

Reinforcing Character Education in the Digital Era of Society 5.0

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Abstract:

This study aims to a civilization that is already familiar with information and communication technology (ICT) is known as "society era 5.0." Students must develop a variety of abilities, such as critical thinking, creativity, inventiveness, teamwork, and communication. It is also necessary to strengthen character education, which tries to develop moral qualities (character) that set morals apart as a distinctive value. The method is a qualitative approach with a descriptive strategy to write this article. To do this, primary and secondary data are gathered, and descriptive analysis is performed to describe the facts as they appear both theoretically and empirically. Whereas primary and secondary data can be found in books, journals, articles, papers downloaded from the internet, online newspapers, and other source materials. The goal of this research is to identify the best approach for enhancing students' character education. This study also attempts to explain why character education is so important in the face of society 5.0. Descriptive qualitative methodology is applied, along with literature reviews. The study's findings demonstrate the value of character education in preparing pupils for the future. Information technology is used in character education to help students develop not only morality but also ICT proficiency and the ability to think creatively and innovatively in order to face today's society. 5.0.

Keywords:

Information, Technology, Character, Education, Society 5.0.



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INTRODUCTION

The dynamics of the revolution of education have expanded quickly in tandem with the advancement of technology. This is possible due to the availability of digital world technology-supported learning systems and methodologies. The determination of the globalization era characterizes this evolution (Silfia, 2018). In the Industrial Era 5.0, this determination of globalization is marked. The effects of the 4.0 revolution led to the era of the industrial revolution 5.0 (Indramawan & Hafidhoh, 2019). Society 5.0 can be conceptualized as a society in which all needs are tailored to the lifestyle expectations of each community and where goods and services are already of excellent quality and offer comfort to all.

in the direction of the evolving education system's digitization. The challenges of the fifth industrial revolution era need to be carefully packaged and prepared in order to keep up with the times. The education curriculum's projection highlights several key components for preparing for these challenges, including: 1) character education; 2) the capacity for critical, creative, and innovative thought; and 3) the application of technology in that era. In keeping with this, Low Order

Thinking Skill (LOTS) and High Order Thinking Skill (HOTS) are the two categories in an educational taxonomy developed by Krathwol and Anderson (Wibawa & Agustina, 2019).

In order to get ready for the 5.0 era, the author wants to emphasize how important it is to enhance character education. Character education is important, but a lack of knowledge of it will lead to things like student fights, radicalism, and the formation of views that do not represent the values and culture of the country's youth. Numerous instances of these issues suggest that the lack of character education in educational components is the root cause.

METHOD

The author combined a qualitative approach with a descriptive strategy to write this article. To do this, primary and secondary data are gathered, and descriptive analysis is performed to describe the facts as they appear both theoretically and empirically. Whereas primary and secondary data can be found in books, journals, articles, papers downloaded from the internet, online newspapers, and other source materials. In order to examine the data obtained using the Miles and Huberman model, which consists of data gathering, data reduction, data display, and verification or conclusion drawing, observation, field observation, and document study are the methods used for data collecting (Miles and Huberman, 2010).

RESULT AND DISCUSSION

a. Moral Instruction

The goal of character education is to help children develop their moral fiber so they can become normatively aware of values. Based on this conceptual understanding, great efforts should be made to develop the kind of character that will be ingrained in pupils to increase the application of character education (Sudrajat, 2021). In addition to having a solid understanding of pertinent scientific concepts, educators working to teach character education must also be able to apply these concepts to empirical practices. It is also clarified that "the projection of national education is to develop students to have intelligence, personality, and noble morals" in accordance with National Education System Law No. 20 of 2003 (Khasanah & Hernia, 2019).

The development of intelligent and morally upright individuals is one of the main objectives of the national education program. In order to improve the next generation of people who are not only intellectually gifted but also possess morality, ethics, and character, this is undoubtedly the hope shared by all segments of the country. Currently, the Ministry of National Education is working to incorporate a national character-based educational idea into all facets of education. Culture, psychology, morals, emotions and feelings, and spiritual intelligence are all intended to be shaped by the educational concept (Rizqy, 2019). Students who get character education gain from its design, as it fosters the development of their intellectual and spiritual intelligence, moral responsibility, and the capacity for critical, creative, inventive, and sustainable thought.

