

Learning History in Facing the Era of Society 5.0

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Abstract: Learning history is one of the studies of science that examines human beings as a whole with high culture. History lessons also discuss unique character values. As for today, learning history faces new challenges, namely the development of the era of society 5.0, where in this era there are several competency skills needed by students, namely: (1) life and career skills, (2) learning and innovation skills, and (3) information media and technology skills. The 21st-century skills disseminated by the Director General of Elementary and Primary Education of the Ministry of Education and Culture consist of four types of skills, namely: (1) critical thinking skills and problem-solving (Critical Thinking and Problem-Solving Skills) (2) communication skills (Communication Skills), (3) creativity and innovation (Creativity and Innovation), and (4) collaboration (Collaboration). These 21st-century competency skills need to be applied to students in schools in order to face the challenges and demands of life in the era of society 5.0. The learning of 21st-century competency skills can be carried out using a constructive paradigm learning model, which is student-centered and experiment-based, namely: inquiry training, jurisprudence inquiry, group investigation, and project-based learning. The purpose of this research is as a means of sharing information with educators to carry out professional development activities on an ongoing basis so that their professional competence remains in line with developments in science, technology, arts, and culture so that educators can create creative and innovative learning and develop learning models, quality relevant to the needs of the times. This research produces two topics of discussion, namely civilization society 5.0, and the learning model of civilization society 5.0 which is in line with the competence of 21st-century skills.

Keywords: Era society 5.0, Learning History, 21st Century

I. INTRODUCTION

As time goes by, industrial technology certainly develops so that the terms industrial technology development are known after the developments that occurred in their time. It is believed that at that time the pattern of Society 1.0 (hunting society) began. Then, as human knowledge increased, the Society 2.0 (agricultural society) revolution became known, the method of obtaining food changed from collecting to producing (cultivating) and social order began to be recognized. Next, in the Society 3.0 (industrial society) revolution, the work pattern switches from human power to using machines so that mass production can be carried out. Currently, the Society 4.0 (information society) revolution is being carried out throughout the world. Information technology, internet networks, data, and artificial intelligence (artificial intelligence) are a series of technologies that have become the pillars of life in the Industrial revolution 4.0 era. Then came Society 5.0 as a development from the previous Industrial revolution (Society). This is where this concept allows us to use modern-based science to serve human needs along with the times[1]–[9].

As we are facing now, namely society 5.0, which of course developed from the existence of society 1.0. The change in society 5.0 is also a development of the industrial revolution 4.0 which focuses on technological developments that are increasing rapidly every day. Both society 5.0 and the development of the industrial revolution, of course, have an impact on many lines of life in society, such as in the field of education. In Indonesia itself, the realm of education in question is certainly inseparable from levels of education such as primary, secondary, and tertiary education. So, it can be said that every change in the industrial revolution has an impact on education because education can be the basis that connects society towards the industrial revolution. Education helps people prepare themselves to face the industrial revolution[10], [11].

Talking about education in the era of society 5.0 is of course related to changes in the learning system in that era. Where this revolutionary era is closely related to 21st-century skills related to rapidly developing technological advances. This also has a connection with the learning system which certainly refers to increasingly advanced technological concepts. Century skills consist of three main types of skills, namely: (1) life and career skills, (2) learning and innovation skills, and (3) information media and technology skills[12]. Certainly, these skills can be a guide in learning in the 5.0 era so that the learning system can be in line with the concept of revolution 5.0, especially in learning history.

In line with what was conceptualized by the Director General of Elementary and Primary Education of the Ministry of Education and Culture[13] skills in the 21st century refer to four types of skills, namely: (1) critical thinking and problem-solving skills (Critical Thinking and Problem-Solving Skills) [14]–[16], (2) communication skills (Communication Skills), (3) creativity and innovation (Creativity and Innovation), (4) collaboration (Collaboration). The concept of revolution that was initiated in Japan pushed more toward the role of humans in overcoming the paradigm of the progress of the industrial revolution 4.0. This means that in this era of society 5.0 humans are required to be able to have more ability to solve complex problems, think critically, and be creative.

Based on this concept, of course, it can be seen that the concept of learning in the era of society 5.0 is very different from the concepts of learning from the previous era. It is hoped that the increasingly rapid technological advances can be matched by human abilities which certainly start from the knowledge embodied by education. Then what is the concept of education like in this case learning that occurs in the era of society 5.0? is the learning concept 5.0 still in line with the previous learning concept which usually makes the teacher the center of information? However, it is felt that such a learning model will not be sufficient to pursue goals in the fast-paced era of society 5.0. Therefore, what kind of historical learning concept is in accordance with the demands of the era of society 5.0 to be taught to students so that they are ready to face this era? This study presented ideas in the form of answers to the questions above.

