



Analysis of school preparation as campus partners in implementing the teaching and learning process in the era of society 5.0

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Abstract

This study aims to find, describe, and explain elementary school preparation in implementing the teaching and learning process in Era Society 5.0. This study uses a qualitative approach, with data collection being a focus group discussion, observation, interviews, and literature study. Using the purposive sampling technique, the subjects were elementary school teachers, school principals, and the school owner's foundation. The results showed that elementary school preparation in implementing the teaching and learning process in Era Society 5.0 includes three aspects: preparation of facilities, preparation of human resources, and preparation of curriculum. The results obtained are that the elementary schools in Indonesia have made good preparations in these three matters. Elementary schools have made preparations covering three aspects of Era Society 5.0 education. Conclusion: elementary schools, as independent campus partners in Yogyakarta, are ready to implement the teaching and learning process in Era Society 5.0.

Keywords: society 5.0, elementary school, education, independent learning, teacher

Introduction

The Independent Learning Policy for the Independent Campus has been implemented in the curriculum of most undergraduate study programs in Indonesia. ^[1] One form of relevant learning activity in study programs that print graduates to become educators is Teaching Assistance in Education Units (TAEU). Schools are partners from campuses to implement TAEU, where the Human Resources directly related are teachers. Based on *Permendiknas* number 16 of 2007 concerning academic qualifications and teacher competencies, an educator must have four competencies as a whole, including pedagogic, personality, social, and professional competencies. College graduates will obtain this competency if students are provided with evidence-based activities relevant to the state of the world of education according to their era. Talking about the reality of our education is talking about problems and solutions. Our educational problems certainly cover many things, from the availability of adequate teachers, teacher competence, supporting facilities and infrastructure, and the involvement of parents in supporting the education process of their children. We can feel the solution from the government for these problems. However, this pandemic has caused education to experience a big problem that must be solved collaboratively between teachers, students, and parents. The big problem is education transformation from the 4.0 era to the Society era 5.0 ^[2]. of course, we will rush to face this era, where we are still adapting to Era 4.0. Even though they are in a hurry to welcome Era Society 5.0, the government has prepared the concept of free learning, driving teachers, and driving schools as an answer to the coming Era Society 5.0.

Unfortunately, research that focuses on analyzing elementary school readiness in welcoming education in the Era of Society 5.0 is still not widely done. At the same time, elementary school is the basis of the first formal education for the next generation, where the teacher is one of the leading figures which determine the success of the education process. Pangestu *et al.* found that some elementary school teacher candidates lacked competence in technology commercialization, competence in globalization, and competence in future strategies ^[3]. These findings indicate that the technology-based learning process has changed from the 4.0 to 5.0 era ^[4]; for that, it is necessary to accommodate higher education which is currently implementing MBKM, to create teachers as human resources who facilitate student learning.

Therefore, this adjustment to the Society 5.0 situation must be carried out holistically and comprehensively. Not only at the level of primary education but up to the level of upper secondary education. This adjustment also needs to be done thoroughly in curriculum, teacher competence, facilities, learning media, etc. School readiness in facing education 5.0 needs to be seen from all existing education stakeholders currently there has been researched on student readiness assessments with good results seen from aspects of competence, self-aspect, communication aspects, teamwork, and technology, ^[5] so it is necessary to know to see the readiness of elementary schools in facing education 5.0. The purpose of the research is to prepare elementary schools as campus partners in preparing the teaching and learning process in Era Society 5.0.

Research Method

This study is qualitative research to analyse elementary school preparation as campus partners in preparing the teaching and learning process in Era Society 5.0, which will be implemented in three elementary schools (Elementary School X, Y, and Z) with a positive reputation in the Special Region of Yogyakarta. Special Region of Yogyakarta is a city with the nickname of education city, so the election in this area can be the beginning to see elementary school preparation in Era Society 5.0. The selection of primary schools is devoted to private primary schools, which are more rapidly adopting developments. The subjects in this study were teachers, principals and the foundation of the owner of the elementary school by sampling using a purposive sampling technique. The data needed in this study is information related to elementary school preparation in preparing the teaching and learning process in Era Society 5.0. This study's data collection techniques were carried out through several techniques, namely focus group discussions, observations, interviews, and literature studies. Data analysis consists of three stages: describing or describing the data, reducing, and selecting. The instrument can be said to be qualified if it can be used to measure symptoms as desired. Source triangulation was applied by digging up information from different sources, namely information from the teacher and the principal in three elementary schools. Method triangulation is applied in the form of using different data collection methods. Construct validity in this study was reached by describing the views of Chiaki Miwa, which would then be described as a standard measure in assessing the level of elementary school preparation in preparing for education in Era Society 5.0^[6].

