

The Role of Citizenship Education in Countering Political Disinformation in the Era of Society 5.0

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ABSTRACT: Technological developments in the Society 5.0 era have brought easier access to information, but also pose serious challenges in the form of rampant political disinformation that can undermine democratic stability. This study aims to analyze the role of Civics Education (PKn) in countering political disinformation by strengthening digital literacy, political literacy, and national character values. The research method used was a descriptive qualitative approach, through a review of scientific literature from various credible sources relevant to the topic. The results indicate that PKn plays a strategic role as a critical educational instrument that equips students with the skills to filter information, think reflectively, and internalize civic dispositions such as honesty, responsibility, and tolerance. Furthermore, the integration of digital technology into PKn learning through case-based strategies, problem-based learning, and online discussion forums has proven effective in increasing student participation and building democratic awareness. In conclusion, adaptive transformation of PKn to the demands of the Society 5.0 era is key to shaping a digital generation that is intelligent, wise, and has character, while simultaneously strengthening the resilience of Indonesian democracy. In facing political disinformation, citizenship education is no longer an option it is an urgent necessity. This education must evolve to equip citizens with strong cognitive defenses, critical digital literacy, responsible digital ethics, and a commitment to social cohesion. By investing in this transformative education, we can empower individuals to become resilient and informed citizens who are able to navigate the complex information landscape and contribute to the health of democracy in the digital age.

Keywords: Civic Education, Political Disinformation, Digital Literacy, Society 5.0, Democracy.



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INTRODUCTION

The issue of political disinformation has become a critical challenge to democracy in Indonesia, particularly as digital platforms accelerate its spread and influence public opinion. While existing discussions often describe the phenomenon and its dangers, they rarely highlight systematic

solutions through the education sector. In this regard, Civics Education (PKn) holds strategic relevance because it not only instills constitutional awareness and national values but also equips citizens with digital and political literacy to critically evaluate information flows. Unlike general media literacy programs or political campaigns, PKn is embedded within the formal education system, allowing for a more structured, sustainable, and value-oriented approach. This research therefore positions PKn as a central instrument for mitigating the risks of political disinformation in the Society 5.0 era, addressing a gap in current scholarship that has not sufficiently examined the intersection of civic education and digital political challenges

The rapid evolution of information and communication technology has brought changes in the civilization of global society has entered a new era called Society 5.0 into a new era called Society 5.0. This concept was first introduced by the Japanese government as a form of evolution of Industry 4.0, emphasizing a human-centered approach (human-centered society) and the use of intelligent technology to solve social problems. In Society 5.0, artificial intelligence (AI), the Internet of Things (IoT), big data, and robotics are not only used for economic efficiency, but also to create a society that is balanced technologically and humanly. ([Hayuningsih, Rochmah Tri, Munib Amaliah Khasanah, 2025](#)). In the context of education, Society 5.0 requires the younger generation to have 21st-century skills, such as critical thinking, digital literacy, and an ethical understanding of the use of technology. However, although this era promises convenience and unlimited connectivity, the Society 5.0 era also brings major challenges in the form of the massive dissemination of information that is not always valid and accurate ([Teknowijoyo, Felixtian, 2021](#)). The rapid and poorly filtered flow of information has the potential to spread disinformation, particularly in the political and social spheres. ([Shu, Kai, Amrita Bhattacharjee, Faisal Alatawi, Tahora H Nazer, Kaize Ding, Mansoorh Karami, 2020](#)). One prominent challenge is political disinformation, the dissemination of information deliberately manipulated to influence public opinion.

Political disinformation is the deliberate dissemination of false or misleading information to influence public opinion, undermine political opponents, or undermine trust in democratic institutions. This phenomenon differs from misinformation spread without malice because it is systematically designed to create confusion and distrust in democratic institutions such as the government, the media, political parties, and election organizing and oversight bodies such as the General Elections Commission (KPU) and the Election Supervisory Agency (Bawaslu). In the digital era and Society 5.0, social media has become the dominant channel for information distribution. However, platform algorithms tend to amplify emotional and provocative content due to high interaction and traffic. ([Zaky, Ismail, Al Fatih, Rachmatsah Adi Putera, Zahri Hariman Umar, ; Putera, Adi ; Umar, 2024](#)). As a result, political disinformation can spread faster than factual clarification, creating sharp and deep divisions in political views, commonly known as political polarization, which will weaken public trust and reduce the quality of rationality in political decision-making. ([Laventia, Feni, Ahmad Faizal, 2025](#))