II. METHOD

The method used in writing these proceedings is library research with descriptive analysis[17]. In the process of descriptive analysis activities, the writer conducts activities to study the tools, techniques, or procedures used to describe the data set or the results of observations that have been made. These activities include data collection, data grouping, value determination, analysis, and conclusions. In this case, the data obtained from various books and literature, documents, journals, articles, and information from print media and other electronic media are relevant to the problems observed. After the data is collected, selected, and grouped, discussion and analysis will be carried out.

III. RESULT AND DISCUSSION

A. The Concept of Society Civilization 5.0

Society or society is a group of individuals that form a semi-closed or semi-open system in which most of the interactions are between individuals who are in that group. We can see the rapid development of society by comparing the life of society in ancient times with today. The existence of society 5.0 describes the 5th form of society in the history of the development of human life. The concept of society 5.0 was explained as a new vision for Japan by the Japanese Prime Minister, Abe, at the 2019 World Economic Forum Annual Meeting in Davos, Switzerland. The concept of society 5.0 is a development of the concept of society 4.0 or an information society by accessing data-based services on the internet.

The following is the journey of the development of society, starting from society 1.0 to now society 5.0. (1) Society 1.0, in this era humans begin to know how to form a group to become a society. At this time humans defended themselves by hunting for food and moving from one place to another in order to maintain their lives. Humans made simple tools and used natural forces such as fire to cook and protect themselves. (2) Society 2.0, at this time also known as the era of agriculture or the agricultural revolution where humans have a focus on developing science by farming, humans do not need to worry about hunting and moving around to get a place to live and start having food sources. At this time, humans began to settle down and build more complex societies, so that various kingdoms appeared, writing was introduced, until big cities began to be established. (3) Society 3.0, with people who are increasingly focused on farming accompanied by an increasingly complex number of people, the need for food and clothing is increasing. With existing knowledge, humans began to build factories by producing something to meet human needs. (4) Society 4.0, science and technology that is increasingly developing makes people familiar with computers to the internet, so that they can obtain information quickly.

The flow of data that is so fast makes human life seem like there is no distance in space and time. In this technological era, the industry is competing to build a product that helps people more easily obtain information. (5) Society 5.0, is a refinement of society 4.0, where technology becomes a part of the human being himself, not only for sharing information but for facilitating everyday human life. Society 5.0 emphasizes an integrated, easy, and fast life. For example, the use of robots that can help restaurants, clean houses, etc. can be controlled by computers and the internet. Society 5.0 makes human life practical and automatic. So technology does not dominate humans but humans can get a good and comfortable quality of life.

In the development of society 5.0, more information comes from the internet and then is in the physical space. Thus, the role of humans in activities cannot be replaced by technology. There are 4 forms of change in technological developments in the concept of society 5.0, namely health, mobility or means of transportation, infrastructure, and smart management. Even though the initiation of the era of society 5.0 came from Japan, which adapted to the conditions of the country, in several ways it is also very suitable for conditions in other countries, for example in Indonesia. The concept of Society 5.0 for Indonesia is an era that inevitably has to be faced in the future. Indonesia is directly confronted with two sophisticated eras, namely the era of Industry 4.0 and Society 5.0. These two momentums must be anticipated by strengthening national education and culture so that later there will be a mature transformation by mitigating the risk factors that can arise.

Indonesia must of course prepare itself for this era, Indonesia must be prepared to face various challenges as well as opportunities in the Society 5.0 era which is full of advanced technological developments so that it can continue to achieve the nation's goals and objectives, namely to educate the nation's life. To achieve this goal, there are two important factors that can determine the direction in which a nation will go, namely Education and Culture. Education and culture can be likened to a wheel that is connected to one another. Education is a means to prepare the intellectual aspects of the nation's children, while culture is a means to strengthen aspects of "soft skills" so that superior human beings are formed who are ready to face the life of society in the Society 5.0 era. Strengthening education in the context of forming the nation's intellectuals is an obligation and a noble task for both formal and non-formal educational institutions.

