

Analysis of E-Learning Platform Use and Digital Civic Literacy among Students in Civic Education Programs in the Society 5.0 Era

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Abstract: Within the context of the Society 5.0 age, the purpose of this study is to investigate the utilization of e-learning platforms as a means of bolstering the digital citizenship literacy of students enrolled in the Pancasila and Civic Education Study Program at Universitas Pamulang. This study utilized a quantitative methodology that was designed as a survey, and it included thirty students who were in their sixth semester. The individuals were chosen using a basic random selection procedure. The data were collected through the use of a structured questionnaire that was based on a five-point Likert scale, and the analysis was performed utilizing approaches such as percentages and mean scores. As a consequence of the findings, it was determined that the usage of the e-learning platform was in the extremely high category, with an achievement of 90%. According to the findings, students exhibited high levels of curiosity, participation, teamwork, perseverance, and enthusiasm when participating in activities that were focused on digital-based learning. In addition, the utilization of e-learning was found to be connected with the students' capacities to engage in critical thinking, to practice digital ethics, and to demonstrate responsible technology utilization. Therefore, e-learning platforms have the potential to act as an effective learning medium that can assist the development of digital citizenship literacy and equip students to tackle the difficulties that will be presented by the Society 5.0 age.

Keywords: Digital Citizenship Literacy; Pancasila and Civic Education; Critical Thinking; Technology Utilization; E-Learning Platforms; Society 5.0 Age.

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1. Introduction

The present time of Society 5.0 is characterized by the rapid development of digital innovations that change many areas of human activity, including the provision, organization and management of education [1]. The rise of digital technologies, internet connectivity, artificial intelligence, cloud computing, mobile applications and interactive communication platforms has profoundly changed the way people access, process, share and create information [2]. So, education is no longer confined to traditional classrooms where teachers and students gather at specific times and places [3]. In contrast, digital transformation has allowed the development of flexible and technology-enabled learning environments where students are provided with access to educational resources, communication with instructors and peers, learning activities, and academic discussions via digital platforms [4]. This change is especially important in higher education as university students are expected not only to learn disciplinary knowledge but also to develop the digital skills necessary to be active members of an increasingly technology-oriented society [5]. The shift from traditional learning to technology-based learning has accelerated the adoption of e-learning platforms in higher education. E-learning is a generic term for the use of electronic and digital technologies in the support of teaching and learning activities in online or digitally supported environments [6]. Such platforms can provide access to learning materials, assignments, assessments, discussion forums, multimedia resources and communication tools for students [7].

Arkorful and Abaidoo [2] stated that e-learning can improve access to learning, enhance time efficiency and foster students' independence in learning [8]. These features make e-learning particularly relevant in modern higher education where students are increasingly demanding flexible learning opportunities that cater for different schedules, learning preferences and levels of digital engagement [9]. E-learning can also support learning continuity by allowing students to access academic resources outside the physical classroom and to review learning materials as needed. But the educational value of e-learning is more than just providing digital materials. Effective e-learning environments can encourage interaction, collaboration, discussion, reflection and independent inquiry [10]. Garrison and Vaughan [6] emphasize that the use of digital technology can provide participatory, collaborative, and student-centered learning experiences. Students can become active participants in the learning process, rather than simply passive recipients of information, as they participate in online discussions, collaborative activities, digital assignments, and interactive learning resources [22]. Such learning environments provide learners with the ability to ask questions, assess information, share perspectives, and collectively construct knowledge [11]. Therefore, e-learning can contribute to the development of a wider range of competencies that are relevant not only for academic success but also for students' participation in society. When these competencies are situated within the framework of civic education, this importance becomes clearer [12].