In the context of democracy in Indonesia, the spread of political hoaxes has been shown to have a serious impact on democratic stability and public trust. For example, research by Allifa et al. highlighted that disinformation via social media not only exacerbates social polarization and public perception of the election process but also threatens national resilience ([Allifa, Dini, Indah](#)

[Kurniya, Dwi Saputry, Marsa Adellia, Br Siahaan, Dewi Andreyan, 2024](#)). Meanwhile, Nurdin's study on the 2024 Election revealed that the use of trolls and provocative narratives in the campaign intensified political polarization and manipulated voter perceptions, even reaching the point of social division that is difficult to recover from ([Nurdin, 2025](#)). If not handled properly, political disinformation can undermine the foundation of democracy: citizen participation, which should be based on valid and verified information. Although various studies have highlighted the impact of disinformation on democracy, studies that position Civics Education (PKn) as the primary instrument to counteract it are still very limited.

This phenomenon is increasingly prevalent through social media, which is fast-paced, viral, and lacks verification. Disinformation not only creates confusion but also threatens the quality of democracy and the resilience of the nation's ideology. ([Sarjito, 2024](#)) Amid the complexity of political disinformation in the era of Society 5.0, the public, especially the younger generation, needs the ability to sort out accurate and accountable information. Civics Education (PKn) plays a strategic role in shaping a digitally savvy, politically literate, and ideologically resilient generation. PKn can no longer be viewed as merely a normative subject but must be developed as a critical educational instrument capable of fostering reasoning skills, information literacy, and civic awareness in students. In line with the national objectives outlined in the National Education System Law, education should develop skills and shape the nation's character and civilization. In this regard, Civics (PKn) is mandated to instill the values of Pancasila, the spirit of constitutional democracy, and the ability to actively participate in national and state life.

Amidst the rapid flow of disinformation, strengthening the role of Civics (PKn) is key to ensuring that citizens, especially the younger generation, have the competence to critically filter information, avoid political manipulation, and remain grounded in national values. In line with the development of research literature on digital literacy and civic education ([Widiatmaka, Pipit, Muhammad Hendri Nuryadi, 2025](#)). Civics is seen as relevant not only for instilling Pancasila values but also for developing critical, ethical, and participatory digital citizenship. Civics is also the primary medium for internalizing civic literacy and digital citizenship, two competencies that are crucial in facing the challenges of information and communication technology in the 21st century ([Tachyudin, Muhammad, Hadi Cahyono, 2020](#)). Through a pedagogical approach based on dialogue, case studies, and value reflection, Civics can facilitate students in understanding the importance of verifying information, media responsibility, and ethics in digital communication. If this process is carried out systematically, Civics can not only increase information resilience but also strengthen social cohesion and public trust in democracy. Research by Candra and Wulan shows that the integration of digital literacy and character education in Civics can strengthen civic disposition, particularly the values of honesty, responsibility, and democratic awareness, which directly strengthen resilience against hoaxes and disinformation. Therefore, the transformation of Civics in the digital era is not an option, but rather an urgent necessity to maintain the quality of Indonesian democracy. Society 5.0, a concept first introduced by the Japanese government, describes a super-smart society where technologies like artificial intelligence (AI), big data, and the Internet of Things (IoT) are harnessed to solve social and economic problems. However, this technological advancement also facilitates the spread of political disinformation on an unprecedented scale. Social media algorithms designed to maximize user engagement often create

"filter bubbles" and "echo chambers," where individuals are only exposed to views that align with their beliefs, thereby amplifying polarization and making them vulnerable to false narratives ([Pariser, 2011](#));([Sunstein, 2018](#)). Political disinformation in the Era of Society 5.0 is not merely wrong information; it is a narrative deliberately created to mislead, manipulate public opinion, and undermine political processes. This content is often disguised as news, opinion, or analysis and spreads through hoaxes, deepfakes, and coordinated disinformation campaigns. To address this threat, citizenship education must evolve from a traditional model that only focuses on government structures and citizens' rights and duties, to an education that equips individuals with critical skills to navigate the complex information landscape.

