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REPOSITION OF BACHELOR OF SOCIAL STUDIES EDUCATION AS A SUPPORT OF THE NATION'S CHARACTER IN FACING THE SOCIETY 5.0 ERA

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Abstract
This article is the result of thinking about the repositioning of social studies education graduates as the pillars of the nation's character in facing the era of Society 5.0. In the national education system, social studies education is an integrative part that is realized by preparing human resources, curriculum, and learning, especially at the elementary and secondary education levels. Social studies education graduates' functions and roles in achieving national education goals are designed and implemented as a form of realization. A frame of mind that understands that social studies education reflects the character of a civilized nation. National character is essential during the Era of Society 5.0, which requires the public to control and balance the capabilities of artificial intelligence and social intelligence to solve all kinds of national problems. Society 5.0 illustrates that everything can be moved and connected through data to overcome social problems. The position of the social studies education graduate is very strategic because it can balance the two things. Social studies education graduates have challenges presenting knowledge and skills of critical, constructive and innovative thinking by staying within the emotional, social and spiritual intelligence firmly entrenched as mandated in Pancasila and the 1945 Constitution.
Keywords: Bachelor of Social Studies education; Character; Society 5.0.

Preliminary

An appropriate education system brings progress to a country. The existence of a nation can be through its contribution to advancing world civilization. Elements of society with a forward-thinking pattern and a strong civilization are inevitable in the civilization of a great nation. Differences in the values of customs, culture, language, and belief systems are not a problem because the fundamental values used as guidelines for every nation generally have positive implications for humans. These fundamental values are human values (universal values) (Pahlevi, 2016).

Law Number 20 of 2003 concerning the National Education System stipulates that education is a conscious and planned effort to develop students' potential spiritually, religiously, self-control, personality, intelligence, noble character, and skills needed by themselves, the people of the nation, and the state (Undang-Undang No. 20, 2003).

Several factors also influence the success of the educational process. As described by Bucur (Bucur, 2017) below:

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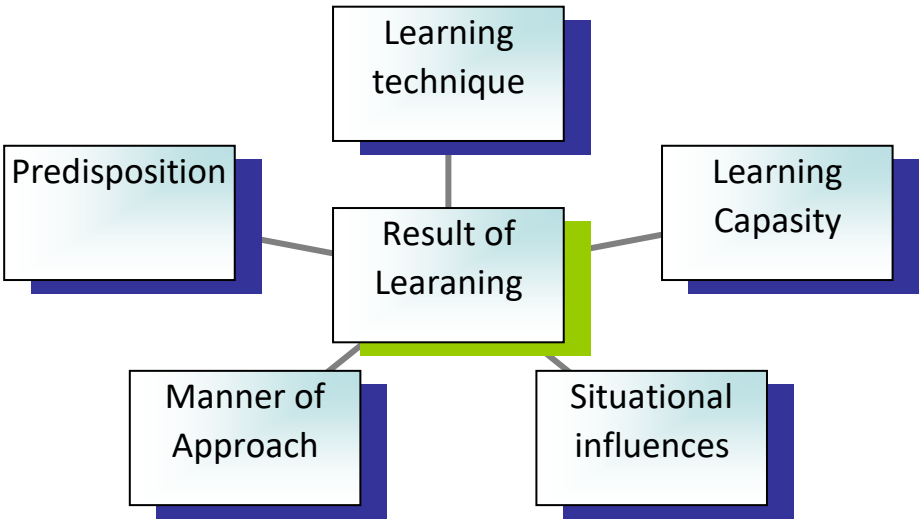

Figure 1. Factors of influence over the learning result of human knowledge bearers

The success of the learning approach in the social studies education curriculum also has an essential role because it prepares students to be invited to become agents of national character development following the values of the Unitary State of the Republic of Indonesia. (Sapriya, 2017). Therefore, candidates for social studies education graduates are required to study, analyze and solve problems of the nation and state development from the perspective of education and social sciences. Social studies education graduates/graduates specifically have the following objectives, namely:

1. Able to understand and apply science, technology, and art in social studies education expertise in solving social problems and adapting to the situation.
2. Mastering theoretical concepts in social science education in general and theoretical concepts in the field of knowledge in depth and being able to formulate procedural solutions.
3. Able to make strategic decisions based on analysis of information and data and provide guidance in choosing various alternative solutions
4. Able to think dynamically in understanding educational discourse and social phenomena
5. To prepare students to be able to appreciate the values of divinity, humanity, love for the homeland, and national unity, as well as to strengthen a democratic, just, and dignified civil society based on the character of the nation so that they can interact with the internal and external dynamics of the Indonesian people. (Sapriya, 2015).

