

READINESS OF EDUCATION IN INDONESIA IN FACING THE SOCIETY ERA 5.0

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ABSTRACT

Technological developments have led to the rapid growth of dynamics in education transformation. Technological developments in the digital world lead to new learning systems and method.²⁹ These developments can be marked by the emergence of the determination of the era of globalization towards the era of Society 5.0. Therefore, the Indonesian state needs to see its country's readiness to face the Society 5.0 era for its education sector. This research will use a qualitative approach and data from previous studies. The study results found that education development in the era of Society 5.0 was strongly influenced by technology. This phenomenon can help overcome educational problems during the Covid-19 pandemic because the focus is on using various technologies, so there is no need for education through traditional face-to-face methods.

Keywords: Education, Society 5.0, Industrial Revolution 4.0

A. INTRODUCTION

³⁵ The Japanese government coined the term "Society 5.0." Society 5.0 is a concept that is confined to manufacturing²⁶ factors and addresses social issues through the merging of physical and virtual places (³²guchi et al., 2020). Society 5.0 has the concept of big data technology collected by the Internet of things (IoT) transformed by Artificial Intelligence (AI) into something that can help people so that life is better. Society 5.0 will have a profound effect on every facet of life, including health, urban planning, transportation, agriculture, industry, and education (Sharifi & Khavarian-Garmsir, 2020).

Currently, education in Indonesia is entering the 4.0 era. The current trend of Indonesian education is online learning which uses the internet to liaison teachers and students. Technology development seems to be a business opportunity in education by establishing online-based tutoring (Wargadinata et al., 2020). In addition, technological developments have also changed the order of education in Indonesia, for example, 1) Since 2013, the national examination system has changed from a paper-based test to an online-based test (Yunita & Bahriah, 2020). 2) The admission system for new student admissions from elementary school to university level in Indonesia has been carried out online, from registration to admissions announcement (Rachmadhany et al., 2021).

The role of teachers or instructors in the Industrial Revolution 4.0 era must be watched out for. Educators should focus only on transferring knowledge and emphasizing character, morals, and exemplary education. This is because the transfer of knowledge can be replaced by technology. However, applying soft skills and hard skills cannot be replaced with sophisticated tools and technology (Shahroom & Hussin, 2018). With the birth of

society 5.0, it is expected to create technology in education that does not change the role of teachers or instructors in teaching moral education and is exemplary for students. The purpose of this paper is to determine Indonesia's readiness to face society 5.0 in the field of education.

B. LITERATURE REVIEW

1. Education

Education has several scope definitions. Education is an effort made to develop the potential that exists in humans. Education, according to Hasan, can be described in two ways. The first perspective is social in nature (Kim & Choi, 2018). Society views education as a process of inheritance or distribution of culture that continuously contains cultural values by the older generation to the younger generation so that society's survival can apply (Richerson et al., 2021).

The second point of view is also towards the individual. Continuing from the individual point of view, education is a process of awakening and polishing the potentials in humans to realize particular abilities to ensure a balanced and everyday human life (Wallen & Tormey, 2019).

Apart from developing the potential that exists in individuals, education also allows humans to interact. Robiah defines education as the interaction between individuals with other individuals or interactions between individuals and certain social groups (Mitchell et al., 2021). In the educational process, there is an interaction, namely communication and communication between humans and humans, whether formal or informal, designed or not, which ultimately leads to the development of the whole human being and human groups. However, to re-establish the educational process, the curriculum components need to be given attention and support for the process's continuity (Stephanidis et al., 2019).

2. Era Society 5.0

Society 5.0 is a concept developed by the Japanese government with the goal of making human life more manageable through technological advancements. However, this approach is backed up by considerations of the humanities, ensuring that the technology is implemented in a balanced manner (McLaren, 2021). Numerous future services across multiple industries are required to satisfy the community's definition of a super-smart society. This can be accomplished by having strong technology skills and competent human resources in their respective fields that enable them to practice their professions digitally and contribute to the community's improvement of services (Oztemel & Gursev, 2020).

The investigation revealed that Industry 4.0 has become the goal of technology development in a variety of sectors and countries. Frequently, the human element is disregarded. Thus, when designing, for example, Engineering Design, it is vital to conduct a user experience research to ensure that the resulting products and services fit the customer's preferences and expectations, and that the results are accurate (Neumann et al., 2021). For instance, the Design Thinking process includes a Sympathize stage, which begins by attempting to empathize with potential users over the product they wish to build. This procedure will determine whether the product or service should be made the subject of the problem or not, and if so, to what extent and with what benefit (Jamal et al., 2021).