Based on this, education in Indonesia must also be in line with the concept of society 5.0. the concept of education in Indonesia must change so that the target of society 5.0 in society is also achieved. Therefore, planning or curriculum concepts are needed that are in line with the development of the era, it is necessary to have a curriculum design that contains competencies in the form of skills needed by the Society 5.0 and Industry 4.0 era. The Industry 4.0 era is more dominant in the technological aspect, not in humans at the center, Artificial Intelligence (AI) and the Internet of Things (IoT) are used as aids for humans to live a higher quality. Don't get upside down, humans become victims of technological sophistication, including symptoms that appear to be no longer able to think critically and fully believe in the capabilities of technology. Every educational institution has the task of preparing innovative and career-capable human resources, mastering technology, and character, and being able to communicate well in society [18], [19]. Learning models that are oriented towards strengthening competence or career life skills, always learning and innovating, mastering information media technology, thinking critically in solving problems, skilled at communicating, having a creative and innovative spirit, and being able to work together in a group, are indispensable and are developed creatively by educators.

B. The Concept of Learning Society 5.0

Talking the concept of learning society 5.0 is closely related to the concept of 21st-century skills which focuses on skills or abilities, innovation, and the use of technology. Of course, it must be linked to what competencies are expected to be achieved in accordance with the skills that exist in the era of society 5.0, in this case, the skills of the 21st century. In this study, two complementary views will be presented on the 21st-century skills competencies, namely the views of experts and the Director General of Elementary and Basic Education of the Ministry of Education and Culture. 21st-century skills include three types, namely (1) life and career skills, (2) learning and innovation skills, and (3) Information media and technology skills [20]–[23]. These three skills are illustrated in a scheme called the 21st-century knowledge-competence rainbow.

Meanwhile, the 21st-century skills socialized by the Ministry of Education and Culture as listed in the guidebook for the implementation of 21st-century skills learning are as follows. (a) The ability to think critically and solve problems, where students can think independently, be disciplined, monitor themselves, and can improve their own processes. This of course requires effective communication and problem solving as well as communication in overcoming innate egocentric attitudes. (b) Communication skills, what is meant by this is skills in the process of transmitting information, ideas or ideas, or emotions using word symbols, pictures, and graphics.

These communication skills in learning such as how students use their abilities to express their ideas, how they use spoken language related to the attitude they show, how their attitude is in listening to other people's opinions, and the use of multiple languages. (c) Creativity and Innovation, what is meant is divergent way of thinking that is productive and has creativity. The desired competence is that students have the ability to develop, implement and convey new ideas. Students can be open and able to express creative ideas both conceptually and factually. As well as being able to adapt and contribute positively [24]. Collaboration, namely being able to work together, be responsible, respect and empathize and be able to compromise with others. (d) The concept of Learning Society 5.0, the concept of learning in this era is of course in line with the expected competence in the 21st century. To provide space for students to discover

the concept of knowledge and creativity. Educators may choose various learning models such as discovery learning, project-based learning, problem-based learning, and inquiry learning. These various models encourage students to build creativity and think critically.

The most important learning outcome is that students have the strength and ability to learn to develop themselves further. Not only gaining knowledge and metacognitive competence but also being able to develop their abilities. There are several appropriate learning models in this era of society 5.0 [25], : (a) Inquiry Training, there are three main principles in this model, namely, knowledge has a tentative nature, and humans have a natural nature to want to know and develop themselves. The principles that are developed are cooperation, intellectual freedom, and equality. The reaction principle that must be developed in learning is giving questions that are straightforward and clear. Provide opportunities for students to correct questions, point out theoretical matters that are not strong enough, provide guidance on the theory being taught, provide an atmosphere of intellectual freedom, and support interaction, exploration results, and formulations made by students.

The facilities needed are confrontational materials that can provoke students' curiosity and awaken their intellect to conduct research. The impact of this learning is essentially being able to understand tentative knowledge, processing skills, and having autonomy and tolerance for uncertainty. (b) Inquiry Jurisprudence, a model developed by Donald Oliver and James Shaver P, was created to assist students in thinking systematically about existing contemporary issues. The ability to think systematically is needed by students to address issues currently circulating in society. This learning model is based on the concept of a society where each individual has different priorities and views, moreover, social values often clash with this. This learning model can provide provisions for students to be able to negotiate any problems that may arise in society. The direct benefit of this learning model is to solve problems assigned to students, where they are asked to find a way out of the problem.

