STRENGTHENING STUDENTS'CHARACTER IN THE ERA OF SOCIETY 5.0 IN PRIMARY SCHOOL

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ABSTRACT: Basically, education is one of the ways to improve the ability of human resources therefore in the long run they are expected to be characterized human beings and able to live better independently. The use of technology and communication is identical to the social life of community in the era of revolution 4.0 and the needs in society (society) 5.0. This requires preventive actions against the negative impact of these developments so that individuals response more wisely in dealing with the changes. The negative impact of technological development as a form of community needs 5.0 from television, printed media and social media leads to moral degradation in Indonesian people, such as increasing cases of corruption, harassment, humiliation, and so on. Therefore character education is one of the ways taken by the government through education policies stated in the national education curriculum. Furthermore, the government establishes primary education as the foundation for character building. This study reveals how to explore the strengthening of character education for students in the era of society 5.0 in primary schools through literature review based on various sources.
Keywords: Character Education, Basic Education, Society 5.0

Introduction

Strengthening Character Education according to the Presidential Regulation Number 87 of 2017 and the Regulations of the Ministry of Education and Culture Number 20 of 2018 is at utmost important to be implemented in schools to overcome moral decadence of the young generation moreover, information along with the influence of information and communication technology changes rapidly (Dalyono & Lestariningsih, 2016). Education is a need of every human individual.

At present, several technological developments that occur in Indonesia have affected moral decline. Both online and offline media have spread out a lot of news that affect student's behavior towards learning, the ways to interact with friends, educators, and surrouindings not in accordance with the norms thus, of course it requires everyone to think more critically than ever. One of the means for someone to develop a self-critical attitude is through character learning in school.

Japanese government has initiated the concept of Society 5.0, namely applying aspects of technology to facilitate the activities of human life. According to Skobelev & Barovik (2017), the concept of society 5.0 is not limited to solving problems in the manufacturing sector but also related to social problems with assistance integrated with physical space and virtual. Society 5.0 impacts all sectors of life including education and technology.

Figure 1: society 5.0

According to Ahmad (2018) education in Indonesia currently uses online learning. One of the factors is the presence of strong and excellent technological ability and human resources's ability in their respective fields to carry out their profession. The behaviour presented in mass-media news are in the form of insulting to teachers, disrespecting friends, bullying others, and students' fights, even criminal acts.

Society 5.0 will have an impact on all apects of human life, especially in the domain of education. This is in line with Risdanto (2019) who states that in the era of 5.0 in learning process, teachers or educators not only

focus on transfering knowledge but also on emphasizing more on strengthening character education, because both soft and hard skills cannot be replaced with any sophisticated technological tools.

The results of researches conducted by previous researchers show that most of them were still focused on learning of character values in the form of lesson plan therefore, the study was only at the level of concept and implementation as stated in the lesson plan. Based on the research results it shows that there were gaps in understanding among the concepts of character education, implementation, and its usefulness in facing technological developments as a form of readiness to face changes and developments in technology and social life.

Based on the explanation above, this study aims to explore deeper about the character education and education as the initial foundation for character building in the era of society 5.0 by focusing on how character building techniques in primary schools in line with the goals of the national education, character education, development of information technology, and society so that character building can be in accordance with the national goals on an ongoing basis.

Method

This is a qualitative research using a character education strengthening approach in the era of society 5.0. This qualitative research aims to comprehend social phenomena through a holistic picture and multiply deeper understanding (Sugiyono, 2013). The data in this study use a literature search method derived from various reference sources both from online and offline sources in accordance with the focus of this study. The data sources of this study are textbooks, laws, curriculum 2013 (K-13), and other sources that back up the achievement of the objectives of this study. The data found are then carried out deeper examination in an effort to find conclusion from statements and questions in this study.

Results and Discussion
Character Education in Basic Education

The application of character values must be adapted to the values of Pancasila, including religious values, honesty, tolerance, discipline, hard working, creative, independent, democratic, curiosity, spirit of nationality, loving the motherland, achievement appreciation, communicative, peace-loving , loving to read, environment care, social care, and be responsible.

