THE CHALLENGE OF EDUCATING ON THE CHARACTER OF STUDENTS IN FACING THE SOCIETY ERA 5.0

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Abstract:
The study aims to study the challenge of educating children's characteristics in Elementary School dealing with society 5.0. Children of Elementary School are prepared to deal with the challenge experienced in the future in various ways. The study is conducted in Islamic Elementary School (MI) Bilingual Roudlotul Jannah. The study uses observation and documentation techniques to know the strategy and approach that educators use to teach children characteristics. The data analysis is operated by using Miles and Huberman techniques through data reduction based on data. The finding study is that educators implement HOTS (Higher Order Thinking Skill) assessment and collaboration between parents and educators. The result of the study is that educators prepare students to deal with society 5.0 so that characteristics of education for children do not affect globally. Those children implement Islamic education that is *insan kamil* through the vision and mission of the Islamic religion.

Keywords: challenge, Character of Students, Society 5.0

Introduction

Globalization changes many activities for people in this era, and children are a young generation also following the development of changes. Many demands or challenges lead to bad character in the educational institution. The process of educating to characterize is strived to train children to be responsible for the environment and the life they face so that it is hoped that children will be able to become the ideal Muslim generation for their time. They can avoid moral degradation along with technological developments. An effort to contribute to Islamic education is educating children in their lives, and elementary school as an Islamic educational institution in the era of globalization serves as protection for children in consuming a global style that gave birth to generation 5.0[1]. Children will undoubtedly face technological developments so that they will be able to improve their abilities and knowledge. Still, they need to keep their religious expertise in balance, making them control their behavior in their daily life[2].

Cultural filtering is necessary so that it is not affected with things that damage children's character in elementary school. Therefore, some elementary schools use the concept of pesantren

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[1] Iffah Al Walidah, 'Tabayyun Di Era Generasi Millenial', *Jurnal Living Hadis*, 2.2 (2017), 317–44.

[2] Septiana Purwaningrum, 'Santri Produktif: Optimalisasi Peran Santri Di Era Disrupsi', *Prosiding Nasional*, 2 (2019), 101–16.

to maintain Islamic consistency in students[3]. Education is facing the development of sophisticated technological advances, which is a challenge for the world of education. The challenges of society 5.0 in the world of education are focused on the internet, artificial intelligence, big data, and robots to improve the quality of human life. Children in elementary school use technology too often so that global styles can influence them, and they have to learn technology further[45].

Educators carry out education in elementary school to achieve maximum abilities and development so that the goals of educators can educate according to the challenges that will be faced in the era of society 5.0[6]. In this era, the concept of a human-centered society based on technology, as an example, is applied as a new civilization concept to balance economic achievement and solving social problems so that the achievement of elementary school education goals can solve social issues in the future. Controlling students' characteristics is a must as the young generation and the main subject in society 5.0 era, so the ones should be set or protected in an educational institution. Controlling can be started from the learning model, learning behavior, and teachers' strategy. Education at elementary schools aims to be able to solve global problems. Still, it can also help students improve the abilities needed by the world without being affected by its harmful effects[7]. Educating children in elementary school becomes a challenge for educators because educators themselves should be able to learn new things through the internet and other advanced technologies. This process will later be taught to students in a conscious and self-directed process so that this is expected to form a person who has a noble character and is ready to use digital access in the era of society 5.0[8].

The previous research by the Wiwik, State Islamic University of Sunan Kalijaga, Yogyakarta, in the ANWARUL Journal stated that the challenge of Islamic education was to be able to construct and reform the realm of the way of thinking because many generations today are exposed to the influence of global developments, while other things educators are trying to prepare students to be ready to face future world challenges[9]. Moreover, a further previous study was conducted by Wiwik about the challenge of Islamic education in the millennial era that Islamic education

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[3] Muhammad Zul Fadli and Imam Syafi'i, 'Tantangan Dunia Pesantren Era Milenial', *AL-MURABBI: Jurnal Studi Kependidikan Dan Keislaman*, 7.2 (2021), 134–41.

[4] Pristian Hadi Putra, 'Tantangan Pendidikan Islam Dalam Menghadapi Society 5.0', *Islamika: Jurnal Ilmu-Ilmu Keislaman*, 19.02 (2019), 99–110.

[5] Azhariadi, Ina Desmaniar, and Zuliana Linggo Geni, 'Pembelajaran Berbasis Teknologi Informasi Dan Komunikasi (Tik) Di Daerah Terpencil', *Jurnal INSYPRO (Information System and Processing)*, 121 (2019), 78–88 <https://jurnal.univpgri-palembang.ac.id>.

[6] Handy Yoga Raharja, 'Relevansi Pancasila Era Industry 4.0 Dan Society 5.0 Di Pendidikan Tinggi Vokasi', *Journal Of Digital Education, Communication, And Arts (Deca)*, 2.1 (2019), 11–20.

[7] Muzayyin Arifin, 'Filsafat Pendidikan Islam, Jakarta: PT', *Bumi Aksara*, 2009.

