

**CRISIS ON THE ROLE OF EDUCATION IN THE ERA REVOLUTION OF SOCIETY 5.0
(LITERATURE REVIEW METHOD)**

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ABSTRACT

The purpose of this study was to determine the positive and negative impacts of the revolution in the era of society 5.0 on the role of education. Three aspects of the role of education include the overall educational objectives consisting of philosophical aspects, psychological aspects, and cultural aspects. The research uses the Literature Review method with stages; 1) determination of a specific topic, 2) search of literature related to the specified topic, 3) identification of pre-analysis (initial), 4) preliminary analysis of literature, 5) overall analysis results. All data are sourced from articles with sinta accredited journals, books, and relevant research data from Google Scholar, DOAJ, Moraref, and Google Books. The results of the study illustrate that the positive impact of the era of society 5.0 in education has more of a role in the quality of Human Resources (HR) both in terms of the competence of educators and students. Meanwhile, the negative impact indicates a crisis in morals as well as the acquisition of socio-culture.

Keywords: *education, crisis, society 5.0, impact, literature review*

A. INTRODUCTION

The role of education in life as explained by Ma'arif in the book Introduction to Education is "learning". Where learning is a process of self-maturation to live a more meaningful life. The difference between human and animal learning is not physical or shape. Lamatterie, a French philosopher, explains that humans have the potential for intelligence and spiritual qualities that differentiate them from other creatures (Triwiyanto, 2021:14-15). In the Big Indonesian Dictionary (KBBI) education is a teaching and training effort to mature humans by changing attitudes, behavior of a person or group (Kemendikbud, n.d.). In the Constitution of the Republic of Indonesia No. 20 of 2003 states the meaning of education as an environment created for the learning process to actively develop religious spirit, self-control (self-knowing), character, intellectual, morals and abilities as well as the abilities needed for him and society (Rezky et al., 2019:1118). Ki Hajar Dewantara as the Father of Education explains that education is a life requirement to grow and guide all natures (inner strength, character and intellect) as humans and society to achieve safety and happiness (Febriyanti, 2021:1633). Basically, the aim of education is to "humanize humans" (Uno & Amatenggo, 2022:39).

The development of the times and intellectuals has an impact on changes in the world of education globally. One form of change began with the transition to the industrial revolution. Starting in 1750 (Putriani & Hudaidah, 2021:832) which is called the 1.0 era when the steam engine was discovered, the 2.0 era upgraded steam engines to become electric power machines, the 3.0 era already used machines together with computers. In the 4.0 era, the revolution was transferred to physical cyber form and manufacturing collaboration, namely digital and network (Cayeni & Utari, 2019: 659). In the 4.0 era, network-based education in Indonesia in the form of online learning has experienced developments since the Covid-19 pandemic (Ciotti et al., 2020) limited the movement of educators and students in face-to-face learning (Engko & Usmany, 2020). Currently, the 5.0 era, known as the society era, is where humans are faced with big data-based technology and AI robots play a role in overcoming social, age, gender, language gaps and the needs of many people (Wicaksono et al., 2021: 183), especially in education which should be can help achieve the goal of increasing student competency.

In an explanation of the results of research and surveys on the quality of education in Indonesia which is illustrated through data from the 2005-2009 Ministry of National Education Strategic Plan regarding Indonesia's Human Development Index in general, it has decreased. Starting from 1995 which was ranked 104th to rank 110th in 2005. Likewise the results of a study from the Political and Economical Risk Consultancy (PERC) in 2001 which stated that Indonesian education was ranked 12th out of 12 Asian countries. Even the International Institute for Management Development (IIMD) in 2001 published that Indonesia's economic competitiveness was ranked 49th (Uno & Amatenggo, 2022: 7-8). This crisis is an evaluation material for the government whether education has played a role and contributed to advancing the country or vice versa. The challenges that must be overcome with the existence of a revolution in the era of society which refers to the "lure" of ease and flexibility in education are actually a big question. Because it requires careful preparation from both the government and human resources aspects themselves.

In the research that was carried out by Faulinda et al (Nastiti et al., 2020) which examined the readiness of Indonesian education in carrying out the revolution in the era of society 5.0, it is wary of several things such as character, morals and exemplary. Where the transfer of knowledge and skills carried out using technology cannot replace the role of educators in teaching and shaping the character of students. The same thing was also stated by Wicaksono et al (2021) that the role of education in Islamic boarding schools in facing the era of society 5.0 is one of the solutions in overcoming existing problems. At the UNNES Postgraduate National Seminar, Rezky et al (2019) said that the role of education is also related to the development of Human Resources (HR) for both educators and students so that they can master science and technology and upgrade their competence to level up.