The goal of civic education is to create citizens who know the principles of civic life, understand their rights and duties, respect democratic values and can participate constructively in the life of society [13]. Today, civic engagement is increasingly taking place in digital spaces [14]. Citizens use social media to communicate, access government information via online platforms, participate in public discussions, express opinions through digital channels and access political, social and cultural information through websites and digital applications [15]. Thus, civic competence can no longer be understood solely in terms of physical, or face-to-face, social settings. Students also need to understand how citizenship operates in digital spaces and how their online behavior can affect themselves, others, communities and society more generally [16]. In this respect, the introduction of e-learning in civic education is of great relevance [17]. These digital learning platforms can offer opportunities for students to explore social issues, discuss civic responsibilities, analyze current problems, evaluate sources of information, and participate in collaborative learning activities [18]. If designed well, digital learning can provide opportunities for students to engage with different perspectives and reflect on citizenship issues [19]. Thus, digital media usage might enhance the link between civic knowledge and practical digital engagement [20]. Students are introduced to citizenship as an academic concept, as well as how to communicate, collaborate, evaluate information and act responsibly in digital environments [21].

2. Review of Literature

The digitization of citizenship is increasing, and thus the interest in digital citizenship and digital civic literacy is also increasing. Digital civic literacy is the knowledge, skills, attitudes and ethical awareness required for people to engage responsibly and effectively in civic life via digital technologies. It encompasses the skills to locate and interpret digital information, evaluate the trustworthiness and credibility of online sources, differentiate between factual and false or manipulated information, communicate respectfully in the digital space, understand the rights and responsibilities of online behavior, and engage in social conversations in a positive way. So digital civic literacy is broader than basic technological proficiency. A student might know how to use a digital device or enter an online platform but not be able to evaluate information or engage in digital communication responsibly and critically. The fast-paced growth of information on the internet has made these competencies

ever more important. Students tap into a vast pool of information through search engines, social media, online news sources, video-sharing sites, discussion boards, and other digital media. While such accessibility provides significant educational advantages, it also introduces challenges in the form of misinformation, disinformation, biased information, online harassment, privacy issues, and irresponsible digital conduct. Students should develop the ability to evaluate information critically and not take digital content as fact. Nurjanah et al. [8] revealed that the competencies of digital citizenship are a factor that influences the ability of the younger generation to understand, evaluate, and make wise use of digital information.

These are competencies that are vital for people expected to act responsibly as citizens of a society where digital communication is becoming more and more intertwined with social and civic life. The relationship between online literacy and civic literacy is of particular importance for students in civic education programs. Civic education students are expected to know social institutions, civic responsibilities, democratic values, rights and obligations, and forms of participation in society. These spaces are increasingly intermingling with technological practices in a digitally connected environment. Students may encounter civic issues via digital news, social networking sites, online public conversations, and digital communities. The extent to which they are able to understand and act on such information depends in part on their digital literacy level. Therefore, the development of digital civic literacy can bridge the gap between the students' theoretical understanding of the civic and digital society and real life. Prior research has shown a link between online literacy and students' civic engagement. Japar et al. [7] found that digital technology in civic education can assist learners in comprehending their rights, responsibilities and participation as citizens in the digital era. Thus, digital technologies have the potential to go beyond being mere tools to deliver instructional content and can also be environments in which students develop practical civic competencies. Digital learning activities will allow students to take part in discussions, explore social problems, evaluate opposing points of view, and develop an increased awareness of their responsibilities as members of society. Such activities can expand students' readiness to participate in civic life in ways suited to contemporary technological conditions.

Similarly, Nuryadi and Widiatmaka [9] explain that the improvement of online literacy supports the increase of students' civic literacy and helps them face the challenges of the digital society in the Society 5.0 era. What makes this relationship so important is that responsible digital participation does not automatically follow technological development. Students need guidance and educational experiences that help them to learn how technology should be used ethically, critically and constructively. Therefore, educational institutions play an important role in ensuring that technology-based learning contributes to the development of responsible digital citizens, rather than focusing exclusively on technological skills. E-learning platforms can offer a practical environment for the development of these competencies in higher education. Students might be asked to evaluate digital resources, participate in online discussions, collaborate on civic projects, conduct digital research, and present their findings using electronic media. These activities can promote students' information searching, comparing different sources, building argumentation based on evidence, and expressing ideas appropriately. This process can also help students to become more independent learners, as they have to take more responsibility for finding information, managing learning tasks and assessing the quality of resources they use. These features are consistent with the general goals of higher education to ready students for professional, social and civic engagement. The use of digital learning in civic education is also relevant to the development of critical thinking. Today's civic issues are often complex, involving competing perspectives. Students may have different versions of the same event from different digital sources.

