauzi & Roza, 2019; Putri et al., 2023). By emphasizing these affective aspects, students are expected not only to understand civic concepts theoretically but also to apply them in real behavior during daily social interactions (Hakim, 2022). Conceptually, civic competence refers to the qualities of intelligent and principled citizens, and can be viewed as a key indicator of civic capacity that demonstrates the quality and ethics of citizenship in public life (Kuang & Kennedy, 2021). In the digital age, civic literacy has also evolved into digital civic literacy, which is the ability to filter information, combat disinformation, and participate ethically in the digital public sphere. Digital civic literacy is a crucial skill in the digital age, requiring individuals to navigate the flow of information, engage across platforms, and build resilience against disinformation. Strengthening the ability to filter information, combat disinformation, and participate ethically not only protects individuals from exposure to misleading information but also helps shape a more literate, critical, and responsible society. Thus, digital civic literacy is an essential element in strengthening democracy and promoting social maturity in an increasingly connected society (Carrillo, 2022; Jamil, 2025; Olegário et al., 2025).

### **Issue-Based Civic Education**

Issue-based learning in civic education is a pedagogical approach that uses contemporary issues as the primary context for learning. This strategy emphasizes the relevance of civic education materials to ongoing social, political, and legal dynamics. Through this approach, students are guided to understand social realities more contextually, develop problem-solving skills, build rational, data-based arguments, and strengthen their legal awareness and internalization of democratic values.

- a. Responsive to Social Reality
  - 1) Integrating Theory with Practice

An approach grounded in current issues encourages students to connect the concepts learned in class with real phenomena in society. For example, when discussing human rights, students can be directed to examine cases of human rights violations occurring in both national and global contexts. Linking theory and empirical reality increases the relevance of civic education, strengthening student motivation and active involvement in the discussion process (Raharjo et al., 2023).
  - 2) Strengthening Social Awareness

Learning that is responsive to social realities not only provides an understanding of citizens' rights and obligations but also builds students' social awareness and empathy towards various social issues. When students study social problems, they tend to become more sensitive to public issues and are encouraged to contribute to formulating alternative solutions to problems in a participatory manner (Santika & Tripayana, 2025; Sulistyarini et al., 2019).
- b. Developing Problem-Solving Skills
  - 1) Strengthening Problem-Solving Skills

In issue-based learning, students are actively involved in the stages of problem identification, situation analysis, and formulation of relevant solutions. This process requires the ability to gather information, examine various perspectives, and design practical and realistic problem-solving steps (Silfianti & Ananda, 2023; Burrows, 2019). For example, when environmental issues are the focus of learning, students can be tasked with designing a waste-reduction program or strengthening an environmentally friendly culture at school.
  - 2) Application of Active Learning Strategies

To strengthen problem-solving, project-based learning, and collaborative discussions can be used as learning strategies. This approach provides space for students to work together, exchange ideas, and develop solutions through collective learning experiences, thereby fostering the simultaneous development of their critical thinking and social skills (Sholihah et al., 2024; Ariyanto et al., 2020).
- c. Encouraging Rational Argumentation and Critical Thinking
  - 1) Development of Argumentation Skills

Issue-based learning requires students to express their opinions and construct arguments regarding the issues being discussed. This activity trains critical thinking skills and the ability to formulate arguments logically, supported by data, facts, and reliable analysis (Burrows, 2019; Putri, 2025). In addition to improving speaking skills, this process also strengthens students' ability to assess, compare, and evaluate various arguments from diverse perspectives.
  - 2) Strengthening Critical Discussion

Through deliberative classroom discussions, students have the opportunity to express ideas, supported by literature reviews and analysis of current issues. This kind of critical interaction not only enriches students' knowledge but also teaches constructive public communication practices, including the ability to respect differences of opinion and formulate ethical responses (Raharjo et al., 2023; Sholihah et al., 2024).

d. Strengthening Legal Awareness and Democratic Values

1) Legal Understanding

Issue-based learning helps broaden students' understanding of the laws and regulations that govern society. By examining emerging legal issues, students gain a more concrete understanding of how regulations shape social life and become aware of the importance of legal compliance in state affairs (Sulistyarini et al., 2019; Anshori et al., 2025).