B. RESEARCH METHODOLOGY

Research carried out with the right approach and methods will provide synchronous and relevant results. A qualitative approach using the literature review method is used to synthesize and review related literature, namely by reviewing and identifying previous findings and new findings through comprehensive research and interpretation of literature that is appropriate to a particular topic (Simatupang & Yuhertiana, 2021:34-35). This research was carried out by collecting data or information through references or literature articles, books, factual phenomena (news) and relevant research with the following steps: 1) determining the topic to be discussed, 2) searching for literature related to the topic, 3) initial identification, 4) analysis of research results from several literatures to obtain similarities and differences, 5) making the results of the analysis into a sub-discussion of the literature (Nurhasanah et al., 2022:2973).

C. FINDINGS AND DISCUSSIONS

Education

The general term education is a process designed to transfer and transfer knowledge and skills or abilities to students (Panjaitan et al., 2014:22). According to Priatna, education is also said to be a process of upgrading one's abilities and qualities from various aspects (Marianus Yufrinalis et al., 2021:98). Education in several aspects has the same meaning and role philosophically, psychologically and socio-culturally. According to Ki Hajar Dewantara, as the father of education, it is a condition for freedom in learning to form character and personality which is useful for building the body and soul of the nation. Based on this, Ki Hajar Dewantara interprets education as a freedom not compulsion. Because inner peace, order and peace are a priority for love for the motherland and this describes individual qualities. Education that is in harmony with world developments without abandoning the national spirit must be separated from the good from the bad (Nurkholida, 2018:394).

Psychology-based education according to Sumadi Suryabrata in Pipin Hasan's article (2021:26) explains that education is a touch of the soul to students by providing treatment according to character and psychology through guidance and structure. This is in line with education according to KBBI where education is a process of self-maturity. Therefore, educators must try to understand the surrounding environment, especially the character of students so that they can carry out the educational process in accordance with the goals to be achieved (Pipin Hasan, 2021).

Education in social and cultural terms is a concept of transferring and cultivating culture and the values contained therein in the form of teaching values, social relations and nationalism (Panjaitan et al., 2014: 23). Geertz explains culture as a way of life for society as a whole with practices, symbols, values, interactions and institutions (Latif,

2020: 173). In socio-cultural education, it is interactive and develops with a tricon situation, namely continuous (sustainable) with its own culture, convergent (converging), namely the existence of cultures from outside and concentric (one center) means one with universal culture. In a sense, socio-cultural from outside can affect the socio-cultural education of the original ancestors.

The explanation of the various aspects above is the goal of education in forming an educated and character generation. The arrival of the revolutionary era in the world of education will affect this aspect. It is the duty of all parties to filter and examine the impact on education, especially the impact on students. Which will later affect the output of educational outcomes.

Era Society 5.0

Society means a human-centered society that achieves both economic development and the resolution of social issues through a system that highly integrates cyberspace (virtual space) and physical space (real space)” (Society 5.0 - Science and Technology Policy - Cabinet Office, n.d.) as interpreted by the Japanese government, it is a human-centered society to balance economic progress and seek social problem solving by using a system that combines the virtual world (virtual space) and the real world (physical space). Fukuyama explained that the goal of society 5.0 is to create a society that enjoy life to the fullest by developing frameworks and technology that can be useful for the entire community (Muhamad Basyrul Muvid, 2021:90). Society 5.0 innovation presents regional equality values, gender, language, age and individual and group needs. This method aims to produce solutions to social problems and development in economic development (Decky Hendarsyah, 2019:176-177).

The Role of Education in Era Society 5.0

1. Advancing the Quality of Human Resources

The standards of 21st century educators as in the era of society make life activities oriented more towards technology. Students who are born at the same time as technological advances will find it easier to learn than educators who are far from using technology before. This encourages educators to develop their own professionalism in the four aspects of competence (Diki Somantri, 2021: 189). The role of educators in the world of education aims to create a generation that is capable and suitable for use, in the sense that students have skills and quality in the use of information technology. However, in several studies related to the obstacle for educators in improving students' abilities is the lack of educators' insight into technological advances (Rahayu, 2021). Nevertheless, students born in the era of society find it easier to adapt to current technological developments. For example, in Utami's (2019) research on students' knowledge and skills regarding coding, big data was developed into sensors connected to IoT (Internet of Things) and analyzed using Artificial Intelligence (AI) and exposed through engineering principles or society combined with heutagogical approach (Hotimah & Ulyawati Siti Raihan, 2020).

The focus of expertise in the field of 21st century education is 4C, namely creativity, critical thinking, communication and collaboration coupled with advances in the era of society so that it can become meaningful learning. If students cannot possess the 4C skills, it is not surprising that the position of human resources (HR) will be replaced by robots. Where the implementation of artificial intelligence (AI) is more practical, effective and efficient (Partono et al., 2021:42). In this way, the balance between students' knowledge and skills can go hand in hand, especially with competency in the aims of technohumanistic education (Kurniawan, 2020) which juxtaposes abilities with human values. So it is found that the role of education is in line with the goals of increasing knowledge and advancing skills.