The government launched the Character Education Strengthening movement initiative in 2010 in an attempt to enhance character education itself. The PPK is found in Nawacita's eight

points, which include the education sector's character revolution and mental revolution movement (Jumarudin, Gafur, & Suardiman, 2014). The five character qualities components found in the educational dimension are those that must be promoted, and they are as follows:

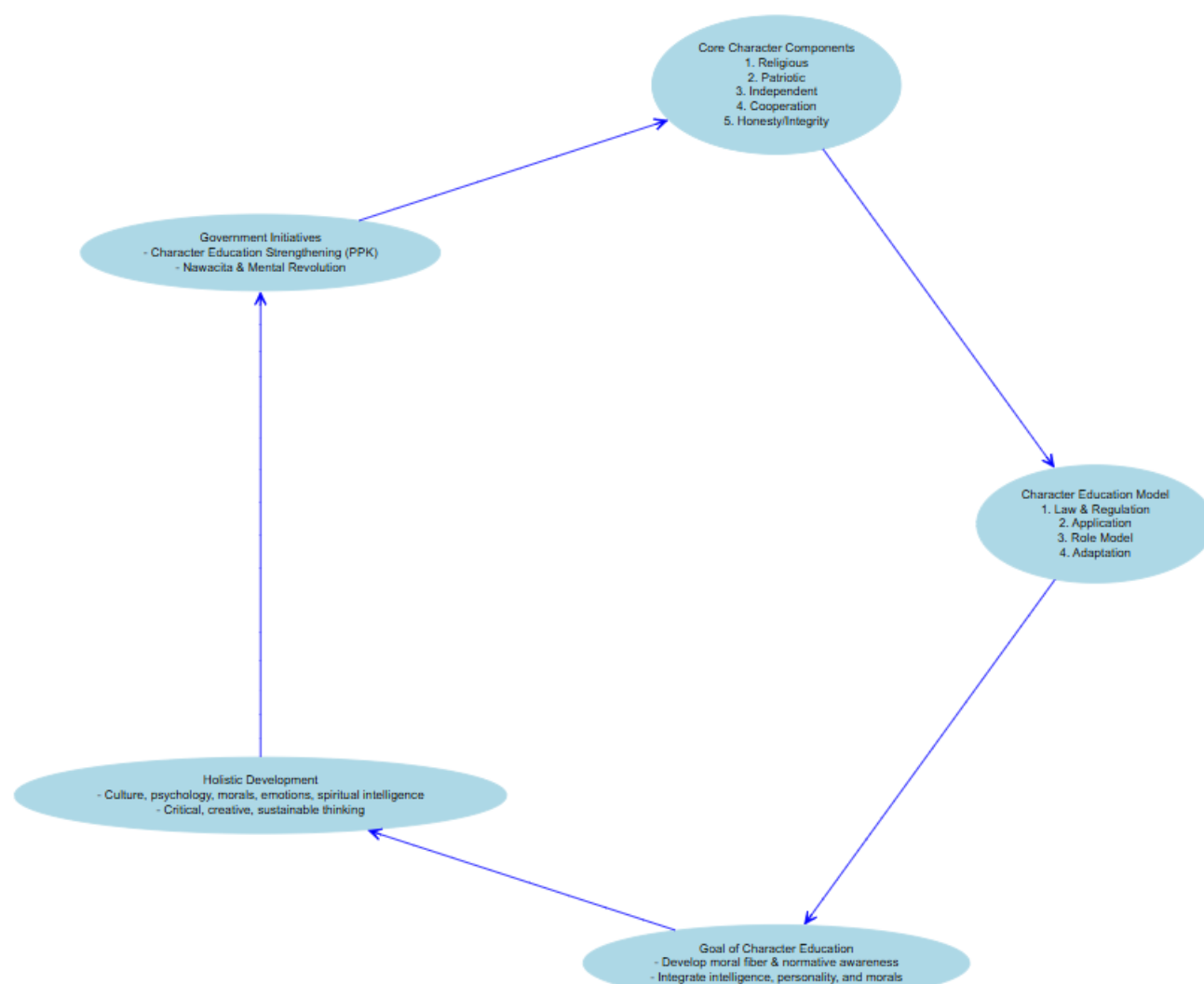


Figure 1. The Cycle of Moral Instruction & Model of Character Education

Religious Character education is imparted through theological elements. Individuals and community groups must base all of their actions on the principles of divinity they believe in and the values of religious teachings (Mustari & Rahman, 2021). Emphasizing religious values over other values in character education manifests itself in the following ways: tolerance across religious communities, acceptance and respect for the plurality that already exists, non-discriminatory love amongst people, and not imposing one's will on others. Undoubtedly, the emergence of the fifth industrial revolution has its share of difficulties, particularly with regard to religion. Because Society 5.0 is geared toward the West, likely, the religious aspect will gradually disappear.