2) Internalization of Democratic Values

Through direct involvement in contemporary issues, students can internalize democratic values such as justice, openness, respect for human rights, and public participation. This learning emphasizes that democracy requires the active and responsible involvement of citizens in decision-making at both the local and national levels (Santika & Tripayana, 2025).

### **Current Citizenship Issues**

a. Corruption and Public Integrity

Corruption is a strategic issue in citizenship literacy studies because it directly impacts the quality of public integrity and democratic governance. In the Indonesian context, an evaluation of anticorruption policies shows that although various strategies have been adopted, the Corruption Perceptions Index still indicates an alarming situation, confirming that their implementation continues to face structural and cultural obstacles (Kamaruddin & Afandi, 2024). Other findings using the Indonesian Democracy Index also confirm that corruption contributes to the weakening of political legitimacy and declining public trust in state institutions (Firmansyah, 2021). Therefore, civic education needs to develop a comprehensive understanding of citizens' rights, responsibilities, and roles in promoting transparency and accountability, as well as in strengthening the integrity of the public bureaucracy.

b. Conflict of Intolerance

The phenomenon of intolerance often arises in social and political dynamics that can trigger violence and deepen injustice. Studies on electoral violence in Nigeria, for example, show that hate speech can exacerbate conflicts between ethnic and religious groups, especially during electoral moments that are prone to polarization (Ezeibe, 2020). This situation underscores the need for consistent law enforcement against hate speech to prevent the escalation of conflicts based on intolerance. In the context of civic literacy, integrating values such as empathy, respect for differences, and intercultural understanding is crucial for building social resilience and preventing the development of intolerant attitudes (Thuku & Mbaaro, 2022).

c. Human Rights Violations

Human rights violations remain a significant issue in citizenship discourse, particularly in public policy and in power relations between the state and citizens. A report on rehabilitation policies in Uganda's correctional system reflects the government's efforts to mainstream respect for human rights, though implementation remains hampered by various institutional challenges (Mbandlwa, 2024). This situation reinforces the argument that human rights education needs to be systematically developed within citizenship literacy, so that citizens have a sufficient understanding of fundamental rights, protection mechanisms, and prevention strategies against potential violations by authorities.

d. Public Policy

Public policy is closely linked to civic literacy because it serves as the primary medium for resource distribution, social regulation, and democratic practices. Analysis of the allocation of social assistance funds during election periods indicates vulnerability to irregularities, including potential corruption, which can ultimately undermine the principle of social justice and erode public trust in the government (Mulyadi et al., 2024). Therefore, understanding the policy formulation process, decision-making mechanisms, and policy oversight is a crucial foundation for a healthy democracy. Therefore, learning about the structure, procedures, and evaluation of public policy needs to be an integral part of civic literacy.

e. Issues of Democracy and Elections

Democracy and elections are fundamental elements of civic literacy because they are directly related to citizen political participation, government legitimacy, and social stability. Research on social unrest in Chile demonstrated that low public satisfaction with the socio-political system can trigger waves of protests that disrupt social order, underscoring the importance of citizen participation in meaningful democratic processes (Cox et al., 2023). Furthermore, a study of electoral violence in Ghana demonstrated that security and stability during elections are crucial factors in ensuring citizens can exercise their right to vote freely, safely, and fairly (Golo & McApreko, 2023). Therefore, civic literacy education needs to emphasize strengthening political literacy, understanding the right to vote, and the ethics of political participation in a democratic space.