As a pioneering concept, Society 5.0 aspires to resolve this issue. However, significant improvement, particularly in technology, is required to "revive" this fifth era of society. To carry out a large-scale revolution, sufficient capital is required. In this scenario, the quality of human resources is critical to establishing an integrated system that meets the needs (Benbya et al., 2020). Naturally, if all resources are available, the dream of transforming the globe into Society 5.0 becomes a possibility. This is conceivable in light of the rapid technological advancements occurring throughout the world, highlighted by technical breakthroughs that improve human work and life (Gladden, 2019).

C. METHOD

This research will be carried out using a qualitative approach as the method. The data obtained in this study came from previous studies or studies as secondary data. After the data is collected, the next step is to analyze the existing data. The results of the analysis will provide the desired conclusion by the researcher.

D. RESULT AND DISCUSSION

1. Education in the Era of Society 5.0

Many challenges and changes must be made in this era of society 5.0. Including what must be done by the education unit as the main gate in preparing excellent human resources. In 2019, the Japanese government launched the period of super smart society (society 5.0), which was formed in response to the disruption produced by industrial revolution 4.0, which created complicated and ambiguous uncertainty (VUCA). It is feared that invasion will undermine the human character values that have been preserved thus far. In the era of society 5.0, education is critical for enhancing the quality of human capital. Along with education, various aspects and stakeholders, such as the government, Community Organizations (Ormas), and the entire community, are excited about the impending period of society 5.0. "To prepare for the period of society 5.0, educational units must likewise undergo a paradigm shift in their instructional approach. Among them, instructors diminish their position as distributors of instructional materials and instead serve as an inspiration for student creativity. Educators act as facilitators, tutors, inspirations, and true learners who motivate students to "Merdeka Belajar".

Society 5.0 is a society capable of resolving a variety of challenges and social problems through the application of multiple innovations developed during the industrial revolution 4.0, such as the Internet of Things (internet for everything), Artificial Intelligence (artificial intelligence), Big Data (massive amounts of data), and robots. Society 5.0 can alternatively be regarded as a notion for a human-centered and technologically advanced society.

To survive in this era of civilization 5.0, six fundamental literacy skills are required, including data literacy, or the capacity to read, analyze, and utilise large amounts of data (big data) in the digital world. Then there's technological literacy, understanding how machines function, and technological applications (coding, artificial intelligence, machine learning, engineering principles, biotech). Finally, there is human literacy, which includes the humanities, communication, and design. As instructors in a civilization 5.0, teachers must

possess digital literacy and the ability to think creatively. According to Zulfikar Alimuddin, Director of Hafecs (Highly Functioning Education Consulting Services), instructors are expected to be more imaginative and active in the classroom during the era of society 5.0 (Alimuddin et al., 2021).

Thus, educators must employ three strategies in the era of civilization 6.0: the Internet of Things (IoT) in education, virtual/augmented reality in education, and the use of Artificial Intelligence (AI) in education to determine student learning needs.

Additionally, educators must possess 21st-century life skills, which include leadership abilities, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship, teamwork, and problem-solving. In twenty-first-century education, the concentration on expertise is currently recognized as 4C, which stands for creativity, critical thinking, communication, and cooperation," he noted. Educators in the society 5.0 century must be driving teachers who prioritize students over themselves, take the initiative to make changes to their students, take action without prompting, continue to innovate, and take sides with students. However, with this change, many have questioned whether the role of the teacher can be replaced by technology? However, a teacher's position does not exist in technology, including direct interaction in the classroom, emotional bonding between teachers and students, character building, and teacher modeling.

According to Arifin in Marisa, optimizing education is one of the achievements of happiness and welfare for the community. High-quality education reflects the existence of a group of individuals who are advanced, peaceful, and focused on constructive traits (Hermino & Arifin, 2020). Education is also used as a driving force for culture and habits in the meaning of the 1945 Constitution in the fourth paragraph, implying that educating the nation's life is a form of solid burden in achieving virtue for the Indonesian government. According to Sifia in Rahayu, education has developed rapidly, along with the growing technology. This can happen due to systems and learning methods supported by the digital world's technology. This development is marked by the determination of the era of globalization (Paz et al., 2022). Indramawan and Hafidhoh argue this determination of globalization is marked in the industrial era 5.0. The industrial revolution 5.0 occurred because of the impact of the 4.0 revolution (Kuswanjono & Suryosumunar, 2021). Society 5.0 can be defined as a society in which every requirement must be fitted to the lifestyle standards of each community (lifestyle) and where products and services are of high quality and create a sense of comfort to all. Sundari in Dewadi said that Indonesia had entered an era of digitalization and automation. However, not all elements of society are of the impact of these changes. The facts of the change are still often debated (Kayikci et al., 2020).

The era of society 5.0 is a solution to public anxiety about the era of the industrial revolution 4.0 regarding technology which will increasingly replace human labor, which results in reducing employment opportunities, the era of society 5.0 is very much expected to be able to reduce the gap that occurs between social and economic problems in the next ten years or even more.