Based on the above description, this paper aims to conceptually examine how Civics Education (PKn) can play a strategic role in countering political disinformation in the Society 5.0 era by strengthening character values, digital literacy, and the formation of good citizens as a foundation for democratic resilience. It is hoped that it will contribute to enriching academic discourse on civic education by emphasizing the urgency of Civics as the frontline in confronting political disinformation in the Society 5.0 era. The focus on strengthening digital literacy, political literacy, and civic disposition makes this article relevant both theoretically and practically in strengthening democratic resilience in Indonesia.

METHOD

This research employed a qualitative library research approach, which is appropriate for examining scientific literature on political disinformation, Society 5.0, character values, and Civic Education (PKn). The primary sources consisted of national and international peer-reviewed journals accessed through trusted databases such as Google Scholar, ScienceDirect, Springer, and Consensus.app. To ensure relevance and validity, the selected literature met three criteria: (1) alignment with the issues of political disinformation and the role of Civic Education, (2) publication within the last five years, and (3) peer-reviewed quality. A total of [insert number] articles published between [insert year range] were analyzed systematically. Data analysis followed a descriptive-critical model, supported by thematic coding to identify patterns of thought, conceptual relationships, and implications for civic education in the digital era. Content validity was strengthened through source triangulation across disciplines such as political science, education, and digital media. This methodological rigor enhances the robustness of the study and ensures that the findings present a comprehensive, solution-oriented synthesis of the challenges posed by political disinformation.

RESULT AND DISCUSSION

Civics Education (PKn) is a vital component of the national education system, tasked with instilling core values and preparing citizens to face changing times. In the Society 5.0 era, it emphasizes not only awareness of constitutional rights and obligations but also the ability to respond critically to the complexities of digital information." This era is marked by the presence of information and communication technology, which enables the production and distribution of

information to occur at a rapid pace and without geographical boundaries. However, this speed presents new challenges: the massive circulation of information, the veracity of which cannot be verified or is even deliberately manipulated for specific interests. This is where Civics Education plays a strategic role as an educational instrument that can enhance students' ability to understand, evaluate, and respond to information wisely and responsibly.

The findings highlight the potential of Civics Education (PKn) to enhance digital literacy, political literacy, and civic disposition in addressing the spread of disinformation. However, rather than merely reiterating PKn as a strategic instrument, this section emphasizes a more critical engagement by clarifying conceptual distinctions between civic literacy, civic disposition, and digital citizenship. Civic literacy is positioned as the knowledge base for understanding democratic principles, civic disposition as the ethical attitude guiding responsible participation, and digital citizenship as the practical application of both in online spaces. Furthermore, the discussion incorporates concrete strategies for implementation, such as integrating fact-checking practices into classroom activities, encouraging student-led debates on current political issues, and evaluating learning outcomes through project-based assessments. By moving beyond normative assertions and grounding the arguments with practical examples and evaluative measures, PKn can be more convincingly demonstrated as an effective response to the challenges of political disinformation.

Specifically, Civics Education has a strong political literacy dimension. This literacy encompasses an understanding of the national political system, the function of democratic institutions, the role of the media in politics, and active participation in elections and the policy-making process. Strengthening political literacy is crucial so that students not only understand political structures but also develop a critical awareness of democratic practices and political information circulating in public spaces, such as in conventional and digital media. Research by Yuliadari et al. shows that topics such as elections, the constitution, and human rights taught in Civics can improve civic knowledge and attitudes, especially when combined with interactive and reflective learning methods (Yuliandari, Erna, Moh. Muchtarom, 2023). This reinforces the argument that Civics is not merely a means of conveying normative content, but also a space for developing a critical understanding of national and state life.