A well-designed digital learning environment can provide opportunities for students to compare these sources and note differences in evidence, argumentation, and perspective. Students can learn how to question whether a source is credible, whether information is supported by evidence, whether there are logical fallacies in an argument, and whether information may have been presented selectively through guided learning activities. These skills are important components of digital civic literacy because responsible citizenship requires the ability to make informed judgments based on reliable information. Also, e-learning can be used to promote collaborative learning and communication skills. Digital civic engagement usually includes interaction among people with differing experiences, perspectives, and backgrounds. Students therefore need to learn how to state their views and respect alternative opinions. Online discussion forums, collaborative assignments, group projects, and virtual presentations can be used to create opportunities to practice these behaviors [5]. Digital discussion in a structured setting provides students with opportunities to learn to support their claims with evidence, to respond to disagreement in constructive ways, and to maintain appropriate standards of communication. These practices can encourage the development of responsible digital citizenship. Another important aspect is ethics in the digital environment. Digital citizenship includes an awareness of issues including privacy, intellectual property, academic integrity, respectful communication and responsible information sharing. Students may inadvertently cross ethical lines by disseminating unverified information, plagiarizing copyrighted material, revealing personal information, or participating in inappropriate online discussions. Educational organizations could deal with these problems through e-learning activities, which explicitly include digital ethics.

For example, assignments can ask students to identify credible sources, provide appropriate citations, protect personal information, and demonstrate respectful communication when interacting with others online. But despite these possible advantages, the application of e-learning still faces many difficulties. Students may have different access to digital devices and

stable internet connectivity, resulting in unequal learning opportunities. Differences in digital skills may also affect students' ability to participate effectively in technology-supported learning. Some students may be comfortable utilizing online platforms for communication and entertainment but have little experience using them for academic research, critical evaluation or civic learning. So, a certain level of familiarity with technology should not be interpreted as a mark of high digital proficiency. Students need scaffolding and authentic learning experiences to move from general technology usage to academically and civically productive practices [6]. Another challenge is the quality of student engagement with e-learning platforms. The availability of online materials does not mean active participation. Students can use the digital resources mainly to complete assignments and may not engage much more deeply with the content. Similarly, online discussion activities can be superficial if students are not given clear questions, enough guidance and opportunities to reflect. Hence, the success of e-learning is not just dependent on the availability of technology but also on instructional design, involvement of the lecturer, student motivation, learning resources and opportunities for interaction.

The educational value of a digital platform, in the end, depends on the ways it is integrated into the learning process. Lecturers' role is therefore crucial in linking e-learning with digital civic literacy. Lecturers can help students evaluate digital information, promote discussion based on evidence, introduce current issues of civic concern, and establish appropriate norms for online interaction. Rather than simply transferring traditional classroom materials to an online platform, lecturers can develop learning activities that capitalize on the interactive features of digital environments. Such activities may range from online debates, collaborative research, digital case studies, problem-based learning, virtual discussions and critical analysis of online information. These approaches can be useful in helping learners acquire academic knowledge and practical digital civic competencies. The Society 5.0 framework underlines the importance of a balance between technology development and human-centered values. Technology is not only about efficiency, but it should help us to flourish, to participate in society and to build inclusive communities [8]. From an educational point of view, this means that the adoption of digital technologies must be accompanied by attention to ethical awareness, social responsibility, critical thinking, collaboration and civic participation. E-learning should thus not be seen only as a technological solution to the delivery of educational content. It is also a component of a wider revolution in the way students learn, communicate and participate in society. In this sense, digital civic literacy becomes even more important as students will increasingly face situations where digital and physical forms of citizenship overlap. They can use digital platforms to ask for public information, communicate with institutions, participate in social movements, talk about community issues, or voice opinions on issues affecting society.

