



Strategies of High School Historical Teachers in Facing the Challenges of Indonesian Education in the Society 5.0 Era

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Abstract: At present we have been faced with the era of industry 4.0 and also the emergence of society 5.0. The era of society 5.0 occurred because of the impact of the 4.0 revolution. Era Society 5.0 is the triumph of the digital world. Almost all aspects of human life today are very much in need of and dependent on digital technology and the internet, including education. Thus becoming a challenge for history teachers in doing the learning process at school. The world of education should reform to progress and develop according to the demands of the times. The formulation of the problem in this study is how the strategy of history teachers in facing the challenges of education in the era of society 5.0. This research will discuss how history teachers use strategies to respond to the challenges of the society 5.0 era. So the author did a literature review technique to explore data on the challenges high school history teachers facing the era of society 5.0. This research aims to find out the strategy of history teachers who can improve their competence and skills in learning at school by taking advantage of the advancement of digital technology. The teacher must create a learning process in such a way that can stimulate students to learn effectively and dynamically in meeting and achieving the expected goals.

Keyword: History Teacher Strategy, Educational Challenge, Society 5.0



Introduction

At this time we have been faced with the Industrial Era 4.0 and at the same time the emergence of society 5.0. Almost all aspects of human life today really need and depend on digital technology and also the internet, be it in the economic, social, cultural, political, artistic, or even the world of education. Thus, it becomes a challenge in the world of education that must be faced and lived. Learning and education during school have a relationship with the era of globalization. So it is hoped that through education reforms can be carried out so that the world of education is more advanced and developed by the demands of the times. The government and its stakeholders take part in making improvements in every sector, education is a particular sector.

The relationship between society 5.0 and the world of education is that there is a demand that the world of education must follow technological developments which are currently growing rapidly and can utilize communication and information technology in sophisticated facilities and have added value that can facilitate the learning process. And it is also expected that there will be a shift from teacher-centered (teacher center) to student-centered (student-centered) (Pranaja & Astuti, 2019).

The concept of Society 5.0 is a refinement of the previous concepts. In Society 1.0, humans are still in the era of hunting and knowing writing. Society 2.0 is the era of agriculture where humans have started to recognize farming. Society 3.0 entered the industrial era, namely when humans started using machines to support daily activities, after that, Society 4.0 appears what we are experiencing today, namely, humans who are familiar with computers to the internet as well as in its application in life. If Society 4.0 allows us to access and share information on the internet. Society 5.0 is an era where all technology is part of humans themselves. The internet is not just for sharing information but for living life (<https://www.kompasiana.com/muhamadagung/5cebcea995760e6fbe242dea/me-know-more-society-5-0>).

The role of teachers or instructors in this era must be watched out for, educators should not only focus on their duties only in the transfer of knowledge but more emphasis on character, morality, and exemplary education. This is because the

transfer of knowledge can be replaced by technology, however, the application of soft skills and hard skills cannot be replaced with any sophisticated tools and technology (Risdianto, 2019). With the birth of society 5.0, it is expected to create technology in the field of education that does not change the role of teachers or instructors in teaching moral education and is exemplary for students.

The projection of the education curriculum has mentioned several main substances, namely: 1) character education; 2) the ability to think critically, creatively, and innovatively; 3) the ability to apply technology in that era. In line with this, Krathwol and Anderson (in Wibawa & Agustina, 2019) have created an education taxonomy that is divided into *Low Order Thinking Skills* (LOTS) and *High Order Thinking Skills* (HOTS).

Likewise, teachers and history lovers are required to utilize digital technology in developing history learning. Due to the influence of the industrial revolution 4.0 and coupled with the existence of society 5.0, making people like the growth of digital media information. So, for digital media as an inspiration for this history education, there must be innovation and renewal of history learning so that students will prefer it. One of them is by collaborating history learning methods and history learning strategies as well as teacher competencies that must be improved to participate in education in the Society 5.0 era. The role of history learning methods and strategies is suitable for teachers to collaborate with for students to be interested in history lessons with digital roles so that they support learning strategies in the Society 5.0 era.