At the same time, social studies (social studies) education cannot be separated from the context of preparing university graduates who can anticipate global demands. Globalization at this stage (in 2020) in Indonesia is entering the 4.0 era. The trend in Indonesian education is online learning (Ahmad, 2018), where the internet is the main link between teachers and students at all levels of education. The outbreak of Covid-19 in the world requires everyone to do physical distancing, including education. However, in Japan, it has entered the era of Society 5.0. the concept of Society 5.0 is not only limited to

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manufacturing factors but also solves social problems with the help of the integration of physical and virtual spaces. Furthermore, society 5.0 has the concept of big data technology collected by the internet of things (IoT) into Artificial Intelligence (AI) (Hayashi, 2017).

Society 5.0 will impact all aspects of life, including health, urban planning, transportation, agriculture, industry, and education (Özdemir, 2018). In the future, big data technology collected according to society 5.0 will also positively or negatively impact aspects of Indonesia's national education. As mentioned above, social studies education graduates produced by universities have an essential role in guarding and supporting the nation's character so that they can face the era of society 5.0. This discussion will be examined from the point of view of higher education because prospective social studies education graduates are the ideal agents of change and the most vulnerable to developing and eliminating the identity and character of the Indonesian nation.

Method

This article results from thoughts and research on the Repositioning of Bachelor of Social Studies education and the era of Society 5.0. The analysis technique uses a literature review method and is processed according to a comprehensive discussion.

Results and Discussion

Bachelor of Social Studies Education in Higher Education

Based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (*Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*, 2003) and Law Number 12 of 2012 (*Undang-Undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi*, n.d.) also confirmed social studies education as a complete psycho-pedagogical or andragogic entity.

The form of psycho-pedagogical entities cannot be separated from the cognitive social theory (Bandura, 1986). This theory defines human behavior as a dynamic and interacting trinity, namely personal, behavioral, and environmental factors. Psychopedagogy in social studies education arises because, in this scientific clump, it teaches about standards of morality, professionalism, human values , and the character of the Indonesian nation. So self-regulation will be formed, which allows controlling all students' thoughts, feelings, motivations, and behavior.

Self-regulatory that appears in social studies education can be reflected in the form of character education. As reflected in Article 1 paragraph (1) of Law Number 20 of 2003 states that education is a conscious and planned effort to create a learning atmosphere and learning

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process in order to form self-potential as well as possess religious and spiritual strength, self-control, personality, intelligence, noble character, as well as the necessary skills.

Candidates for social studies education graduates from universities should be expected to be able to lead the Indonesian nation in creating a stable democratic climate, good governance, a state of law, and civil society that are relevant to global demands, including the challenges of era 4.0 and the era of society 5.0. In order to achieve the objectives of social studies education, as mentioned above, a humanistic learning strategy is a suitable solution. Therefore, the material for producing undergraduate social studies education in tertiary institutions is prepared based on students' basic needs and is dynamic, flexible, and phenomenological so that its contextuality and relevance follow the demands and changes of local, national, and global communities.

Social studies education as a study program in higher education substantively educates the younger generation to become smart citizens aware of their rights and obligations in society and the state. It also builds readiness to become global citizens (Sapriya, 2017).

Article 37 of Law Number 20 of 2003 states that social studies education has a strategic position in forming nation and character-building alongside civic education. Articulation as a nation and character building is transformed in the form of conducting learning (transfer of learning), transfer of value (transfer of value), and transfer of principles (transfer of principles). In addition, social studies education in universities also teaches the ability to gain community trust and build self-wisdom in students. The ability and transformation of the values above are very influential in shaping the character and identity of the leading nation facing era 4.0 and the era of society 5.0.