Result and Discussion

The preparation of the three schools is summarised and classified into three main categories: preparation of learning facilities, preparation of human resources, and preparation of curriculum. The preparation of Elementary School X in terms of learning facilities was carried out in several ways. The first is to use digital media as one of the learning media. Teachers at Elementary School X implement the knowledge transfer process in the classroom and through several other digital media such as posters that are used to decorate classrooms, which make the atmosphere at school more comfortable. Some corners of the school are decorated with motivational words and quotes from religious philosophers, with the hope of helping the process of internalising values within the entire school community. Second, teachers at Elementary School X also prepare teaching and learning activities with a blended learning model that combines face-to-face meetings with the Learning Management System (LMS). Online, face-to-face meetings are facilitated with the Zoom platform and Microsoft Teams, while limited face-to-face meetings are held periodically during the COVID-19 pandemic in the classroom. Teaching and learning activities are carried out asynchronously by utilising Microsoft Teams. Elementary School X provides these Microsoft Teams account for all teachers and students.

"During this pandemic, we use an online learning platform called Microsoft Teams. We use Microsoft Teams as a learning medium for students and teachers, and all of them are facilitated by the school. So every teacher and every student we give an account in this application, managed directly by the school. It is one concrete manifestation of the adoption by the school of technological progress." (Interview with the Principal of Elementary School X).

Elementary School X carried out the second preparation for human resources with three things. First, improve communication skills, especially a particular approach for elementary grade teachers. These communication skills are essential in establishing good communication with parents/guardians and students.

"The ability to communicate is essential for teachers because, in schools' teaching and learning process, we recognise that the process success is determined by the teacher and the family or parents of students. Therefore, good communication between teachers and students is a must or must exist. If you are in a small class or grade 1 to grade 3, this ability becomes very important to be honed." (Focused Group Discussion with the Deputy Principal of Elementary School X).

The third preparation is preparation in terms of the curriculum. Several preparations have been made by the teachers at Elementary School X. a) developing a curriculum for education as a strategy to counteract the adverse effects of technology on students; b) formulate a school vision that is relevant to the essential issues of the Society 5.0 era; c) apply the group learning model; d) implementing digital content-based learning, such as educational videos; e) organise youth scientific work activities to improve students' literacy skills; f) organise broadcasting and robotic extracurricular activities; g) allocate art and information technology subjects in the extracurricular curriculum. Eighth, allocate presentation assignments for students; h) train children's time management with habituation activities in students, and i) form an online discussion forum to enrich students' insights.

"Invitations to love the environment, on the side of the school attach an invitation to save energy, water, and etiquette before entering the bathroom. Has taught at a high school, once in a junior high school, once in two classes. There are 3; discipline, by telling the children at 7 o'clock to start exercising, if it is 7 o'clock the children have to line up according to the group, in the line, there is a group leader. Time discipline is taught; the effect will be in the future when continuing higher education. Responsibilities, responsibilities as a student, and responsibilities as a teacher. Here you learn, sport is many skills." (Focused Group Discussion with one of Elementary School X's teachers).

Like Elementary School X, Elementary School Y teachers have also made some preparations to welcome a new era in education. This preparation is not explicitly intended to welcome education in the Society 5.0 era but to respond to the development of information technology that must be adopted in education.

"In order to get to education in the Information Age, schools have prepared several strategies, starting from the preparation of facilities and infrastructure, curriculum preparation, and preparation in the form of teacher competence. The preparations for the Inning Tamin are made as good as possible so that the implementation of teaching and learning activities in schools can keep up with technological developments, which are already very fast." (Focused Group Discussion with Elementary School Y teacher).

Preparation in terms of facilities, carried out by Elementary School Y teachers with three strategies: first, preparing schools to become information technology-based schools. The rapid development of information technology has been responded to by adopting information technology into teaching and learning activities in schools. Second, create a particular studio for the learning process.

"One of the real steps to adopting technological developments in the world of education is the creation of a special studio for the process of creating some educational content. We will build this video later to support teacher performance so that the learning content used in the classroom can be interesting for students. In this studio, several multimedia-based materials will appear, which I think are very in line with the discourse of Society 5.0." (Focused Group Discussion with Elementary School Y teacher).

A particular studio for teaching and learning activities is necessary to present a variety of relevant and exciting learning content. Third, initiating the Blended Learning learning model using the Zoom, Whatsapp, and Google Classroom applications. Along with the ongoing pandemic, teachers have adapted by utilising several online learning platforms using several applications such as Zoom, Whatsapp, Google Meet, Google Classroom, etc.