It is essential that they understand digital rights and responsibilities, ethics, information evaluation and communication to be able to carry out these activities responsibly. Higher education can help to develop these competencies by providing learning environments that require students to use technology critically and responsibly. Therefore, it is worth systematically examining the link between the use of e-learning and digital civic literacy. This understanding can inform whether the digital learning environment is being used only for the delivery of instructional materials or whether it is also supporting interaction, collaboration, critical thinking, evaluation of information, and civic participation. Researching students' digital civic literacy may provide additional insight into their ability to apply these skills in digital settings. Such a review can help to identify where current educational practice is working well and where it needs to be developed further [9]. This is especially true considering that students have varying levels of digital civic literacy based on their own experiences with technology, their habits in digital learning, their opportunities in the digital world, their academic pursuits and their exposure to civic issues. Students can be excellent at technical skills but struggle to evaluate online information or communicate responsibly. Students, however, might have a solid foundation of civic knowledge, but need more help translating that knowledge to digital platforms. Thus, taking these dimensions together can offer a more complete picture of students' preparedness for citizenship in the digital era. Assessing the use of e-learning can also help to improve instructional strategies. If the primary activity of students on e-learning platforms is downloading materials and uploading assignments, then there is a need to add interactive activities to encourage participation.

If students struggle to evaluate online information, learning activities could involve source checking and critical media analysis. If online discussions indicate low levels of civic engagement, instructors might include structured debates and collaborative problem-solving activities. Research findings can thus serve as a basis for building learning practices that link the use of technology with wider educational and civic goals. This issue is more than simply individual academic performance. Universities have a major role in preparing the students to be responsible members of society. Responsible citizenship in today's digital environment demands people who are able to navigate information environments, communicate respectfully, identify misinformation, protect their personal information, know their rights and responsibilities, and participate constructively in public life [10]. E-learning platforms can be one possible environment for developing these competencies if they are used with adequate pedagogical approaches and principles of digital citizenship. Thus, the analysis of the use of e-learning platforms and digital civic literacy among students in civic education programs is relevant when considering the Society 5.0 era. The examination can illuminate the degree to which students use digital learning environments and the degree to which they exhibit competencies associated with responsible digital citizenship.

It also addresses issues of access, participation, digital skills, critical evaluation of information, ethical conduct and online communication. This information can help educators design learning experiences that combine technology with civic and human-centered educational goals. Based on the discussion above, this study is aimed at examining the use of e-learning platforms and digital civic literacy among students in civic education programs in the era of Society 5.0. Special emphasis is placed on the role of e-learning as a learning environment and its potential contribution to the development of students' abilities to access, evaluate, interpret and communicate digital information responsibly [11]. The study also considers digital civic literacy as a vital competency for students expected to participate actively and responsibly in a society increasingly mediated by technology. In addressing these issues, the study seeks to make a contribution to a wider discussion on technology-supported civic education and the preparation of students for responsible engagement in digital society. The findings are expected to offer useful academic and practical information for educators, higher education institutions, and researchers interested in integrating e-learning, electronic literacy, and civic education in the changing educational environment of the Society 5.0 era.

3. Research Methods

This study employs a survey method with a quantitative approach and falls under the category of quantitative descriptive research. As stated by Ribble [10], the quantitative approach examines both the population and the sample using numerical data that is statistically analyzed to test research hypotheses. The population for this study consisted of all sixth-semester students in the Pancasila and Civic Education (PPKn) program at Pamulang University. This study involved 30 students as the sample, selected using simple random sampling, so that every individual in the population had an equal chance of being selected. This study draws on two main theoretical frameworks: e-learning theory and digital citizenship literacy. According to Arkorful and Abaidoo [2], e-learning is a digital technology-based learning system that enhances the accessibility, flexibility, and effectiveness of the learning process. Furthermore, digital civic literacy refers to an individual's ability to think critically, understand digital ethics, and recognize their rights and responsibilities as citizens in the digital space. This is in line with Nurjanah et al. [8], who argue that digital citizenship literacy plays a crucial role in building students' ability to participate actively and responsibly in the digital age. Data collection was conducted using a questionnaire with a 1–5 Likert scale, namely: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree. The research instrument consisted of 15 statements covering indicators of digital citizenship literacy, namely critical thinking, participation, cooperation, perseverance, and enthusiasm in e-learning-based learning. Data analysis was conducted using descriptive statistical techniques, specifically the calculation of mean scores and percentages, to describe the level of digital citizenship literacy among students. These techniques were used to provide a general overview without testing for complex causal relationships.