1) Patriotic

National character values are a manifestation of a style of thinking and doing that prioritizes the demands and interests of the state and country over those of the individual and their social circle.

The behavioral patterns of pupils who can appreciate the values of the grandeur of the nation's culture, attitudes of tolerance, mutual respect, and respect and love for the homeland can be used to infer sub-values from the instillation of other nationalist values. The pertinent relationship between Pancasila as a national philosophy and the advancement of the 5.0 era is another significant aspect of the application of nationalist ideas. One of the advancements in soft skills from the civilization of the 5.0 period is the use of Pancasila as a basic national value (Prakarsa, 2022). If the educational process and system are founded on the core principles of Pancasila values, then Pancasila's existence can facilitate the growth of the 5.0 age.

2) Separate

One way to understand the independent character value is as the actions of a tough person who does not value assistance from others. Future implications include having a creative mindset, a sense of accountability, self-assurance, problem-solving skills, and abilities commensurate with one's capabilities (Nefri, 2017). People's lifestyles have drastically changed in the modern day, depending greatly on others for even the smallest things like food, research, typing services, and other necessities. These three instances show that laziness has undoubtedly become more resilient, making it more dependent on other people.

3) Exchange of Mutual Aid

The attitude of cooperation (teamwork) in resolving diverse issues and building communication networks amongst one another is shown in the inculcation of the cooperative character. The consequences of developing a cooperative mindset include a stronger sense of community, unity, supporting one another, giving consensus-building debate priority, and being prepared to make sacrifices for one another. The emergence and paradigm shift of the 5.0 era has caused a change in society's attitudes and behaviors from the previous age, which valued cooperation among members, to the current, more individualistic orientation. In the modern day, individualistic behavior can be understood as a way of living that prioritizes one's own autonomy over the interests of the community in order to foster apathy toward one's surroundings.

4) Honesty

Integrity is a basic quality of character that people must possess to develop into reliable, devoted, credible, and strong persons. Jack Welch characterizes "integrity" as "a vague word" in his book "Winning" (Hartanta, 2016). Individuals with integrity are truth-lovers, accountable, and ready to own up to their faults as well as follow local rules that must be followed. People who are instilled with the character value of integrity are supposed to be truth-loving, devoted, honest, and accountable.

Integrity-driven characters and people are unquestionably crucial to the development of the 5.0 era. This is because people with integrity and deep understanding are known to have numerous flaws in the 5.0 era. Integrity-challenged individuals may result from lifestyle choices and the impact of Western styles, which, the author claims, have also undermined the nation's own culture.

b. Model of Character Education

1. Education Law/Regulation

From elementary school to high school, the government has released a number of policies pertaining to education. The author does need to make clear, nonetheless, that every teacher must have protection and freedom under educational standards. This is in light of the numerous insignificant events that educators have encountered, leading to the claim that educators have failed to mold pupils' moral character. Human rights reports, for instance, about violent incidents against pupils when the teacher's true motivation is to mold the kids' personalities or characters.

2. Applying Character Education

In the case of character education, everyone is involved in the process of instilling moral values, including teachers, families, communities, law enforcement, and community groups, to name a few. In order to encourage the development of character in each individual, each student's personality or character is shaped not just in a formal setting but also in a non-formal one.

3. Role Model

Instructors are facilitators with complete control over how character education is applied to mold students' personalities. Integrating emotional (attitude), psychomotor (psychological), and cognitive (knowing) values is a skill that educators must possess. In order to comprehend and mold the character of their students, teachers also need to possess a high degree of personality competence and wide insight.

4. Adaptation

In addition to imparting character education, educators must inculcate the ideals of discipline in every student. Apart from enforcing discipline, schools should also forcefully execute regulations and impose consequences in accordance with statutory provisions. The teaching received and the process of shaping students' personalities or characteristics from a young age are among the implications.

CONCLUSION

In order to shape students' personalities and characters, character education is essential. This is especially true as we approach the era of Society 5.0. Character education must be developed through a collaborative method involving educators, parents, and other stakeholders in order to successfully navigate this transformative age. Together, these efforts guarantee that character development is encouraged by a caring community and included into the educational framework. We can expect a number of benefits from adopting comprehensive learning models since they offer a methodical, all-encompassing approach to character education that develops empathy, resilience, and moral behavior. By doing this, we give students the tools they need to succeed in a world that is becoming more complex and interconnected, in addition to the academic information they require.

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