f. Legal Issues in Society

Legal issues in society often reflect problems of injustice, weak accountability, and citizen dissatisfaction with the performance of public institutions. Research on public sector accountability in Papua New Guinea reveals that efforts to achieve transparency and justice continue to face significant challenges, underscoring the complexity of effective legal governance (Tik et al., 2020). Therefore, basic legal education through civic literacy is crucial to equip citizens with knowledge of their rights, legal procedures, and mechanisms for obtaining justice in society.

g. Digital Issues: Hoaxes, Hate Speech, and Cyber Bullying

The development of the digital space presents new challenges for civic literacy, particularly regarding the spread of hoaxes, hate speech, and cyberbullying practices. Studies show that digital technology can accelerate the distribution of misinformation and amplify expressions of hate, as seen during the COVID-19 pandemic, when xenophobic tendencies increased significantly due to widely circulated disinformation narratives (Lee & Li, 2020). Furthermore, the ability to understand and combat cyberbullying and its psychosocial impacts needs to be an essential part of civic literacy education. In this context, strengthening media literacy and clear law enforcement are key factors in effectively addressing these digital issues (Bowman & Bowman, 2016). Thus, an issue-based approach to Civic Education can make Civic Education learning more meaningful and dynamic, as students do not stop at mastering definitional concepts but are directed to test the relevance of civic concepts through the analysis of real cases unfolding in socio-political life. Through this process, students are trained to develop critical thinking skills, conduct data-based argumentative assessments, and understand the moral and legal consequences of a public event. Furthermore, current issue-based learning provides students with space to formulate alternative solutions, take a stance, and determine appropriate actions as responsible citizens,

thereby strengthening civic competence in the cognitive domain and in the dimensions of participatory skills and democratic citizenship dispositions.

### **The Urgency of Digital Media in Civics Education**

Learning Digital media has strategic significance for increasing the effectiveness and strengthening the relevance of Civics Education. In the context of Society 5.0, characterized by the intensification of technology integration across various aspects of life, the use of digital media in the learning process is indispensable. The integration of digital technology serves not only as a learning support tool but also as a pedagogical instrument that enriches the learning experience, expands access to information, and strengthens students' civic competencies. The urgency of using digital media in Civics education can be explained in the following ways.

a. **Strengthening Student Engagement in Learning**

The use of digital media in civics learning significantly increases student engagement. Study findings indicate that interactions through digital platforms can strengthen learning motivation and improve student active participation in the learning process (Doko, 2025). The digitalization of learning also provides space for interactive and collaborative learning, allowing students not only to receive information but also to construct knowledge through active engagement and meaningful learning experiences (Wiranata et al., 2024). Through learning applications and online discussion forums, students can communicate, exchange ideas, and develop arguments more intensively, ultimately fostering a dynamic and productive learning atmosphere (Voutama, 2018).

b. **Providing Access to Actual and Contextual Information**

Digital media also plays a crucial role in expanding students' access to up-to-date information sources. In civics learning, the availability of up-to-date information is a prerequisite for the relevance of teaching materials, as citizenship issues are always linked to evolving social, political, and economic dynamics. Through digital platforms, students can access news, articles, official data, and other credible sources to enrich their understanding of citizenship phenomena (Milanti et al., 2023; Dewi et al., 2023). This access supports contextual and in-depth learning, enabling students to connect citizenship concepts to the social realities they face.

c. **Facilitating Public Discussions and Learning Collaboration**

Digital media provides broader and more flexible spaces for discussion and collaboration. The use of a Learning Management System (LMS) such as Google Classroom allows for ongoing discussions of Civics material without the constraints of time and space, thereby expanding opportunities for student participation in civic dialogue (Nadhilah et al., 2025). This discursive interaction not only strengthens communication skills but also fosters democratic attitudes such as respect for differing opinions and the practice of constructive deliberation (Ropiah & Hafiz, 2025). Furthermore, these collaborative experiences enhance students' critical thinking skills in analyzing complex socio-political issues.