4. Results and Discussions

This study aims to describe the use of e-learning platforms and digital citizenship literacy among students in the Pancasila and Civic Education Program at Pamulang University in the Society 5.0 era. Data were collected through a questionnaire distributed to 30 sixth-semester students in the Pancasila and Civic Education Program at Pamulang University. The research instrument consisted of 15 statements measuring students' use of e-learning and digital citizenship literacy, covering indicators of interest in learning, active participation, collaboration, perseverance, and enthusiasm in digital-based learning. The implementation of e-learning is one of the efforts to improve the quality of digital learning. Arkorful and Abaidoo [2] state that this technology provides broad access, flexible learning schedules, an effective learning process, and opportunities for independent learning (Table 1).

Table 1: Summary of research findings on the use of E-Learning to improve students' digital citizenship literacy

No.	Description	Total
1	Number of Respondents	30 College student
2	Number of Questions	15 Item
3	Maximum score	2250
4	Score obtained	2025
5	Average score of respondents	67,5
6	Percentage of research results	90%
7	Category	Very high

The freedom to access learning materials anytime and from anywhere enhances the efficiency of student learning. In the context of civic education, the use of e-learning is closely linked to the development of digital civic literacy. Nurjanah et al. [8] explain that digital civic literacy encompasses critical thinking skills, digital ethics, and an awareness of the rights and responsibilities of citizens in the digital space. The importance of integrating e-learning into civic education is supported by the findings of Japar et al. [7], which reveal that strong digital literacy encourages students to be more active in public discussions, social

activities, and democratic participation in the digital environment. The data tabulation in this study used the following percentage formula:

$$P = \frac{F}{N} \times 100\% \quad (1)$$

Notes:

P = Percentage of Research Results,

F = score obtained,

N = Maximum score.

Based on the research findings, it was determined that:

$$P = \frac{2025}{2250} \times 100\% = 90\% \quad (2)$$

The maximum score is calculated as the number of respondents $\times$ the number of statements $\times$ the highest score:

$$30 \times 15 \times 5 = 2250$$

Meanwhile, the respondents' average score was calculated using the formula:

$$\bar{X} = \frac{\sum X}{N} \quad (3)$$

$$\bar{X} = \frac{2025}{30} = 67,5$$

Based on the research findings, a score of 2,025 out of a maximum of 2,250 was obtained, with a percentage of 90%, which falls into the "very high" category. The respondents' average score of 67.5 indicates that students exhibit high levels of interest, engagement, cooperation, perseverance, and enthusiasm in e-learning-based instruction. The findings indicate that the use of e-learning platforms has a positive impact on improving students' digital citizenship literacy.