Bachelor of Social Studies Education and National Character

Education, like the human nature of the target, contains a complexity of aspects and characteristics. Based on this complex nature, there is no adequate limit to explaining the whole meaning of education. Limitations regarding education are diverse from experts, and their content is also different from one another. Based on its function education is divided into four functions:

1. As a process of cultural transformation. Education is defined as an activity of cultural inheritance from one generation to the next
2. As a personal formation process. Education is defined as a systematic and systemic activity directed at the formation of the personality of students
3. As a citizen preparation process. Education has the meaning of a planned activity to equip students to become good citizenship

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4. Education is defined as a workforce preparation activity guiding students in basic work abilities.

Education is closely related to life and values in society and culture. Dewey, quoted by Rahmi (Rahmi, 2013), states that education is a process of forming fundamental skills intellectually and emotionally towards nature and fellow human beings. Meanwhile, Ghufron (Ghufron, 2010) stated that character is the identity, personality, and character inherent in a person. Character is permanently attached to the physical and psychological dimensions of the individual. According to him, the nation's character is the identity of the accumulated character of the citizens of a nation.

Character education by Thomas Likona is interpreted as a character that involves aspects of knowledge (cognitive), attitude (affective), feelings, and action (action). Character education is implicitly a system of inculcating character values in citizens, including knowledge, awareness or willingness, and actions to implement these values, both to God Almighty, oneself, the environment, and nationality so that they become complete citizens (Afandi dkk., 2016).

The line of thought for developing character education places education as one of the basic strategies for building the nation's character. Therefore, social studies education, one of the study programs in higher education, has a very strategic position to support the success of character education.

Character building is carried out with a systematic and integrative approach by involving families, education units, government, civil society, members of the legislature, mass media, business, and industry, as shown in the following chart:

Figure 2. Character Development Thought
Source: (Character Development Master Book, Ministry of National Education, 2010)

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Based on the flow of thought in the chart above, education is one of the basic strategies for developing the nation's character, which in its implementation, is carried out simultaneously with several other strategies. Socialization or awareness, empowerment, civilizing, and cooperation of all nation components are the strategy's scope.

Several scopes of social studies education, according to Permendiknas 2006 concerning Content Standards, include (1) Human, place, and environment; (2) Time, continuity, and change; (3) Social and cultural systems; and (4) Economic behavior and welfare.

Social studies learning is related to human life, involving all behavior and needs. Social Studies deals with how humans meet their needs, both the need to fulfill their material, cultural, and psychological needs; utilize existing resources on the earth's surface; regulate welfare and governance as well as other needs to maintain the life of human society. In short, social studies examines the system of human life on the earth's surface in its social context or humans as members of society.

Considering that humans are in such a broad social context, social studies teaching at the education level must be limited according to student's abilities at each level so that the scope of social studies teaching at the basic education level is different from the secondary and higher education levels. At the basic education level, the scope of social studies teaching is limited to social phenomena and problems that can be reached in geography and history—especially the symptoms and social problems of everyday life in the environment around elementary school students. At the secondary education level, the scope of the study was expanded. Likewise, in higher education, the weight and breadth of material and studies are increasingly being sharpened by various approaches. Therefore, an interdisciplinary or multidisciplinary approach and a systems approach are the right choices to be applied because social studies at the higher education level become a means of training students' thinking and reasoning power on an ongoing basis.

The strategic position of social studies education graduates in the reform era is to make Indonesian people the embodiment of nation and character building. Bachelor of Social Studies education aims to educate the nationality of citizens in a pluralist society to ensure the nation's integration within the framework of unity in diversity. The progress of social studies education graduates will be seen in the community in developing national character, not only in the cultural nation but also in the political nation.

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Efforts of Bachelor of Social Studies education in facing the Era of Society 5.0

In the context of nation and character building, as discussed above, social studies education graduates, in a broad sense, have significant positions, functions, and roles by developing them systematically and systemically. In this context, social studies education graduates cannot be separated from the national policy framework for developing the nation's character.

The values of love for the homeland, morality, and national spirit that become the identity and character of the nation in achieving national integrity become a solid foundation for developing and fostering the personality of the younger generation and every Indonesian citizen (Sapriya, 2017).