In addition to political literacy, Civics also needs to expand its role in shaping digital literacy. Digital literacy is not only about skills in using technology but also includes the ability to search, evaluate, and use digital information obtained ethically and responsibly. In this regard, Civics needs to align teaching materials with the current digital context. Marlina et al. stated that the integration of digital literacy in Civic Education has been proven to be able to form smart and good citizens, namely intelligently utilizing technology for the common good while adhering to the basic values of Pancasila and democracy, as shown by research that emphasizes the role of digital literacy in Civics to train critical skills, media ethics, and political awareness rooted in civic knowledge, civic skills, and civic disposition (Yuliandari, Erna, Moh. Muchtarom, 2023). This is important considering that many Indonesians, especially the younger generation, are active on social media but lack ethical and critical awareness of the information they consume and disseminate as the results of a survey by the Katadata Insight Center (KIC) and the Ministry of Communication and Informatics (Kominfo) which has now changed to the Ministry of Communication and Digital (Komdigi)

which states that at least 30% to almost 60% of Indonesians are exposed to hoaxes or disinformation when accessing and communicating through the digital world, while only 21% to 36% are able to recognize hoaxes or disinformation ([Sofyan, Edy, Rina Marlina, Ernandia Pandikar, 2024](#)).

This trend is even more concerning considering that the most common category of hoaxes or disinformation encountered by Indonesian internet users between December 2023 and January 2024 was political issues, reaching 24.7%. This dominance of political hoaxes demonstrates the vulnerability of Indonesia's digital space to information manipulation, which has the potential to influence public opinion and democratic stability. Furthermore, with the public's limited ability to recognize hoaxes, the spread of political disinformation can easily muddy the waters, trigger polarization, and undermine trust in the political process and state institutions. This situation highlights the need to strengthen critical digital literacy among young social media users to prevent exposure to misleading political information.

The Era of Society 5.0, characterized by the massive integration of information and communication technologies (ICTs) into people's lives, presents both opportunities and significant challenges. One of the biggest challenges is the proliferation of political disinformation that spreads rapidly through digital platforms. This disinformation not only damages the integrity of information but also threatens democratic processes, social cohesion, and rational decision-making. This article discusses the crucial role of citizenship education in protecting society from the negative impacts of political disinformation in the Era of Society 5.0. The discussion covers the urgency of critical digital literacy, the development of analytical thinking skills, and the reinforcement of digital citizenship ethics as key strategies ([Yuliadari, Erna, Rusnaini Rusnaini, n.d.](#)).

Implementing technology-based civics learning and critical values is one of the most relevant approaches to addressing political disinformation. Learning strategies such as news content analysis, digital election simulations, online discussion forums, and case studies of political hoaxes can be incorporated into the curriculum as part of developing critical digital literacy. By accustoming students to analyzing information objectively and based on evidence, Civics indirectly teaches media ethics and builds resilience against information manipulation. This supports the formation of a civic mentality that is not easily provoked and upholds democratic principles when interacting in the digital public space. The direction of Civics development in this context should be focused on achieving digital citizenship, namely civic competencies relevant to the digital era. Digital citizens must not only be technologically literate, but also be able to act critically, participatively, and ethically in a virtual environment. This concept aligns with the overarching goal of national education, which is to produce superior, intelligent, and character-based Indonesians. Civic education that is designed adaptively to the digital world has the potential to produce individuals who are information-conscious, understand the limits of freedom of expression, and actively safeguard democracy, as demonstrated by Hidayah et al., who demonstrated that civic literacy built through the integration of digital culture can increase critical awareness, media ethics, and student participation in democratic practices in Indonesia ([Hidayah, Yayuk, Sapriya Sapriya, Cecep Darmawan, 2020](#)). Therefore, the transformation of Civics is not

merely a aligning of content, but an adjustment of the educational paradigm to the demands of the times(APJII, n.d.) ;(KIC, n.d.).

Critical digital literacy is the main foundation for combating disinformation in the Era of Society 5.0. More than just the ability to use technology, this literacy requires individuals to be able to analyze, evaluate, and create digital content wisely and ethically ([Livingstone, 2017](#)). In the context of political disinformation, critical digital literacy includes several important components: Source Verification: The ability to verify the authenticity and credibility of an information source is a crucial first step. Citizenship education should teach students how to recognize untrustworthy sources, such as fake news websites, bot accounts, and anonymous profiles. This skill can be developed through practical exercises, such as checking URLs, researching the author or organization behind the content, and comparing information from multiple sources ([Metzger, M. J., & Flanagin, 2013](#)).

Understanding Algorithms and Bias: It is important for citizens to be aware of how social media algorithms influence the information they receive. Education should explain the concepts of "filter bubbles" and "echo chambers" and teach how to break out of these traps by deliberately seeking different perspectives. This understanding helps individuals avoid getting trapped in uniform views and promotes a more open mindset ([Sunstein, 2018](#)).