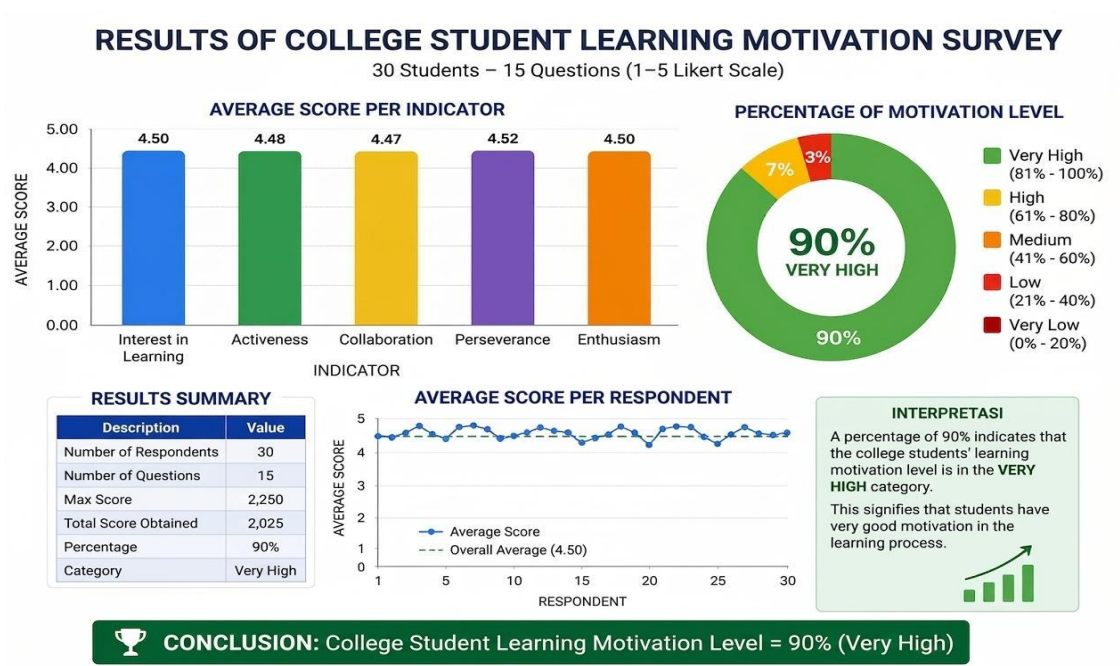


Figure 1: Diagram of research results

Based on the research results chart, 90% of students were categorized as “very high” and 10% as “high.” The findings indicate that the majority of students are able to use the e-learning platform effectively to support the learning process. This high percentage suggests that students have developed strong skills in using digital technology as a learning tool and in participating in digital spaces. These findings align with the e-learning theory proposed by Arkorful and Abaidoo [2], which states that the use of digital technology in learning can optimize learning effectiveness and autonomy. Students were able to utilize various e-learning features, such as accessing course materials, participating in online discussions, and submitting assignments digitally. Furthermore, the research results also support the theory of digital citizenship literacy proposed by Nurjanah et al. [8], which emphasizes that the use of technology requires critical thinking, ethical digital behavior, and an awareness of responsibility. Upon closer examination, the 90% achievement indicates that the use of e-learning in Civic Education (PPKn) courses is not only related to the ease of accessing course materials but also to student engagement throughout the learning process. E-learning platforms provide students with the opportunity to access course materials, participate in discussions, complete assignments, and communicate in academic activities without having to be in the same place at the same time. This aligns with the characteristics of e-learning, which emphasize flexibility and independent learning. Students have the opportunity to manage their study time according to their needs while still participating in scheduled learning activities. Regarding the indicator of interest in learning, the research results show a high level of interest. This interest is evident in the students’ ability to engage in learning through digital media and make use of the available materials. E-learning shifts the learning process away from being solely centered on the direct delivery of material by instructors; it also opens opportunities for students to search for, read, and review learning resources independently.

This is crucial in Civic Education (PPKn) because civic education material cannot be fully understood merely by memorizing concepts; it requires the ability to connect the material to real-world issues in society. Interest in digital learning can also encourage students to become more independent. When course materials, assignments, and learning information are accessible through digital platforms, students are required to take the initiative in managing their own learning activities. These findings reinforce the view of Arkorful and Abaidoo [2] that e-learning can provide more flexible access to learning while fostering student independence. Thus, the use of e-learning in this study can be viewed as one way in which the higher education process is adapting to technological advancements. In terms of engagement, the use of e-learning provides students with greater opportunities to participate. Engagement is not only demonstrated through speaking in class but can also be achieved through participation in discussion forums, submitting assignments, providing feedback, and other academic activities available online. The digital space allows students who were previously less active in face-to-face learning to express their opinions in writing still. In the context of civics education, the habit of expressing opinions in an orderly manner and based on verifiable information is an important part of shaping active citizens. Collaboration indicators are also an important part of the research findings. E-learning-based instruction does not mean eliminating interaction among students. On the contrary, technology can be used to support collaboration through group discussions, task sharing, information exchange, and joint task completion. Students need to communicate with group members, share ideas, respect differing opinions, and fulfill their respective responsibilities. These skills are closely linked to civic competencies, as democratic life requires the ability to collaborate with others who have diverse backgrounds and opinions.