The teachers at Elementary School Y also carried out preparations in terms of human resources with two strategies, namely making the teacher an example or role model for the students. Elementary School Y emphasises the importance of character education for students. In addition to instilling character through habituation, teachers also have an important role, namely as role models for students. Second, increasing the capacity of teachers with information technology capabilities. These information technology capabilities include the ability to leverage learning technologies such as Zoom, Google for Education, and Microsoft for Education and the ability to structure learning content.

Preparation of the curriculum was carried out by Elementary School Y teachers with two strategies. The first is to formulate a learning focus to form a smart, character, and reflective generation.

"With the vision of Y Foundation to emphasize its existence as an educator for Indonesian children, following the ideals of the Indonesian nation as contained in the Preamble to the 1945 Constitution." (Focused Group Discussion with teachers).

Second is prioritising character education based on the values of discipline, excellence, caring, honesty, and independence.

Preparations in terms of facilities were carried out at Elementary School Z with several strategies. First is the use of digital technology in teaching and learning activities. This digital technology is used in classrooms and outside the classroom to replace some previous non-digital devices, such as replacing the function of wall magazines. Some school corners are also installed with digital devices such as monitors.

"The use of digitisation has been around for a long time, before the discourse on Society 5.0, several monitors were provided in schools, including to provide information to students. In addition, learning in class has also used power points" (interview with Foundation Management).

The second strategy is to apply a blended learning model, both synchronous and asynchronous, with Google Classroom, Zoom, and Whatsapp. A distance learning platform like this provides convenience in the form of flexibility in learning space and time and accommodates various kinds of learning resources relevant to school lessons. Third, prepare digital content such as learning videos and power points to make the learning atmosphere more enjoyable. One of the impacts of technological developments is the development of digital content that can be accessed through video sharing sites such as YouTube. The presence of these sites has given birth to new preferences in the student learning process. Audio-visual content is considered more exciting and enjoyable.

Elementary School Z teachers carried several strategies into preparation in terms of human resources. First, strengthen the teacher's communication skills. As a school that focuses on religious education, communication between teachers and parents is one of the keys to success in the educational process. Parents are expected to participate in implementing the rules that apply at school so that the educational process can run consistently, both at school and home. Second, strengthen coordination by carrying out regular deliberation, which involves teachers, school administrators, foundations, parents/guardians of students, and students. Third, improve the teacher-student ratio. Fourth, teachers and parents as role models.

Teachers carry out preparations for the curriculum at Elementary School Z with several strategies. First, make religious education the main thing.

"At Elementary School Z, we are firm that the Al-Quran is one of the most important guidelines for life. Not only at school but also at home. We created a slogan or mascot which we named every day with Quran as a strategy to build student character" (interview with Foundation Management).

The teacher at Elementary School Z believes that one of the things that must be strengthened to counteract the negative impact of technological developments in the era of Society 5.0 is to strengthen religious education and character. Second, instil good character in students by habituation. School culture based on religious values

seeks to be developed and accustomed to at school through habituation in daily activities at school and at home. Third, implementing the "Million Messages" program. This program is a program to capture aspirations from students about messages that will be randomly selected during the flag ceremony. This program is an effort to foster motivation in students to get used to good things. Fourth, carry out overnight activities as a medium to foster independence in students. A staying activity is an activity to stay for one night that aims to train independence in students. Fifth, providing several extracurricular activities in line with student competencies in the Society 5.0 era, including journalism, information and communication technology, and robotics.

The preparations of the three primary schools have several things in common. The first is the common focus of education on using information technology, among others in the form of using the Learning Management System, both synchronous and asynchronous. Second is the importance of strengthening students' character based on several central values upheld in their respective schools. The three schools believe that the technological developments produced by the 5.0 Industrial Revolution have negative impacts that need to be anticipated. One way that is considered the most effective is to strengthen students' character so that they do not get involved in the negative impacts of technological developments.

The readiness of the three elementary schools in carrying out the educational principles of Era Society 5.0 cannot be separated from the existence of several factors that affect the educational process in each school. This study found at least six factors that influence school readiness in implementing the educational principles of Era Society 5.0. First, the three elementary schools share the same opinion that a strong base of religious values is the key to overcoming the negative impact of technological developments on students. This religious value base is an essential foundation in implementing education in the Society 5.0 era because strengthening character education is one of the focuses of education in the Society 5.0 era. Nastiti and Abdu, in their research, suggest that one of the main components that need to be strengthened in the Society 5.0 era education is education that focuses on the character-building of students^[7]. In the era of the fourth industrial revolution in Korea, it has also emphasised the emotional area as an area that humans can do because when it comes to intelligence, then machines will be in front of humans^[8;9] for that religion is very important for students' foundations.