Methods

This research uses the literature study method, which is done by reading and studying in depth the relevant sources in the research. This paper wants to examine the *strategies of history teachers who can improve their competence and skills in learning at school by utilizing advances in digital technology.*

Results and Discussion

With the rapid development of technology in this digitalization era, the term Industrial Revolution 4.0 (industrial revolution 4.0), or in short Industry 4.0, has become a terminology that becomes a reference for research and development in the field of technology in various sectors. This continues to trigger everyone to continue to develop technology to enable better utilization to simplify human life.

Industrial revolution 4.0

The term Industrial Revolution 4.0 was first introduced by Professor Klaus Schwab. A famous German economist wrote in his book: *The Fourth Industrial Revolution*. Industrial Revolution 4.0 Some call it the era of disruption. Or a situation where the movement of the industrial world is no longer linear. It takes place very quickly and tends to ruffle the old order pattern, and tends to form a new order pattern. For the record, the industrial revolution occurred four times. First with the invention of the steam engine, the second with electrification. The third use of computers, and the fourth revolution of this digital era. Several countries also have a similar industrial digitization roadmap. For example, China with *Made in China 2025*, and Asia with *Smart Cities*. And the Ministry of Industry also introduced *Making Indonesia 4.0*, in April 2018 was launched by President Joko Widodo.

As ordinary people, we have seen and felt the effects of Industry 4.0. Recently, new business models have emerged with more innovative strategies. Recently, a new term that represents the vision of the Japanese government has emerged, namely *Society 5.0*, an idea that describes the revolution in people's lives with the development of the industrial revolution 4.0. The concept to be presented is how there is a revolution in society that uses technology by also considering human and humanities aspects. This society, called the super smart society, utilizes technology to make life easier so various future services have emerged to accommodate this need. Several sectors of work and needs are starting to enter digitization that utilizes Artificial Intelligence, Big Data, and the Internet of Things. This is a challenge for information technology services so this need can be immediately met with the use of high-level technology.



Society 5.0

Society 5.0 is a concept initiated by the Japanese government by considering technological aspects to facilitate human life. However, this idea is also supported by considerations of the humanities aspect so that the concept of balance in the implementation of technology is obtained. To achieve a community that is defined as a super smart society, various future services in various sectors are needed. This can be fulfilled by having strong technological capabilities, as well as competent human resources in their respective fields to carry out their profession digitally as well as to contribute to providing better services to the community. I analyzed that Industry 4.0 has become the goal of technology development in various sectors and various regions as well. Often the human aspect is overlooked.

Therefore, in planning, for example, Engineering Design, it is necessary to carry out a user experience study process so that the results made (both products and services) meet the wishes and needs of the customer, and that the results are right on target. For example, in the Design Thinking process, there is an Empathize stage, which is how the design is done first by trying to empathize with potential users about what they want to create. This process will test whether the product or service to be made solves the issue of the problem or not, and if it solves the problem, to what extent, and how useful the results are. Society 5.0 as a pioneering idea hopes to be able to solve this issue. However, much development is still needed, especially in terms of technology to "pick up" this fifth social era.

To carry out a large-scale revolution, it is necessary to have strong enough capital. In this case, the quality of human resources is quite crucial in forming an integrated system that fits the needs. If all the resources are sufficient, naturally the dream of turning the world into Society 5.0 is no longer an impossibility. This is very possible, considering various technological developments in all parts of the world that are very fast, marked by discoveries in the field of technology that can facilitate human work and life.

Learning History

Learning about history is very important because by knowing about history, we can find out about the origin of an event. But not everyone likes to learn about history, especially if the learning model is only by reading. Of course, it results in boredom and fatigue faced by students. One way to introduce the digital world to history learning is by using digitalization technology. Digitalization technology can influence a person's character in learning and affect emotionally in carrying out the process of learning activities.

Conclusion

History education provides various kinds of the latest learning in learning. This is because it is assisted by existing technology. Therefore, historical education applied in terms of visual, aural, haptic, and literal needs to be linked again so that it can foster artistic awareness and aesthetic sensitivity of students (according to their inclinations) so that they can build their critical power. The link between Society 5.0 and the Industrial Revolution 4.0 in historical education can be seen in historical events that can be reconstructed, both academics and practitioners, are expected to be able to conduct continuous research to examine and examine the forms and concepts of each historical event of its development and application, based on local wisdom and advances in telecommunications and informatics.

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