Additionally, educators must possess 21st-century life skills, which include leadership abilities, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship, teamwork, and problem-solving. In twenty-first-century education, the focus of expertise is currently recognized as the 4Cs, which include creativity, critical thinking, communication, and cooperation.

Educators in the society 5.0 century must be driving teachers who prioritize students over themselves, take the initiative to make changes to their students, take action without being asked, continue to innovate, and take sides with students. “However, with this change, many are questioning whether the role of teachers can be replaced by technology? However, a teacher’s position does not exist in technology, including direct interaction in the classroom, emotional bonding between teachers and students, character building, and teacher modeling.

A country's success in navigating the 5.0 industrial revolution is equally contingent upon the quality of educators, such as teachers. Teachers must develop new abilities and adapt to emerging technologies and global issues. Each educational institution must now develop a new direction and literacy in education. The traditional literacy based on reading, writing, and mathematics must be reinforced by the development of new literacy, specifically data literacy, technology, and human resources. Data literacy refers to the capacity to comprehend, evaluate, and utilize data from a digital environment. Then, technological literacy refers to the capacity to comprehend mechanical systems and work-related technology. Meanwhile, human resource literacy refers to the capacity to connect effectively, to be flexible, and to possess character.

To prepare for the industrial revolution 5.0, education is required to develop generations that are creative, innovative, and competitive. This can be accomplished by optimizing the use of technology as an educational tool with the expectation of generating output that can either follow or influence the course of history. Indonesia, like the rest of the globe, has to increase the quality of graduates to meet the expectations of the modern workplace and digital technology.

Education 5.0 is a reaction to the needs of the fifth industrial revolution, in which people and technology work collaboratively to generate new opportunities. Fisk in Arjunaita explains “that the new vision of learning promotes learners to learn not only skills and knowledge that are needed but also to identify the source to learn these skills and knowledge” (Hussin, 2018). Nonetheless, Fisk in Arjunaita identifies nine patterns or tendencies in education 5.0, as follows:

- a) First, study in a different location and at a different time. Students will have additional opportunity to learn at non-traditional times and locations. E-learning enables distant and self-directed learning.
- b) Second, individual education. Students will learn using adaptive learning tools that are tailored to their individual skills. This demonstrates that students at higher levels are presented with more difficult tasks and questions once they have demonstrated a certain level of competency. Students who are having difficulty with the topic will receive additional practice opportunities until they achieve the appropriate level. Students will receive positive reinforcement throughout the educational process.
- c) Third, students have a say in how they learn. While each subject taught has the same objective, the path to that objective may vary for each student.
- d) Fourth, project-based learning. Students today must be adaptable to project-based learning as well as to work environments.
- e) Fifth, field experience. Technological advancements enable effective domain-specific learning, creating more room for developing abilities that require both student knowledge and face-to-face contact.

- f) Sixth, data interpretation. Computer technology ultimately supplanted manual (mathematical) analysis jobs, handling any statistical analysis, defining and analyzing data, and forecasting future trends.
- g) Seventh, various assessments. Assessing pupils' abilities using traditional evaluation procedures such as questions and response will become obsolete or insufficient. Assessments must evolve; students' factual knowledge can be assessed throughout the learning process, and their ability to apply that knowledge can be evaluated as they work on their field projects.
- h) Eighth, student involvement. Participation of students in the development of instructional materials or curriculum is critical.
- i) Finally, mentoring. Mentoring or mentoring pupils is critical for developing their ability to study independently.

According to Rakhmawati, in the last two years, education in Indonesia has experienced new dynamics, namely the change of the original era of the industrial revolution 4.0 to the era of society 5.0. The development of information technology is now considered the opening of the gates of civilization in the era of society 5.0. The situation that occurred in the era of society 5.0 can be seen from the change in social functions towards the function of information technology in every activity of life in various aspects, including education (Ahmadi, 2021). The use of online-based learning and learning media is one of the characteristics that appear in the era of society 5.0 education and can maintain the function of education today. Education is one of the social functions that go hand in hand with civilization, including civilization in society 5.0. Article 3 concerning the National Education System aims to develop all the potential possessed by students as a whole, including physical, psychological, physical, spiritual, and social aspects. Students have their uniqueness in each educational unit. The Minister of Education seeks to facilitate the development and guidance of unique students to have superior values in meeting the community's social needs.

As a pioneering concept, Society 5.0 aspires to resolve this issue. However, significant improvement, particularly in technology, is required to "revive" this fifth era of society. To carry out a large-scale revolution, sufficient capital is required. In this scenario, the quality of human resources is critical to establishing an integrated system that meets requirements. Naturally, if all resources are available, the dream of transforming the globe into Society 5.0 becomes a possibility. This is conceivable given the rapid pace of technical growth in all parts of the world, which is characterized by technological breakthroughs that improve human work and living.