The development of globalization in Indonesia is currently still in the 4.0 era. Era 4.0, which has been running in Indonesia since 2011, has somewhat changed the role of teachers. In addition, the internet of things (IoT) which has penetrated all aspects of life, has changed the perspective of the Indonesian people. This includes the field of education. According to Muhadjir Effendy (mendikbud), quoted by Yusnaini (Yusnaini, 2019) that, entry into the 4.0 era in the world of education requires curriculum improvement by increasing student competence, including 1) Critical thinking, 2) Creativity and innovation; 3) Interpersonal skills and communication; 4) Team word and collaboration; 5) Confident.

Teachers in the 4.0 era should not only focus on their duties in transferring knowledge but also on character, morals, and exemplary education. The transfer of knowledge aspect in the 4.0 era can be replaced by technology, but the application of soft and hard skills cannot be replaced with sophisticated tools and technology. Of all these things, the role of teachers/teachers in the 4.0 era must have strong core competencies, including educational competence, competence in research, competence for digital, competence in globalization, and competence in future strategies. The challenges of teachers in the 4.0 era are readiness in their accessibility to mastering technology and their low literacy level.

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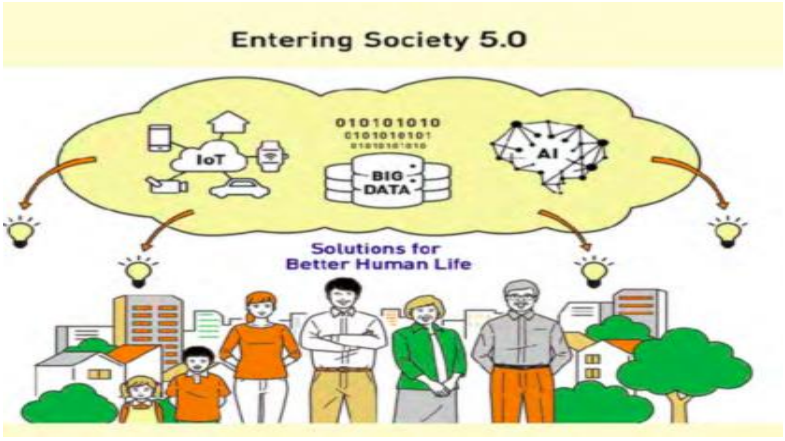

Figure 3. Illustration of Society 5.0
Source: (Government, 2018)

In contrast to the 4.0 era, the Society 5.0 era can be interpreted as a concept of a human-centered and technology-based society. With the birth of the era of society 5.0, it is hoped that technology, especially in the field of education, will not change the role of teachers in teaching morals, character, and exemplary education to students. Society 5.0 became the concept of a new order of life in society. Era Society 5.0 is expected to be more comfortable for humans.

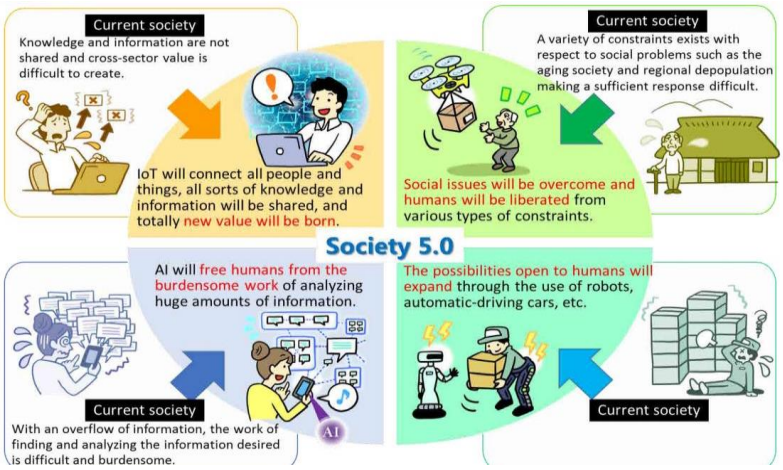

Figure 4. Changes to Society 5.0
Source: (Government, 2018)

In figure 4. Above, humans are faced with technology that allows access to a virtual space that feels like a physical space. In society 5.0 technology, AI supports human work. In contrast to the 4.0 era, which emphasizes business only with society 5.0 era technology creates new values that will eliminate social, age, gender, and language gaps and provide products and services specifically designed for various individual needs and the needs of many people.