The main values of those eighteen values of character education are religious, nationalist, independent, integrity, and mutual assistance. The students' character building and strengthening can be

done appropriately if the main character assessment objective is not to assess the character of students, but to obtain the whole and comprehensive information regarding the development of the students' character.

This is in line with the opinion of Thomas Lickona (1991) which states that character habituation coming from thinking, habituation in the heart, and habituation in action is good character formed from knowledge of goodness, desire for good, and doing good. In other words, character building can be done through habituation. Character habituation is done from childhood to adulthood.

Schools can build characters as the focus of character building or strengthening at schools. This selected character becomes one of the school's missions in a certain period of time. For example Luqman Al-hakim Integral Primary School Sumenep which has a school motto i.e. *character with integral* by setting honesty and independence as the character emphasis. The characters chosen are then used as an integrated character education program of the school. Luqman Alhakim Integral Primary School organizes an honesty canteen for its students when buying food and drinks.

At the school canteen, when the students buy food or drinks, the money must be put in the box provided according to the price of the food or drinks the students buy. In such a good transaction way, the students are given freedom to buy, students are given the trust and trained to be honest in buying and selling transactions. If the students are found dishonest, then the students will get punishment, such as being reproved individually in a neutral atmosphere to admit the mistakes they did.

Strengthening and character building can be implemented as school culture. An effective process for building a school culture is to involve and invite all parties or stakeholders to jointly commit to strengthening the character learning process at schools. The main belief of the school must be focused on the effort to build character, manners, morals, values and norms. There are many values that must be habituated at schools, such as caring and creative values, honesty, responsibility, discipline, health and hygiene, caring for each other among school members. School is like a garden or fertile land where the seeds of these values are seeded and planted. For this reason, principals, teachers and employees must focus on organizational efforts that lead to the above expectations.

Society Era 5.0

Japan has initiated to launch the concept of Society 5.0, which is defined as a human-centered society that balances economic progress with solving social

problems through a system that deeply integrates virtual and physical space. Furthermore, a significant difference between the era of industrial revolution 4.0 and society 5.0 is as follows: industrial revolution 4.0 demands connectivity in all aspects using the internet of things. Meanwhile, the concept of society 5.0 era is a new innovation from society 1.0 to society 5.0 in the history of human civilization.

Figure 2: Learning Model of society era 5.0

Figure 1 shows that 5.0 era focuses on human component, while still using artificial intelligence as a tool / media. The internet is not only for information but also for living life, in the era of society 5.0 it is also called an era where all technology is part of humans themselves. The development of technology can minimize the gap in humans and economic problems in the future, where this era offers a society centered on balance.

The 4.0 industrial revolution is followed by the development of society 5.0, which is characterized by the following situations: 1. Humans and everything are connected to the internet network, knowledge and information are quickly received from all corners, and finally new values in society will emerge; 2. Social problems will arise and people will be freed from various problems; 3. Artificial intelligence frees humans from the burden of processing large amounts of information; 4. The use of robots, automatic machines can ease human work.

Discussion
Strengthening Character Education in Society Era 5.0

Basic education character formation techniques, which are used as the basic foundation for character education in the era of revolution 4.0 and society 5.0 can be carried out through concrete actions, namely through activities carried out outside involving individuals (children) directly and / or storytelling technique through story (tale). This technique requires measuring indicators that can be designed by educators according to the character that they want to put forward. The curriculum in this case determines the indicators to be developed by educators in accordance with the situation and conditions in the field.

This is in accordance with Salgues (2018) who states that society 5.0 has the characteristics of the strength of science and where the community has various values, sustainability, inclusion, effectiveness and the power of knowledge in a very easy way. Therefore, every human being must have a strong character such as being able to adapt and making changes, creative, good communication, lifelong learning, collaboration, innovative, and skilfull.