Identifying Forms of Disinformation: Citizenship education must equip students with knowledge about various disinformation tactics, such as misleading content, false context, imposter content, and manipulated content. Familiarity with these forms, including deepfakes, is key to developing mental immunity to false narratives ([Wardle, C., & Derakhshan, 2017](#)). Countering disinformation is not only about digital literacy but also about strengthening cognitive abilities. Citizenship education must explicitly incorporate the development of analytical, evaluative, and synthesis skills as part of its curriculum. Critical Thinking as a Core Component: Education must teach students not to accept information at face value. They should be trained to ask questions such as: "Who created this message and why?" "What evidence is provided?" "Is there a hidden agenda?" These skills help individuals evaluate arguments, identify biases, and distinguish between facts and opinions ([Tampubolon, S. S., Sinaga, P. S., & Situmorang, 2021](#)). Comprehensive Media Literacy: Comprehensive media literacy goes beyond digital media and includes an understanding of how mass media, both traditional and digital, operate. Education should explore the media's role in shaping political narratives, the dynamics of media ownership, and the commercial pressures that can affect content ([Buckingham, 2019](#)). This understanding helps citizens become smarter and more responsible consumers of information.

In the Era of Society 5.0, citizenship extends into the digital space. Citizenship education must promote a strong digital ethic that emphasizes individual responsibility in spreading information. Responsibility for Sharing Information: Citizens must be taught that they have a responsibility not to spread disinformation. This means they must verify information before sharing it and avoid spreading hoaxes, even if the content aligns with their political views. Education must instill the understanding that sharing disinformation has social, political, and even legal consequences ([Benkler, Y., Faris, R., & Roberts, n.d.](#)). Empathy and Respect in the Digital Sphere: Political disinformation is often designed to divide and sow hatred. Citizenship education must encourage

empathy, tolerance, and respect for differing opinions. This includes teaching how to interact constructively with others online, avoid hate speech, and promote healthy dialogue despite differences in perspective ([Couldry, N., & Powell, 2018](#)).

Civics Education as a Tool to Prevent Political Disinformation

Political disinformation is one of the most significant challenges to the sustainability of democracy in the digital age. Disinformation not only misleads public opinion but can also shape false perceptions of political actors, institutions, and processes. In Indonesia, this phenomenon is evident during electoral moments such as elections, where fake news, manipulated images, and provocative campaigns spread massively through social media. According to research by Allifa et al., uncontrolled political disinformation can disrupt social stability, divide society, and undermine trust in the democratic process. This situation is exacerbated by the low ability of some citizens, especially the younger generation, to filter digital information. This highlights the need for systematic intervention from the educational sector, particularly through Civics Education (PKn). ([WahabWulan, 2024](#))

PKn is ideally positioned to be the first line of defense against the influence of disinformation. This is because PKn is designed to instill the values of Pancasila, national insight, and critical thinking skills in students. In this context, Civics can function as a value filter, equipping students with the moral orientation and rational logic needed to objectively evaluate information. One of the primary functions of Civics is to build awareness of the importance of truth, integrity, and social responsibility in media life. This attitude is called civic disposition, which consists of honesty, tolerance, and social concern—values that can act as "social immunity" against disinformation content. If these values are firmly internalized, students will be less easily provoked or involved in spreading false information.

In addition to reinforcing values, modern Civics education must also be equipped with a digital literacy component. Digital literacy here encompasses not only the technical ability to use devices but also the ability to critically evaluate sources, distinguish fact from opinion, and understand the logic of algorithms that shape the flow of information. This is crucial because much false political content is designed to provoke emotions and reinforce bias. Integrating digital literacy into Civics education enables students to understand how disinformation works, such as framing techniques, clickbait, and data manipulation. Civics education in the digital era, as explained by Widiatmaka et al., serves as a primary medium for shaping national character through the integration of digital technology and character education, thus preparing a generation that is capable, wise, and responsible in digital activities, while remaining grounded in the principles of democracy and Pancasila ([Pariser, 2011](#)).