[8] Ahmad Tafsir, 'Ilmu Pendidikan Dalam Perspektif Islam (Bandung Remaja Rosdakarya, 2008, Cet', *Ke, Nd*.

[9] Wiwik Indriani and Firdian Firdian, 'Tantangan Pendidikan Islam Di Era Milenial', *ANWARUL*, 1.1 (2021), 89–101.

reconstructs in an educational paradigm that can compete for the millennial wave[10]. This study aims to determine the extent of the challenges that will be faced by Islamic Elementary Schools (MI) in the era of society 5.0. This study focuses on students' characteristic challenges and education to prepare for society 5.0.

Helping from educators or authorities is an effort to face challenges in the era of society 5.0, especially in educating the character of children in elementary school so that anything can be prepared and avoid missing digital access to the world's needs. This study is essential to be examined since there is a gap between en previous and this study in that the focus of the research is children's characteristics and strategies to prepare for society 5.0. The researcher focuses on HOTS learning so that children's features can be controlled so that this research differs from others.

Literature Review

Elementary school cannot be separated from the primary abilities that the community must have later to face society 5.0 by current Islamic education, including[11]:

a. Ability to solve problems

Community components must be able to solve problems in their lives, so educating Islamic Elementary School children through strategies to train them and solve problems is necessary. Problem-solving skills are needed by children their lives so that they are independently able to face global challenges that may threaten them in the future. The need for the planning phase of problem-solving, performing calculations or considerations, and even re-examining the results of problem-solving obtained to make it easier for children to know the evaluation of what they are doing.

b. Ability to think critically

Critical thinking is needed for children to face society 5.0, where all community activities are technology-based, so the existence of HOTS-based learning (Higher Order Thinking Order) increases the ability of children to think critically and analytically at high levels. This will familiarize them to be wiser in the problems faced by them.

c. Creative ability

The global challenge that becomes the competitiveness of the nation's children is the creative ability of children in elementary school, which need to be developed by educators. Creativity

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[10] Indriani, Wiwik, and Firdian Firdian, 'Tantangan Pendidikan Islam Di Era Milenial', ANWARUL, 1.1 (2021), 89–101

[11] Maryam Sajadi, Parvaneh Amiripour, and Mohsen Rostamy-Malkhalifeh, 'The Examining Mathematical Word Problems Solving Ability under Efficient Representation Aspect', *Mathematics Education Trends and Research*, 2013 (2013), 1–11.

is required to solve various problems. Developing creativity to increase the student's self-confidence and independence in the future.

Some of the challenges that children may face in elementary school where they develop in an Islamic education environment that should be able to develop their potential, abilities, and skills according to the needs of the era of society 5.0[12]. The following are the problems that may be faced, included[13]:

a. Education oriented to market needs and job opportunities which will be the essence of education at Islamic Elementary School, is neglected or loses its meaning.

b. Plenty of children's learning burdens and responsibilities in the learning process make it difficult for them to accept learning materials.

c. The lack of educators in educating children is because children often interact with cyberspace, so the emotional closeness between educators and students still needs to be improved.

This challenge is balanced by the characterization of students who always follow the times because they interact directly with the digital world in that era[14]. Therefore, it is necessary to address the challenges in the age of society in which Islamic education should be able to develop competitive, collaborative, innovative abilities that can prepare children for that era so that Islamic education strategies will be able to take advantage of opportunities[15].

Islamic education is at least able to develop the potential of children in elementary school with the assistance of educators through the development of knowledge that integrates spiritual, moral, and material values into one and constructs education according to the needs and challenges of the future era so that children circles can innovate and compete with other children[16]. The flexibility of madrasah education and the ability of educators to educate children in Islamic Elementary Schools flexibly and broadly will make it easier for them to follow developments with a strong fortress of religious knowledge. Some of the demands in the era of society 5.0 include being creative, independent, innovative, and inclusive madrasa students who can collaborate with various things that will make them learn and develop more[17].

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[12] FATMAH SAIF OBAID ALHEFEITI, 'Society 5.0 A Human-Centered Society That Balances Economic Advancement with the Resolution of Social Problems by a System That Highly Integrates Cyberspace and Physical Space' (The British University in Dubai (BUiD), 2018).

[13] Musthofa Rembangy, 'Pendidikan Transformatif: Pergulatan Kritis Merumuskan Pendidikan Di Tengah Pusaran Arus Globalisasi', *Yogyakarta: Teras*, 2010.

[14] Putra, Pristian Hadi, 'Tantangan Pendidikan Islam Dalam Menghadapi Society 5.0', Islamika: Jurnal Ilmu-Ilmu Keislaman, 19.02 (2019), 99–110

[15] Indriani, Wiwik, and Firdian Firdian, 'Tantangan Pendidikan Islam Di Era Milenial', ANWARUL, 1.1 (2021), 89–101

[16] Subroto Rapih and Sutaryadi Sutaryadi, 'Perpektif Guru Sekolah Dasar Terhadap Higher Order Tinking Skills (HOTS): Pemahaman, Penerapan Dan Hambatan', *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 8.1 (2018), 78–87.