In addition to collaboration, students’ perseverance in participating in digital learning is also an aspect that requires attention. E-learning requires students to be disciplined, as some learning activities are conducted independently. Students must be able to manage their time, keep track of assignment deadlines, follow the provided course materials, and complete learning activities without constant direct supervision. The high results of the study in this area indicate that the majority of respondents were able to adapt to the demands of digital learning. This ability is a crucial asset in navigating learning and work patterns that increasingly rely on technology. Regarding the enthusiasm indicator, high scores indicate that e-learning-based instruction is well-received by respondents. Students’ enthusiasm may stem from the fact that the use of technology adds variety to the learning process and facilitates access to information. However, enthusiasm for using technology must still be balanced with the ability to select the right information. In Civic Education (PPKn) courses, students are not only guided to be able to use technology. Still, they must also be able to distinguish relevant information, understand the context of a piece of information, and consider its impact before sharing it with others. The research findings also reveal a correlation between the use of e-learning and aspects of digital citizenship literacy. Digital citizenship literacy, by its very nature, goes beyond the ability to operate devices or learning platforms. Students need to possess critical thinking skills when receiving information, understand the ethics of communicating in digital spaces, and be aware of their rights and responsibilities as citizens. This aligns with Nurjanah et al. [8], who identify critical thinking skills and the wise use of information as essential components of digital citizenship literacy in the digital age.

Critical thinking skills are becoming increasingly important as students are confronted with a vast array of information on the internet. Through e-learning, students become accustomed to accessing various sources to complete assignments or delve deeper into course material. This habit can serve as an opportunity to train students to compare information, question its accuracy, and not automatically accept every piece of information they encounter in the digital space. In the context of citizenship, these skills can help students become more critical citizens when addressing social, political, and community issues.

Digital ethics also plays a significant role in the discussion of research findings. Learning activities conducted through digital platforms require students to be mindful of their communication style, respect others' opinions, use sources responsibly, and avoid spreading information whose accuracy is unclear. These ethical principles essentially involve applying the values of responsibility and respect for others in the digital space. Therefore, the use of e-learning can serve as an opportunity for higher education institutions to not only develop academic skills but also foster digital behaviors aligned with civic values. The results of this study can also be understood within the framework of Society 5.0. The concept of Society 5.0 positions technology as a tool used to support human life; therefore, the use of technology in education should remain oriented toward human needs and development. Kumar and Kumar [21] describe Society 5.0 as a society that seeks to integrate technological advancements with the resolution of various human challenges. In the field of education, this means that technology is not merely used because of the changing times, but must be utilized to create learning that is more effective, flexible, and capable of developing the competencies needed by students.

In Civic Education (PPKn) courses, the demands of Society 5.0 are becoming increasingly relevant as students are prepared to become citizens capable of adapting to social and technological changes. Students need to be able to use technology while remaining committed to the values of Pancasila, social norms, responsibility, and the principles of democratic life. The use of e-learning can serve as a means to achieve this if learning activities are designed not only to complete assignments but also to foster discussion, collaboration, problem-solving, critical evaluation of information, and responsible participation. The findings of this study are also consistent with those of Japar et al. [7], who demonstrated that civic education through digital citizenship can provide students with opportunities to understand forms of civic participation in virtual spaces. Thus, digital spaces in learning can serve as environments where students can develop the habit of engaging in positive civic participation. Students can learn to express their opinions, engage in discussions with others, respect differences, and take responsibility for the information they use. These habits can become part of the process of developing civic literacy in line with the evolution of the digital environment. Although the research results fall into the "very high" category, these findings still need to be interpreted in context. This study employed a quantitative descriptive approach with a sample size of 30 students, and the analysis consisted of percentages and averages. Therefore, the 90% result reflects the level of e-learning usage and digital civic literacy based on respondents' answers, rather than proving a statistical cause-and-effect relationship. In other words, the research results indicate a very positive trend. Still, they cannot yet be used to assert that e-learning directly leads to an increase in digital citizenship literacy. In addition, 10% of respondents fell into the high category. The existence of this group indicates that students' experiences with e-learning are not necessarily the same. These differences may be influenced by learning habits, comfort levels with technology, time-management skills, and experience with digital learning.