To make Civics education an effective tool for preventing disinformation, pedagogical transformation is essential. Civics teachers must be able to adopt problem-based learning methods, case studies, digital debate simulations, and news analysis as part of their learning. Topics such as media ethics, political hoaxes, and information literacy should be made an integral part of the civics curriculum. Kabatiah et al. in their study stated that the pedagogical competence of 21st-century

Civics teachers demands adaptive skills to contemporary issues such as disinformation and freedom of expression in the digital world ([Kabatiah, Maryatun, Abdinur Batubara, Taufiq Ramadhan, 2024](#)). With an appropriate approach, students can be trained to become active "information detectors," not just passive consumers of online information. With all its potential and pedagogical instruments, Civics actually plays a crucial role in strengthening democratic resilience. By developing civic knowledge, civic skills, and civic disposition, Civics builds the foundation for citizens who are not only active political participants but also careful in receiving, producing, and disseminating information. Within this framework, Civics is not only a learning tool but also a tool of liberation, freeing citizens from the domination of manipulative information and restoring the public's role as rational subjects in digital democracy.

Civics Learning Strategies in the Society 5.0 Era

The Society 5.0 era is bringing significant changes to the world of education, including the teaching of Civics (PKn). The concept of Society 5.0 emphasizes the integration of advanced information technology and human life to create a human-centered society that is intelligent and sustainable. In this context, Civics learning is required not only to be materially relevant but also to be adaptive to current technology and socio-political challenges, including political disinformation. Rapid technological developments open up opportunities for interactive and contextual digital learning. However, if not accompanied by strengthening values and ethics, students can become victims of misinformation and online political polarization. Therefore, Civics learning strategies must be oriented toward strengthening 21st-century character and competencies through a reflective, participatory, and technology-based approach.

One Civics learning strategy relevant in the Society 5.0 era is problem-based learning (PBL), which encourages students to explore current issues such as political hoaxes, hate speech, and the abuse of freedom of expression on social media. By examining real-life cases and developing solutions based on democratic values and Pancasila, students are trained to think critically and be socially responsible. Learning based on actual case studies allows students to connect Civics material to the realities of everyday life, eliminating abstract concepts. For example, teachers can present examples of viral news stories proven to be hoaxes and ask students to analyze them from legal, ethical, and civic perspectives. This strategy strengthens understanding and simultaneously fosters civic disposition.

The use of digital media such as instructional videos, online discussion forums, and interactive learning platforms is essential in modern Civics learning strategies. Technology-based projects, such as creating tolerance-themed vlogs, digital campaigns against hoaxes, or infographics about Pancasila values, can serve as a means of instilling civic values and digital literacy. Based on research by Wibowo and Mubarok, technology-based civics learning in the Society 5.0 era not only increases student participation through student-centered methods and the use of digital platforms, but is also effective in instilling character values such as honesty, responsibility, and tolerance, because it carries a contextual, reflective, and collaborative approach that aligns with the profile of Pancasila students ([Allifa, Dini, Indah Kurniya, Dwi Saputry, Marsa Adellia, Br Siahaan, Dewi Andreyan,](#)

[2024](#)). With this strategy, civics learning is not only cognitive, but also forms an ethical and information-aware digital personality.

Civics learning strategies in the Society 5.0 era also need to incorporate a cross-disciplinary approach. Civics literacy cannot be taught in isolation; it needs to be linked to digital literacy, media literacy, and cultural literacy. Civics teachers can collaborate with ICT and Indonesian language teachers, for example, to develop learning modules on identifying fake news or ethical debate in the digital space. Applying this multiliteracy approach strengthens students' understanding of complex political contexts and fosters tolerant, data-driven communication skills. This strategy also supports the long-term goal of civics education to create citizens who not only understand their rights and obligations but are also able to responsibly articulate their views in the digital public sphere.

In addition to technology-based approaches, civics learning strategies must also provide space for value reflection and character development. Teachers can use value clarification, self-assessment, and ethical dialogue methods to discuss controversial issues. This reflection is crucial for internalizing civic values and making students more aware of the social impact of their actions and opinions in digital media. Through this strategy, civics education is no longer merely a normative subject, but rather a vibrant space for the formation of digital and national identity. Civics education in the Society 5.0 era must prioritize a holistic approach that integrates cognitive skills, digital ethics, and a commitment to national values.