2. The Role of the World of Education in the Era of Society 5.0

In the era of society 5.0, education is critical for enhancing the quality of human capital. Along with education, a variety of aspects and stakeholders, including the government, community organizations, and the general public, welcome the impending period of society 5.0. To address the educational difficulties posed by Industrial Revolution 4.0 and Society 5.0, 21st-century living skills, or 4C, have been developed (Creativity, Critical Thinking, Communication, Collaboration).

Meanwhile in the 21st-century, students are expected to have 6 Basic Literacy skills (numeric literacy, scientific literacy, information literacy, financial literacy, cultural literacy, and citizenship). Basic literacy and other competencies include thinking critically, reasoning,

being creative, communicating, collaborating, and having problem-solving skills. And ²²st importantly, have the behavior (character) that reflects the profile of Pancasila students, such as curiosity, initiative, persistence, adaptability, leadership, social and ⁷cultural awareness.

Society 5.0 is a society capable of resolving a variety of challenges and ¹⁰ social problems through the application of multiple innovations developed during the industrial revolution 4.0, such as the Internet of Things (internet for everything), Artificial Intelligence (artificial intelligence), Big Data (massive amounts of data), and robots. Society 5.0 can alternatively be regarded as a notion for a human-centered and technologically advanced society. There have been changes in education in the 20th and 21st centuries. In 20th Century Education, education focuses on children's information sourced from books. And tends to focus on local and national areas. While the era of 21st Century Education focuses on all ages, each youngster is a member of the learning community. Learning occurs through a variety of channels, including books and the internet, as well as numerous technological and information platforms and global curricular advancements. It is spelled "Merdeka Belajar" in Indonesia.

As educators in a society 5.0, ⁴educators must possess digital literacy and the ability to think creatively. According to Zulfikar Alimuddin, Director of Hafecs (Highly Functioning Education Consulting Services), educators must be more imaginative and dynamic in their classroom instruction ¹⁵ the period of society 5.0 (society ³⁴). Thus, educators must employ three strategies in the era of society 5.0, including the Internet ⁶ of Things (IoT) in the world of education, virtual/augmented reality in education, and the use of artificial intelligence (AI) in education to identify and answer students' learning needs (Fukuda, 2020).

According to the World ²⁷Economic Forum's (WEF) 2020 research, ten ¹⁴ primary abilities are required to succeed in the Industrial Revolution 4.0 era, including the ability to solve complex problems, critical thinking, creativity, human management skills, the ability ²⁸ coordinate with others, emotional intelligence, the ability to assess and make decisions, service orientation, negotiation skills, and cognitive flexibility. This ability is also relevant in dealing with Society 5.0. To establish an environment in which students can explore the concepts of knowledge and creativity. Educators can use a variety of different learning models, including exploration, project-based, problem-based, and inquiry-based learning. These multiple models encourage students to build creativity and think critically. Learning in the 4.0 revolution era in dealing with Society 5.0, especially during the Covid-19 pandemic, can apply hybrid / blended learning. Dikti also provides various supports to the world of education by providing platforms for online learning, such as:

- a) Cooperating with telecommunications providers to seek affordable internet costs,
- b) Provide opportunities to organize credit recognition programs between universities through online learning.
- c) Dikti co ²⁰ntinues to provide lecturers training to sustain online learning materials (Silalahi et al., 2021).

The concepts of Industry 4.0 and Society ⁸ have in common, focusing on developing and utilizing technologies such as the Internet of things (IoT), Artificial Intelligence, and Big Data. The concept of Industry 4.0 and Society 5.0 has a difference where the orientation of industry 4.0 focuses on developing and utilizing technology for productivity and business processes. At the same time, Society 5.0 is oriented towards

developing and using technology for better community life. The realization of the Community 5.0 concept leads to achieving the Sustainable Development Goals (SDGs). Strategies that can be taken by educational institutions such as universities can be done by increasing productivity in the fields of research, service, and innovation-based research that leads to the formation of the Smart City/Smart Campus concept. Strengthening cooperation at national and international levels and conducting competency training on a national and international scale to support the number of graduate profiles that suit the needs.

E. CONCLUSION

Education 5.0 describes various methods of incorporating technological sophistication into learning, whether physically or not. Era 5.0 represents a quantum leap forward from era 4.0, as it integrates neuroscience, cognitive psychology, and educational technology through the use of web-based and mobile technologies, including applications, hardware, and software. Education 5.0 is a phenomena that emerges in response to the needs of the 5.0 industrial revolution, in which humans and robots collaborate to develop solutions, address various problems, and identify innovative possibilities for modern human life.

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