This model motivates students to dialogue, and interact with others. Raising an attitude of respect for the characteristics of pluralism in society, as well as responding to emotional responses in society. (c) Group investigation, this learning model has a concept where the classroom can be used as a laboratory to study things that smell of reality in social life. has six learning steps, namely: Grouping. At this step, the number of group members is determined in advance, and learning resources, topics, and problem formulation are determined. planning. determine what will be learned, how the steps and who will do it as well as the purpose of doing the lesson. investigation. In this process, ideas are exchanged through discussions, gathering information, analyzing data, and looking for references. Organizing, at this stage group members, prepare reports, and presentations, and designate presenters, moderators, and note-takers. presenting. This is done by presenting or group presentations, other groups observing and responding, clarifying and submitting suggestions, opinions, and questions. evaluating. This final step is carried out by evaluating each report according to the results of class discussions. (d) Project Based Learning, this learning model is a project-based learning model that focuses on students' understanding of exploration, assessment, interpretation, and synthesis of information in ways that have meaning. The learning syntax of this model consists of five steps, namely: The purpose of the model This learning is a team way of developing something, teamwork, collaboration, organization and negotiation, and consensus on what is made, who will make it, and how to carry out investigations. The principle of the reaction raised by the teacher is how active learning can be done to lead students toward improving scientific skills and performance. The impact of this model is to make students freedom in learning activities, doing projects collaboratively, producing products, and presenting them to others.

C. Learning History in Facing the era of Society 5.0

Technological developments that will occur in the era of society 5.0 will have an impact on the education sector, where there will be a transition in learning methods. If previously learning only focused on print media, and did not maximize other media, then in the era of society 5.0 it will be more modern, because technology-based learning will provide convenience to teachers and students in carrying out teaching and learning activities [26], [27].

Basically, the learning method that will be applied is not much different from before, namely the application of analysis and understanding, but the difference lies in the technical support which will provide more space for students to explore the material more deeply. The question is, what about history subjects which tend to be boring, will history lessons experience a better fate in the 5.0 era, or will they get worse in the midst of modernization.

As it is known that, the lack of interest of students in following and deepening history lessons lies in the teachers who forgive, because the teachers tend to be poor in methods which creates a monotonous learning atmosphere. For this reason, it is necessary to have teaching staff who can bring a pleasant classroom atmosphere and provide space for their students to explore history lessons. If we play with time, prospective history teachers who will descend from the mountain in the era of society 5.0 are

prospective history students or history students currently studying. In developing the material, prospective teachers who are currently in college certainly have been prepared to deal with changing times which have an impact on changes in learning methods and character[28]–[35].

One of the conveniences and attractions of historical learning in the era of society 5.0, which can even be applied today, is the availability of digital resources to support learning. The use of digitalized historical sources certainly makes learning history easier and more efficient[27], [36]–[40], for example the Trowulan site which is the remains of the Majapahit empire located in Mojokerto can be accessed with a virtual tour. This virtual tour provided by the Ministry of Education and Culture makes it easy to access historic locations right from your seat.

In the midst of the progress of the times and the rapid development of learning media in the era of society 5.0, is traditional learning media based on physical objects, not digital in the era of society 5.0 still relevant for application? The answer is yes. Why? Classical learning media is still functional in the midst of a transitional era, depending on how the class is managed by the teacher. In fact, if in the era of society 5.0 learning media will be dominated by digital media, the presence of classical media can have a positive impact as a buster in the learning process. However, whatever the media and methods used, all depend on the ability of the teacher to manage the class, both in terms of practice and psychological approach.

The big question of innovation in history learning in the era of society 5.0 is its effectiveness, whether it meets expectations or not. From researchers' observations of the quality of education in Indonesia, there is no optimism in welcoming the era of society 5.0, because era 5.0 is an era in which humans can make good use of digital technology as they should. The era of society 5.0 requires teachers and students to operate devices in learning activities as media[41]–[44].

In the learning process, there is a connecting triangle, namely students, teachers, and those in charge of education, which in this case are the school apparatus and the government. Within this triangular line, there must be connectivity and harmony, to achieve maximum learning objectives. Connectivity and harmony can be in the form of teachers who understand the needs and situations and conditions of students, and so on. If connectivity and harmony are truly created, the quality of education in Indonesia will increase [15], [45]–[48]

IV. CONCLUSION

The era of society 5.0 indirectly has the impact of increasingly advanced changes in several lines of life, such as economic, social, cultural, and educational, especially in learning history. This is very close to changes in the line of education because the resources prepared in facing each era are individuals who were originally students in the educational environment. Therefore, education is felt to have to make changes and developments in accordance with the demands of the era, namely in this case the era of society 5.0 which is in line with the industrial revolution 4.0 which focuses on the pace of technological development. In education itself, the era of society 5.0 influences the development of learning in terms of models, methods, and learning media. Based on the discussion above, it is known that there are four learning models that are in accordance with the demands of society 5.0 which are in line with the 21st-century competencies, namely innovation, creativity, and excellence in communication. The four learning models are Inquiry Training, Jurisprudential Inquiry, Problem Based Learning, and Project Based Learning.

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