Civics Education (PKn) teachers play a strategic role in shaping citizens who are intelligent and resilient in the face of disinformation. In the Society 5.0 era, teachers are required not only to master the material but also to be facilitators of digital literacy and instill character values such as honesty, responsibility, and tolerance. Teachers who are able to integrate technology into learning contextually can guide students in sorting information critically and ethically. To carry out this role optimally, teachers need support through ongoing training and curriculum innovation that adapts to the challenges of the times. Training in media literacy, digital ethics, and socio-political issue-based learning is crucial to enhancing the capacity of Civics teachers as agents of change in the classroom. Teachers equipped with these skills can encourage active student participation and strengthen civic dispositions relevant to the digital age. However, the role of teachers cannot stand alone. Collaboration across all sectors is needed, from schools and families to government and literacy communities. Schools and parents must support each other in fostering a healthy media culture, while the government and private sector can provide educational resources and platforms. This collaboration is crucial for creating a robust civic education ecosystem to address the increasingly complex threat of political disinformation.

Political disinformation has become one of the greatest threats to democracies worldwide. Unlike misinformation, which is simply false information spread without malicious intent, disinformation is content deliberately created to mislead and manipulate public opinion (Wardle & Derakhshan, 2017). In the current digital age, where information can spread in seconds through social media, disinformation's ability to damage social cohesion and undermine political processes is increasingly fast and effective. In this context, citizenship education holds a vital and urgent role as the first line of defense.

Modern citizenship education must shift from merely teaching government structures to equipping individuals with the cognitive skills to combat disinformation. It's about building a cognitive defense that allows citizens to distinguish between fact and fiction. A study by [\(Benkler, Y., Faris, R., & Roberts, n.d.\)](#) shows that the spread of disinformation often targets emotions and cognitive biases. Citizenship education must teach comprehensive media literacy, which includes the ability to recognize emotional manipulation, confirmation bias, and rhetorical tactics used to justify false claims [\(WahabWulan, 2024\)](#).

Other research also emphasizes the importance of metacognitive abilities, which is an individual's awareness of their own thinking processes. [\(Houghton, R., Wileman, K., & Birtles, 2017\)](#) found that training students to reflect on how they evaluate information can significantly increase their resilience to false content. By training individuals to think critically and analytically, education can create a society that is not easily swayed by misleading narratives.

In the vast sea of digital information, critical digital literacy is an inseparable component of citizenship education. More than just knowing how to use technology, this literacy requires individuals to be able to evaluate the credibility of information sources, understand how algorithms create "filter bubbles," and be aware of the biases present in the media [\(Livingstone, 2017\)](#); [\(Sunstein, 2018\)](#). Citizenship education must proactively teach practical skills, such as cross-verifying information, fact-checking, and recognizing bot accounts or coordinated propaganda.

Case studies from countries that have invested in digital literacy show promising results. For example, a program in Finland that focuses on teaching students to distinguish real news from fake has proven effective in increasing the overall resilience of society [\(Nieminen, 2020\)](#). Without this literacy, citizens are at risk of being trapped in a fragmented information ecosystem, where they are only exposed to views they already agree with.

The urgency of citizenship education lies not only in cognitive abilities but also in the formation of digital ethics and responsibility. Political disinformation often succeeds because it's spread by individuals who are unaware of or unconcerned with the consequences. Citizenship education must emphasize that every citizen has a moral responsibility not to share unverified information. This aligns with the broader concept of digital citizenship, where individuals are not just information consumers, but also responsible producers [\(Couldry, N., & Powell, 2018\)](#). By instilling this ethical awareness, education can foster a culture of information-sharing that is more cautious and evidence-based, rather than driven by emotion or political affiliation. The concept of *Society 5.0*, introduced in Japan, emphasizes the integration of digital technology, artificial intelligence, and big data into everyday life with a focus on human well-being [\(Fukuyama, 2018\)](#). However, the penetration of this technology also brings serious challenges in the form of political disinformation that can undermine democracy and social stability. Citizenship education thus plays a crucial role as a safeguard for digital literacy, political literacy, and the formation of citizens' character.

First, citizenship education strengthens critical digital literacy. [\(McGrew, S., Smith, M., Breakstone, J., Ortega, T., & Wineburg, 2019\)](#) found that *civic online reasoning* interventions significantly improve students' ability to evaluate the credibility of online information. Therefore, digital citizenship should become an integral part of civics curricula.