The second reason is the existence of an initiative from the school to adapt technological developments into life at school, even before the discourse about Society 5.0 surfaced. Since the development of computer and internet technology has entered people's lives, schools have moved to adopt these technologies in school life. One concrete example is in terms of facilities in the classroom. Along with information technology in education, classroom facilities are equipped with several supporting equipment, such as LCDs, projectors, and computers. Submission of material by teachers is also made by utilising digital technology, in the form of using Microsoft PowerPoint, for example. Teachers need the use of technology to provide the education needed by students in facing the 5.0 revolution through complex problem solving, critical thinking, and creativity so that students are taught not only knowledge but also how to think.^[10] Adapting technology in education is becoming increasingly fast and massive^[11;12]. Using technology to create educational content and technology is also used as a forum for teaching and learning processes, including the Learning Management System (LMS). LMS use is essential because students who participate in integrative e-learning show significant changes in their readiness and interest in learning^[13]. In addition, it is necessary to search for data sources (big data) for the learning process so that students think critically and creatively.

The third reason that determines the elementary school preparation in implementing the educational principles of Era Society 5.0 is that the three schools are indeed known as schools that have good reputations and are managed by large foundations on a regional and national scale. The existence of a large foundation under this school's auspices is one of the determinants of the school's success in preparing teachers who are ready to implement education in the Society 5.0 era.

Fourth, the emergence of the Covid 19 pandemic that has hit Indonesia since early 2020 Indonesia and is still ongoing^[14] also poses new challenges for schools to accelerate the adaptation process towards Era Society 5.0 education. The Covid-19 pandemic must be admitted, and it is indeed a threat and obstacle in the educational world in Indonesia and the world.^[15] Initially, this situation became an obstacle,^[16] but in the end, the situation that emerged due to the Covid 19 pandemic accelerated the adaptation process towards education with a blended learning model. Almost every school uses information technology in carrying out teaching and learning activities. The technology used is diverse, ranging from Whatsapp, Google Meet, Google Classroom, Webex, Zoom, Microsoft Teams, etc.^[17;19]. It is even necessary to have applications on android that many students currently own to improve children's learning skills^[20].

Fifth, teachers' readiness is also influenced by leadership factors, namely in the form of initiation from school principals who have a vision of the future of education in each school. The leader figure in this school is essential in preparing quality human resources or human resources in schools^[21]. One of the concrete manifestations is in the form of the formulation of the education curriculum in schools. One thing that can be done in response to the times, including the emergence of the Society 5.0 discourse, is to review the education curriculum in schools. The review process does not only involve the school together with the foundation but also involves other stakeholders such as parents/guardians of students and related agencies.

Sixth or last, teachers' readiness in elementary schools is influenced by the development of human resources in good schools (teachers). A teacher in the implementation of Era Society 5.0 education is required to have several skills according to the community's needs. These skills include digital skills, creative thinking skills, character education, morality in action, and exemplary^[7]. These skills were possessed and developed by teachers in the

three schools even before the discourse on Society 5.0 appeared. These skills, in other words, have been instilled in the teachers through an excellent human resource development scheme.

The readiness of elementary school teachers in Yogyakarta in facing the Era of Society 5.0 education is undoubtedly a condition that needs to be welcomed. Despite the various shortcomings in implementing education, the teacher's readiness shows one encouraging thing. This condition needs to be continuously developed so that elementary school readiness can also be found in other schools. The hope is that the ideal situation for implementing Era Society 5.0 education can be realised in all other elementary schools. The readiness of elementary schools in facing Society 5.0 education must be addressed by universities that have passed human resources needed by elementary schools, namely teachers. Universities must facilitate prospective teachers through the Merdeka Learning Independent Campus curriculum with digital skills, creative thinking skills, character education, morality in action, and leadership.

Conclusion

Based on the results of research conducted in three elementary schools in Yogyakarta in dealing with Era Society 5.0 education, it can be concluded that elementary schools as independent campus partners have prepared their schools to face the Era Society 5.0 education. This readiness includes three aspects: the preparation of facilities, preparation of human resources, and preparation of the curriculum. Through the Merdeka Learning Independent Campus curriculum, universities must be able to equip their students with digital skills, creative thinking skills, character education, morality in action, and better leadership.

Study limitations

This study has not analysed the views of all stakeholders in the education world but only from the teachers' and schools' points of view.

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