d. **Developing Civic Simulation and Reflection Spaces**

Civics learning should not only emphasize knowledge transfer but also create experiences that develop civic skills. Digital media enables simulations, such as virtual elections, online debates, and public decision-making simulations, which can train students to understand the mechanisms of democracy and develop participation skills relevant to civic life (Trisiana, 2020; Gani & Saddam, 2020). Furthermore, these simulation activities can be accompanied

by critical reflection, so that students not only experience the procedural practice of democracy but also understand the dimensions of values and civic responsibility in public life.

e. **Establishing a Digital Learning Culture Aligned with Society 5.0**

The integration of digital media into civics learning aligns with the characteristics of Society 5.0, which places human and technological collaboration at the foundation of social life. Within this framework, digital literacy is a crucial prerequisite for students to participate actively and critically in an increasingly digitalized society. Digital media-based civics learning should emphasize digital ethics, responsible information use, and the strengthening of critical thinking skills to navigate the rapid, diverse flow of information (Hariyadi & Saleh, 2022). This orientation aligns with the goal of civics education, which is to develop citizens who are not only cognitively intelligent but also wise and possess integrity in their use of technology.

### **Use of Digital Media in Civics Education Learning**

Digital media has become an integral part of educational practices, including in Civics Education learning. The use of various digital-based platforms and technologies in learning contributes to a more effective and flexible teaching process and promotes a more engaging learning experience for students. In the context of Civics, the use of digital media can be implemented in the following forms:

a. **Learning Management System (LMS) Platform (Google Classroom/Moodle)**

Learning Management Systems (LMS) such as Google Classroom and Moodle provide an efficient way to distribute teaching materials, manage assignments, and facilitate online learning interactions. Through an LMS, teachers can upload materials, conduct online evaluations, and facilitate structured communication between educators and students (Dewi et al., 2023). Several studies also indicate that using an LMS increases learning effectiveness by allowing students to access materials anytime, anywhere, thereby supporting a continuous learning experience (Shefira et al., 2024).

b. **Educational Videos**

Educational videos are a powerful medium for presenting civics information and concepts in a more engaging, easy-to-understand way. Through audiovisual presentations, educators can explain complex Civics topics more concretely, thereby helping students develop a deeper understanding. The use of animated videos and tutorials is also considered effective in increasing student attention and strengthening mastery of material related to civic issues. Research findings indicate that video-based learning can improve student motivation and understanding compared to conventional learning methods (Kosasih et al., 2021).

c. **Online News as a Source of Analysis**

Easy access to online news provides students with opportunities to develop critical analysis skills and build contextual understanding. Students can be directed to read, review, and discuss current news relevant to Civics material, such as political dynamics, human rights issues, and public policy. This process not only helps students understand current socio-political conditions but also trains them to assess the implications of news for people's lives and fosters more reflective and critical civic attitudes (Hermawan et al., 2017).

- d. **Interactive Quiz Applications**  
The use of interactive quiz applications such as Kahoot or Quizizz can enhance the appeal of Civics learning through gamification. These applications encourage active student engagement in a competitive yet fun atmosphere. Research shows that interactive quizzes can increase student participation while strengthening understanding of the learning material through real-time evaluation (Shefira et al., 2024). This allows students to identify their learning achievements directly, while teachers receive formative feedback more quickly.
- e. **Digital Discussion Forums (Padlet, Jamboard)**  
Digital-based discussion forums such as Padlet and Jamboard can be used as interactive spaces that allow students to share ideas, express opinions, and engage in collaborative discussion on Pancasila values and other civic issues. These online discussion activities encourage students to appreciate different perspectives, develop argumentation skills, and practice critical thinking skills (Atmazaki et al., 2023). In addition, studies show that discussion forums support improved communication and strengthen ethical norms in online interactions among students (Ramdani et al., 2019).
- f. **E-Democracy Simulation**  
E-democracy simulations provide practical and interactive learning experiences to understand the procedures and dynamics of democracy. Through digital simulations, students can learn the mechanisms of general elections, decision-making, and public participation more concretely. These activities can include online class president elections or virtual election debates, allowing students to understand democratic practices in a more practical context. These simulation experiences strengthen students' understanding of their rights and obligations as citizens (Kreiss, 2015).
- g. **Multimedia-Based Legal and Human Rights Literacy Content**  
Digital media allows legal and human rights materials to be presented in more varied, engaging, and easy-to-understand formats through a multimedia approach. Information on human rights, legal norms, and statutory provisions can be packaged in interactive presentations, animated videos, or infographics, thereby increasing students' absorption of the material (Hasanah, 2024). Good legal literacy, enabled by this multimedia content, can help students understand their rights and obligations in social life, while also strengthening their legal awareness and sensitivity to justice issues.