[17] Akhmad Syahri, 'Spirit Islam Dalam Teknologi Pendidikan Di Era Revolusi Industri 4.0', *ATTARBIYAH*, 28 (2018), 62–80.

The higher-order thinking skills are based on Bloom's Taxonomy that can reach learning processes in 3 domains: cognitive, affective, and psychomotor; competency in those areas has a different function in learning techniques. The cognitive domain focuses on intellectual activities and academic activities so that children can improve in development in academic progress. The effective area is developed in feeling areas in which students can enjoy their learning activities, while the psychomotor domain is in terms of creativity and physical movement in learning[18]. Using HOTS activities trigger active learning, encouraging them to improve learning aims. There are levels of HOTS in learning systems in a cognitive domain, like C1 (knowledge), C2 (comprehension), C3 (application), C4 (analysis), C5 (synthesis), and C6 (evaluation)[19].

Method

This research uses qualitative research with the type of case study research at MI Bilingual Roudlotul Jannah, located in Sidoarjo Regency. This study examines the challenges of educating the character of Islamic Elementary Schools (MI) in society 5.0. About 10 educators and about 70 3rd-grade students were informants in this study. Researchers used observation and documentation techniques to discover the strategies and approaches taken by educators in educating children's characters. Analysis of the data using the Miles and Huberman technique shows the overall data from the results of observations and documentation, followed by data reduction in the reduction technique according to the research problem being studied, and the researcher concludes what has been sorted[20].

Result & Discussion

Educators at elementary school Bilingual Rudlotul Jannah try to use several efforts, including using HOTS-based assessments to prepare graduates who can think critically and innovatively, have an Islamic character and are independent. Critical thinking level, educators use several HOTS questions and use project-based learning models. On innovative abilities, educators seek to increase competitiveness at each level by developing existing learning and developing according to what students need. The Islamic Elementary School (MI) students strive to do daily prayers, read short

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[18] Echa Surya Kunanti, 'Penyusunan Pengembangan Penilaian Berbasis HOTS', in *Prosiding Seminar Nasional Pembelajaran Bahasa Dan Sastra Indonesia (SemNas PBSI)-3* (FBS Unimed Press, 2021), pp. 19–26; Nurdinah Hanifah, 'Pengembangan Instrumen Penilaian Higher Order Thinking Skill (HOTS) Di Sekolah Dasar', in *Current Research in Education: Conference Series Journal*, 2019, I, 5.

[19] Batubara, Ulfah Nury, and Ajat Sudrajat, 'TEKNIK PENYUSUNAN INSTRUMEN PENILAIAN HIGHER ORDER THINKING SKILL (HOTS) DALAM PEMBELAJARAN SEJARAH', Lentera Pendidikan: Jurnal Ilmu Tarbiyah Dan Keguruan, 22.2, 335–44

[20] Sugiyono, 'Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D', 2013.

letters, and Asmaul Husna to improve the Islamic character of students. Educators insert some HOTS-based learning to train students' independence.

Educators try to train problem-solving skills through discussion activities at elementary school. Through group division, they can brainstorm with their groups and provide ideas on the topics discussed. Educators also try to teach them to dare to speak in front of their friends by presenting the results of their discussions to other groups. However, the challenge is that some students are still shy to raise their voices when speaking, so some other friends do not give their full attention. The process of practicing speaking in front of friends is always strived to train courage and communication.

The next challenge is that educating children will be more challenging in achieving specific knowledge because they have a relatively high learning load compared to elementary school. The learning load includes religious subjects that are not integrated and other general subjects. The learning load and time allocation are relatively long, so students will try even more to achieve good results. Children's education at elementary school is harmonized with religious values as a form of inculcating the character and personality of the child. Bilingual Islamic Elementary School (MI) educators have a way of making them forget their learning burden by holding fun learning after each exam.

The challenge is for educators when the students are taught some habits and practices at school to manifest correct attitudes and behavior according to Islam but are not supported by the efforts of parents at home, or their social environment does not support the characterization process. This causes educators to collaborate more with parents so that the educational process runs smoothly. Establishing cooperation in matters such as if in schools educators teach children to pray Duha at school, when at home parents should be able to provide direction regarding Duha prayer, then the purpose of character building will be in line with the vision and mission of Islamic education.

The findings of this study are that educators have a strategic approach to stakeholders to be able to answer the challenge of educating children in elementary school that is adapted to the goals of Islamic education, namely "insan kamil" and society 5.0. This approach is to cooperate with all relevant parties so that education runs smoothly, where education and educators, parents, and the environment can create the expected condition. The approach is integrated into every subject that has been taught by educators so that the realization of the "kamil" can be achieved.

Conclusion

This study concludes that education at elementary school aligns with Islamic education's goal of educating humans to become *"insan kamil."* Educators have ways or strategies to face challenges

when they educate children. Educators use the HOTS assessment to prepare students to meet the era of society 5.0 based on learning. Educators strive to make them accustomed to critical thinking, communication, cooperation, independence, and creativity and to instill character education in adapting Al-Qur'an-based knowledge. Educators work with parents to prepare children for future conditions or demands.

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