Second, citizenship education fosters resilience against misinformation through “prebunking” or inoculation approaches. ([Roozenbeek, J., & van der Linden, n.d.](#)) demonstrated through the *Bad News Game* experiment that critical simulation of manipulation techniques enhances individuals’ psychological immunity against political hoaxes. Third, media literacy as a component of citizenship education has proven effective in reducing the impact of disinformation. A meta-analysis by ([van der Linden, S., Roozenbeek, J., & Compton, 2024](#)) confirms that media literacy interventions significantly increase public resilience to mis/disinformation in digital spaces. Fourth, citizenship education carries political and ethical dimensions. ([Fernández-García, 2023](#)) highlighted that integrating media literacy into civic education helps students distinguish between misinformation, disinformation, and fake news while simultaneously cultivating ethical awareness in media use. Additionally, ([Basol, M., Roozenbeek, J., & van der Linden, 2020](#)) found that *gamified inoculation* methods are not only effective for students but also for the wider public frequently exposed to political news on social media, thereby expanding the role of civic education beyond schools. In the Indonesian context, citizenship education needs to emphasize critical participation of digital citizens. This aligns with ([Adjin-Tettey, 2022](#)) findings that civic literacy grounded in critical education strengthens democratic resilience against disinformation in modern systems. Thus, in the era of *Society 5.0*, citizenship education is not merely about imparting political knowledge but also about fostering digital literacy, critical reasoning, and psychological resilience against information manipulation. It serves as a strategic instrument in strengthening democracy and social resilience against political disinformation([Dewi, Ryzna, Anita Wibowo, 2025](#)).

Political disinformation often aims to divide society by exploiting polarization and identity-based sentiments. Effective citizenship education can counter this trend by promoting core democratic values like tolerance, empathy, and respect for diverse opinions. By creating spaces for healthy and constructive dialogue, education can teach citizens to interact respectfully, even when there are deep differences in opinion. As ([Buckingham, 2019](#)) asserts, media education must focus on developing an understanding of how media narratives can shape social perceptions, so citizens can recognize attempts to sow division and work together to bridge differences. A study by ([Tandoc Jr., E. C., Lim, Z. W., & Ling, 2018](#)) showed that a lack of trust in media institutions and political polarization reinforce each other, creating a gap for disinformation to flourish. Therefore, education that promotes trust and dialogue is critically important.

CONCLUSION

Civics Education (PKn) in the Society 5.0 era plays a crucial role in countering the growing prevalence of political disinformation through digital media, as the integration of digital literacy, political literacy, and character education positions PKn not merely as a normative subject, but as a strategic instrument for cultivating critical, ethical, and responsible citizens. Through contextual and participatory learning approaches such as problem-based learning, analysis of political hoax cases, and online discussion forums, PKn equips students with the skills to filter information, understand the logic of media algorithms, and avoid political manipulation that can undermine public trust in democracy.

In addition to improving technical skills in managing information, PKn also instills civic dispositions, including the values of honesty, responsibility, tolerance, and social concern rooted in Pancasila. "Such values operate as a normative safeguard, fostering resilience among students against external provocations while simultaneously curbing their propensity to engage in the circulation of disinformation. Thus, PKn plays a dual role: strengthening digital competence and maintaining democratic integrity. The presence of adaptive Civics in the Society 5.0 era is key to producing a generation that is not only competent in the digital space, but also has character, is able to participate actively, and is ready to maintain the sustainability of Indonesian democracy.

This study concludes that Civics Education (PKn) plays a strategic role in countering political disinformation by integrating digital literacy, political literacy, and character education. Beyond reiterating these functions, the research contributes academically by clarifying the conceptual links between civic literacy, civic disposition, and digital citizenship within the context of Society 5.0. Practically, the findings suggest that PKn should adopt more concrete pedagogical strategies, such as project-based fact-checking, digital ethics modules, and critical debates on current political issues, to ensure that students are not only informed but also responsible digital citizens. Future research is recommended to evaluate the effectiveness of these strategies in classroom practice and to explore cross-disciplinary collaborations with media studies and political science. In this way, PKn can be positioned not merely as a normative subject but as a transformative instrument for strengthening democracy in the digital era

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