The 21st century teacher according to Widayati's analysis (Dr. H. Darmadi, n.d.: 80) the characteristics of educators needed are: 1) genuineness, namely the calling of the soul in teaching and educating, 2) positive reward teaching which results in self reward, 3) empathetic teacher not just being sympathetic, and 4) the ability to be a learner, namely lifelong learning. These characteristics will produce educators who act as agents of change, developers of tolerance and mutual understanding and professional teachers. The role of educators as facilitators should be able to guide students to become independent individuals to develop their potential, but still under the supervision of educators. In addition, educators as role models for students must always upgrade their abilities in terms of knowledge as well as skills and technology. In order to create a reciprocal balance between educators and students.

2. Cultivation of Morals

Problems related to morality in the world of education are an issue that continues to develop, so special handling of immorality is needed. In fact, a civilized and moral life will create a social life full of calm and a sense of security (Elawati Dewi, 2022:215). There are many factors behind this crisis, one of which is the revolution from the 4.0 era to the 5.0 era. Where the use of technology and the internet has become a primary need for society, especially students. Since the Covid 19 pandemic hit Indonesia, learning has shifted to distance learning using e-learning and the use of internet networks. For two years, students experienced leaning loss (Andriani et al., 2021), the impact of which is still felt today. Both in terms of knowledge, skills and spiritual morals. This was the topic of discussion at the G20 (Group of Twenty) forum in November 2022 (G20 Indonesia Presidency 2022, n.d.).

The Society 5.0 era requires the role of religious education to make it easier for people to learn and train their potential (Muhsin & Ahmad, 2019:3). Where the main function of religious education is to integrate physical and non-physical (spiritual) knowledge. Handling moral and ethical issues is the task of all elements, including educators, parents and society (Huda et al., 2022: 78).

One of the negative impacts on today's children is messy morals and behavior or ethics, spectacles smelling of crime and violence and pornography which have fatal physical and psychological consequences for students (Rahman et al., n.d.: 1831). For example, content

wrapped in pranks that become laughter but are completely immoral (Isnawan, 2021). As for ethics and morals, where the red and white threads for students are fading in respecting their teacher (Putra, 2020).

The main cause of the crisis above is electronic devices such as gadgets, cellphones. TV and internet, where all access can be easily scrolled by students. The lack of parental supervision and lack of self-awareness of students have negative consequences in their lives. In psychology, the impact will weaken spiritual energy or the soul which is growing and developing. Both in terms of intellectual, physical, emotional (mood swing) and memorizing or memory (Elawati Dewi, Devy Habibi Muhammad, 2022:219). So religious education about morals and morals will be a balance between the physical and spiritual of students. Where there will be handles and knowledge about what can be done and what should be avoided. The role of education in forming the character of students who are moral and ethical is a determining point in considering the personality of students.

3. Socio-Cultural Development

The role of education in developing culture is very important. Where education is a process of socio-cultural transformation from generation to generation, making students knowledgeable and behaving like the culture they are instilled in or also called enculturation (Saputra et al., 2021:10). Humans as social creatures need interaction with other humans. Likewise with educators, students, parents and society in general. In the world of education, all social interactions related to existing culture should be taught in the form of subject matter. The current era of society makes the role of education a process of socialization, acculturation and social reconstruction (Saputra et al., 2021:4). The socialization process introduces ancestral culture and makes it a social attitude that will penetrate everyday life. Civilization and social reconstruction are implemented in the form of changing times with advances in science and technology.

The presence of a foreign culture from technology and the internet provokes young students, especially to commit acts and attitudes that deviate from noble culture. Such as brawls, wild racing, online gambling, free sex, clothing styles and lifestyles that prefer to be oriented towards the Western world, especially with the presence of *K-Pop* culture (Bahagia, 2022). The impact on foreign cultural consumption is divided into two groups, namely negative and positive. The negative impact is that students prefer foreign cultures compared to their own culture. They feel more confident and willing to promote foreign culture. Moreover, with the flow of modernization, the latest seasonal changes are trending everywhere. However, the filtration process cannot be avoided because information technology is spreading rapidly. The role of education in overcoming this needs to apply three things, namely: 1) character builder means character development, 2) character enabler, namely character empowerment, 3) character engineer is character engineering (Syahira Azima et al., 2021: 7494). This is in line with the objectives of the Indonesian education curriculum which is determined to make the next generation knowledgeable and characterized.

D. CONCLUSION

As the aim of education is to create a generation that is capable of knowledge and skills, experts also explain the important role of education seen from the philosophical, psychological and socio-cultural aspects. In the era of society 5.0, the impact on the role of education, especially in preparing future output, experienced a crisis in character building on the morals and morals of students. As there are cases and facts circulating that are becoming more and more worrying day by day. The negative impact obtained in the field by encroaching on the socio-culture of foreign countries can erode the original ancestral culture little by little. This will influence students' nationalism regarding the culture of their own land (Indonesia). Where foreign culture is more popular in terms of fashion, lifestyle, food and language. However, of the many negative impacts that are accompanied by positive impacts encountered, it is necessary to develop a positive paradigm to prevent and overcome these negative impacts.

This is our duty as educators, parents and the wider community in particular to participate in synergy in building a generation that is more civilized and has competent knowledge and skills that are ready to use anywhere and anytime.

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