Therefore, the development of e-learning must continue to address the needs of students with varying levels of digital proficiency and experience. Instructors can provide guidance on using the platform, offer easy-to-understand materials, and design activities that encourage students to actively engage. Overall, the research findings indicate that the use of e-learning platforms has strong potential to support Civic Education (PPKn) learning and the development of digital civic literacy. The 90% achievement rate—which falls into the "very high" category—demonstrates a high level of acceptance and engagement among sixth-semester Civic Education students at Pamulang University. These results are reinforced by high indicators of interest, active participation, cooperation, perseverance, and enthusiasm. If its use continues to be developed with a focus on critical thinking, digital ethics, participation, and responsibility, e-learning will not only serve as a medium for delivering course material. Still, it can also become a space where students practice civic values in the digital environment. Thus, Civic Education instruction in the Society 5.0 era must position technology as a tool to enhance the quality of interactions and civic competencies, rather than as the ultimate goal of learning. The use of e-learning will be more meaningful when combined with activities that encourage students to think critically, engage in discussion, collaborate, solve problems, and participate responsibly. The findings of this study indicate that these conditions are already showing positive trends among the student respondents, while also serving as a basis for the continued, more targeted development of digital learning. The findings of this study are also relevant to the concept of Society 5.0, which emphasizes the use of digital technology to improve the quality of human life. In the context of education, students are expected not only to be able to use technology but also to think critically, collaborate, and act responsibly in the digital space. Therefore, the use of e-learning platforms in Civic Education (PPKn) can be an effective means of fostering active, critical, and responsible digital citizens in line with the demands of the Society 5.0 era.

5. Conclusion

Based on the research results, it can be stated that the usage of e-learning platforms and digital citizenship literacy of students in the Pancasila and Citizenship Education Program at Pamulang University in the Society 5.0 period is in the "very high" category. This is evidenced by a score of 2,025 out of a possible maximum score of 2,250, which is 90% and falls in the "very high" category. These results indicate that students are very interested, engaged, cooperative, persevering and enthusiastic in participating in digital-based learning. The results also show that students can use e-learning platforms as an important element of the learning process, e.g., using learning materials, participating in academic activities, doing assignments and

communicating in digital learning environments. This usage is directly related to important parts of digital citizenship literacy, including critical thinking, ethical communication, responsible use of information, and active involvement in digital environments. Overall, the results show that the integration of e-learning platforms encourages flexible, effective and independent learning, while at the same time supporting the development of students' critical thinking, digital ethics, responsibility and active participation in digital environments.

Although the study achieved very high results, these findings must be interpreted considering the characteristics of research employing a quantitative descriptive approach. The 90% Figure 1 reflects the status of e-learning use and digital civic literacy based on the responses of the 30 students who participated in the study; therefore, these results cannot yet be used to prove a cause-and-effect relationship statistically. Therefore, future research could involve a larger sample size and employ more in-depth analysis to obtain a more comprehensive picture of the relationship between e-learning and digital citizenship literacy. Thus, the use of e-learning platforms holds great potential for supporting Civic Education (PPKn) and developing students' digital civic literacy in the Society 5.0 era. Higher education institutions are expected to continue developing technology-based learning that is not only focused on the ability to use digital media but also encourages students to think critically, participate actively, collaborate effectively, apply digital ethics, and use information responsibly. With proper management, the use of e-learning can support the development of students into active, critical, and responsible digital citizens in line with the demands of a digital society.

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