In the era of society 5.0 students must have the highest skills needed to solve complex problems, think critically, and be creative. Strengthening these three core abilities is a big responsibility for practitioners of the world of education, especially educators in the learning process at schools. Based on this social phenomenon, the 2013 has revised curriculum emphasizes learning on the integration of four abilities, namely: Strengthening Character Education (PPK), Literacy, Creative, Critical Thinking, Communicative, and Collaborative (4C) and Higher Order Thinking Skills HOTS). These four skills are important to be possessed by students who live in the 21st century. Students are equipped with these skills in order to help them respond to various real problems in social life.

To get to the high-level thinking stage students need to be equipped with literacy skills to make them easy to understand and process the information obtained to solve problems. Through this ability students can collect information by reading data from printed media, online as well as on websites via internet access. Providing students with this ability will greatly assist the output of educational institutions in understanding the various problems that exist in the era of society 5.0 by collecting, understanding and processing information to find the right solution.

In accordance with the demands of society 5.0 era in the 2013 revised curriculum learning, students are also trained in mastery of creative, critical, communicative, and collaborative thinking abilities (Creative, Critical Thinking, Communicative, and Collaborative / 4C). Mastery of these abilities can be realized by applying learning methods and models that provide opportunities for students to find knowledge concepts through activity-based learning.

Such a kind of learning process will encourage students to think creatively and critically. Learning also not only can be done in the classroom but also outside the classroom, students are introduced to the complexity of problems in the real world, especially problems in the era of society 5.0. The problems raised are also not only focused on the problems in the surrounding environment but also in the universal environment that can be obtained through internet website facilities. So that they are able to critically analyze existing problems and to find solutions for the problems by applying the learning concepts.
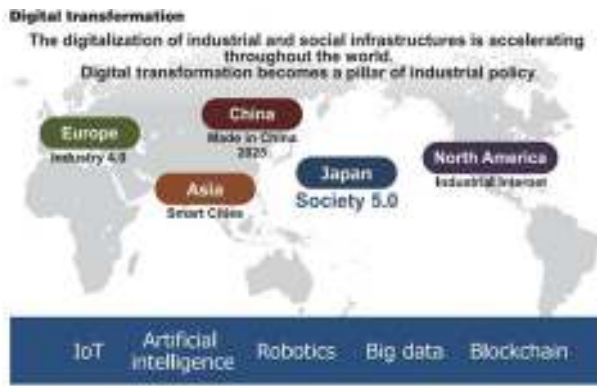
Figure: 3 Digital Transformation era 5.0

Educators as facilitators have a role to offer direction for students in finding solutions. The solutions offered are not outdated or old solutions, but solutions that have a novel value according to the context of the situation at hand. In the process this activity can take advantage of the development of industrial technology 4.0 to collect information and procurement of teaching materials as discussion material, such as using laptop, cell-phone, and an internet connection to access learning videos. Digital transformation has changed and been implicated in various habits and ways of life of humans and various industries.

The habituation of HOTS can be obtained by introducing various real-world situations to students. By recognizing the real world, students can find out the various complexities of character education problems at schools.

In accordance with the opinion of Yusnaini (2019), increasing the competence of students in building student character includes: critical thinking, creativity thinking, interpersonal skills and communication, teamwork and collaboration, and confident. Internet and computers are those of the learning media used by students in the learning process. Learning can be done by online learning or through other platforms to support the online learning process. One of the obstacles is that the number of students is too large, causing various difficulties in the learning process which are still not evenly distributed in every society.

Conclusion

Parents, schools and communities as well as the government and all components of the nation are responsible for strengthening the character values of students in this era of 5.0 where information is flowing so fast and cannot be blocked by only physical strength therefore, strengthening character education is one of the answers. Students need such a strengthened chartacter to face various phenomena of life in the era of society 5.0. Strengthening character education will integrate the abilities of students so that they have ability to solve problems and find the right solutions, and in the long run, bring prosperity to all.

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