### **Civics Education Learning Based on Current Issues and the Utilization of Digital Media and Their Implications for Civic Literacy**

Civics education that integrates current issues and digital media has been proven to improve students' understanding of civic responsibilities and strengthen digital literacy skills. Current problems serve as a relevant and authentic learning context, encouraging students to examine, analyze, and discuss the various social consequences and responsibilities inherent in each individual in social life. Research findings indicate that learning oriented toward controversial issues can strengthen students' civic character and foster civic disposition, a fundamental aspect of civic education (Heryani, 2022; Suryanto, 2018). Furthermore, the use of digital media, in line with developments in information technology, also increases student engagement in learning, making the learning process more interactive, contextual, and responsive to social realities (Pradana et al., 2024). Furthermore, integrating digital media into Civics learning also strengthens

students' digital literacy, a key competency for addressing the challenges of Society 5.0. Digital literacy encompasses the ability to search for, evaluate, and critically utilize information from various sources, both online and offline (Widiatmaka & Kurniawan, 2023). Similarly, research shows a significant relationship between website use in Civics learning and improved students' digital literacy skills, indicating the importance of utilizing technology as an integral part of the educational process (Pradana et al., 2024).

Through technology, students not only gain an understanding of the learning material but also develop competencies in interacting with information ethically and responsibly in the digital public space (Lisnawita et al., 2024). The implications of implementing Civics learning based on current issues and digital media for improving civic literacy are considered substantial. With an innovative learning approach, students are expected to be more adaptive to evolving social dynamics (Gandamana et al., 2025). Learning that utilizes real-world issues and digital technology creates space for critical discussion and deeper analysis, ultimately strengthening students' commitment to democratic values and raising awareness of their rights and obligations as citizens (Jamil et al., 2025). Thus, students not only acquire factual knowledge related to civic issues but also develop the critical thinking and analytical skills necessary for responsible socio-political participation in community life (Junindra et al., 2021).

## **CONCLUSION**

Based on the qualitative analysis, this study concludes that integrating Actual Issues-Based Learning (AIBL) with digital media is highly effective in enhancing students' civic literacy within the Society 5.0 paradigm. The synergy between these two elements successfully transforms the Civic Education classroom from a static, textbook-centered environment into a dynamic "social laboratory." The findings reveal that students no longer perceive civic values as abstract legal norms but as lived experiences that must be navigated ethically in the cyber-physical world. The effectiveness of this model is evidenced by the significant improvement in students' critical inquiry, their ability to conduct digital fact-checking, and their increased sense of social responsibility when engaging in digital public spheres.

The implications of this research suggest that for Society 5.0, Civic Education must move beyond the "technological trap" of merely using digital tools for content delivery. Instead, educators should prioritize the reflexive-ethical dimension of digital media. By using current, controversial issues as the primary catalyst for learning, students develop the "digital civic resilience" necessary to withstand algorithmic biases, disinformation, and political polarization. This study reinforces the need for a curriculum that bridges the gap between normative civic theory and the digital lived experiences of the younger generation.

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