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The basic principle of the era of society 5.0 is as a solution to the problems created in the era of the industrial revolution 4.0, including the problem of reduced socialization between communities, employment, and other internalization impacts (Anis dkk., 2020). Technology in the era of society 5.0 is expected to be able to prosper the lives of all humans. In the field of education, for example, students in the learning process may directly deal with robots specifically designed or controlled by lecturers remotely. It is not impossible that the teaching and learning process can occur anywhere and anytime, whether with a teacher or not.

The hustle and bustle of the 4.0 era, which is still echoing in Indonesia, higher education in Indonesia must also be ready with a new concept, namely society 5.0. Bachelor of Social Studies education in higher education is designed to equip students with the skills needed in society 5.0. Some of the skills that students must possess in the era of society 5.0 include leadership, digital literacy, communication, emotional intelligence, entrepreneurship, and global citizenship) as the embodiment of the nation's character.

Second, the ability to digital literacy by prospective social studies education graduates has consequences for students and lecturers. Students and lecturers must be able to collaborate and take advantage of IoT and AI in the form of Google Assistant, Siri, virtual literacy, educational virtual reality, etc. In this ability, students and lecturers must emphasize Indonesia's wealth of work and natural resources. This emphasis is intended so that they (lecturers and students) do not lose their "spirit" as Indonesian citizens. Alternatively, in other words, Indonesian people can be achieved as well as learning literacy from other parts of the world with various conveniences in the era of society 5.0.

Third, communication skills must be continuously honed both verbally and non-verbally. Finally, regarding the diversity of the language used, it is also important to note that the heterogeneity of the language in Indonesia can always be sustainable even though Indonesia will enter the era of society 5.0.

Fourth, the emotional intelligence of prospective social studies education graduates has been taught since early childhood the value of tolerance; any Indonesian human has long echoed tolerance. This is undoubtedly an extraordinary advantage to face the era of society 5.0, sooner or later entering Indonesia. In Javanese, for example, there is the Tepo Seliro teaching, which is an amalgamation of the values of tolerance and tolerance. Furthermore, the value of Tepo Seliro in the local wisdom of the Javanese community is considered capable of being a solution to the negative impacts of the 4.0 era faced by the Indonesian nation and the era of society 5.0. Furthermore, according to Rini, Tepo Seliro becomes the primary

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manifestation of actual behavior because this value will give a person direction in behaving and making decisions (Abbas, 2013).

Fifth, social studies education graduates are expected to be able to present the value of entrepreneurship as an embodiment (elaboration) of the development of human nature, namely success (Farah Nurikasari dkk., 2016). Furthermore, Tilaar believes that Indonesia can make a quantum leap to be in line with developed nations as long as the value of entrepreneurship is encouraged. He argues that entrepreneurship is a behavior (behavior) that is based on the ability to think creatively and innovatively.

Sixth, prospective social studies education graduates must be able to become global citizens as young citizens who can interact with the environment outside of themselves (Mutiani, 2020). Oxfam, states that global citizenship is someone who is "aware of the wider world and has a sense of their role as a world citizen; respects and values diversity; willing to act to make the world a more equitable and sustainable place; take responsibility for their action" (Oxfam, 2015). In the Indonesian context, social studies education graduates should not be interpreted as political indoctrination by the authorities. However, they should be interpreted as a process of developing citizens who are democratic, capable of being kind, and responsible in all aspects of social life.

Conclusion

Social studies education as a study program in higher education has a very strategic position in guarding the nation's character, especially facing the era of society 5.0. National character is necessary for the midst of the era of Society 5.0, which requires people to control and balance the ability of artificial intelligence (Artificial Intelligence) and social intelligence to solve all kinds of national problems. Society 5.0 illustrates that everything can be moved and connected through data, including overcoming society's social problems. Therefore, candidates for social studies education are designed to have the skills needed in society 5.0, including leadership, digital literacy, communication, emotional intelligence, entrepreneurship, and global citizenship.

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