Journal of Educational Sciences

Education of Citizenship in Higher Education as A Fortress of Nation Characters in Facing Era Society 5.0

Yusuf Falaq
Fakultas Tarbiyah IAIN Kudus, Kudus, 59354, Indonesia

ARTICLE INFO

A B S T R A C T

This article is the result of thinking about the position of citizenship education in higher education as a bastion of the nation's character in facing the era of Society 5.0. The national education system Citizenship Education is an integrative part that is realized in the form of curriculum and learning in all lines and levels of education. Various functions and roles of citizenship education in the context of achieving national education goals are designed, and implemented as a form of manifestation. The nation's character is absolutely necessary in the middle of Era Society 5.0 which demands that society be able to control and balance the ability of artificial intelligence and social intelligence to solve all kinds of national problems. Society 5.0 provides an illustration that everything can be mobilized and linked through data, including as an effort to overcome social problems. In conclusion, students are equipped with skills needed in the era of society 5.0, including: leadership, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship. Citizenship education has the challenge of presenting critical, constructive and innovative thinking knowledge and skills by not leaving emotional, social and spiritual intelligence firmly entrenched as mandated in the Pancasila and the 1945 Constitution.

1. Introduction

The right education system brings progress to a country. The existence of a nation can be through its contribution in advancing world civilization. The elements of advanced thinking, civilized society are one of the inevitability of the great nation's civilization. Differences in the values of customs, culture, language and belief systems are not a problem because the basic values used as guidelines for each nation generally have positive implications for humans. These basic values are human values ie like universal values(Pahlevi, 2016).

Law No. 20 of 2003 concerning the national education system mandates that education as a conscious and planned effort to develop the potential of students in a spiritual, religious, self-control, personality, intelligence, noble manner and the skills needed by themselves, the people of the nation and state. (*Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*, 2003).

The success of the education process is also influenced by several factors. As described by Bucur (Bucur, 2017) follows in the Figure 1.
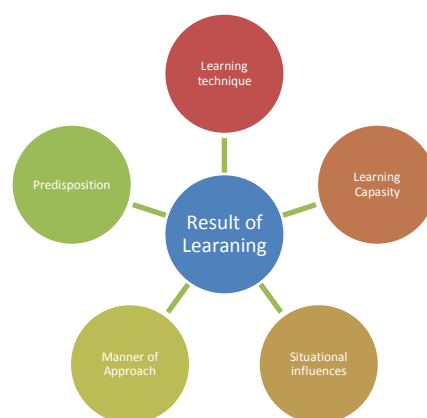

Figure 1. Factors of Influence Over the Learning Result of Human Knowledge Bearers

The success of the civic education learning approach in Higher Education also has an important role because students are invited to be one of the nation's character building agents that are in accordance with Pancasila values (Falaq, 2020). Citizenship education as a general compulsory subject requires students to be able to study, analyze and solve the problems of nation and state development in the perspective of the Pancasila basic values as an ideology and the basis of the Indonesian state. Citizenship education in higher education specifically has the following objectives, namely:

1. Equipping students in understanding and living the basic values of Pancasila as citizens of the Republic of Indonesia and guiding them to be able to apply them in the life of society, nation and state.
2. Strengthening the ideology of Pancasila as the basis of state philosophy and the ideology of the nation through the revitalization of the values of the Pancasila as the basic norms of community, nation and state life.
3. Preparing students to be able to analyze and solve problems with various problems of social, national and state life through a system of thought based on the Pancasila and the 1945 Constitution of the Republic of Indonesia
4. Forming students into moderate good citizenship
5. Preparing students to be able to appreciate the values of divinity, humanity, love for the motherland and national unity as well as strengthening a democratic, fair and dignified civil society based on national character, so as to be able to interact with the internal and external dynamics of the Indonesian people.(Falaq, 2020)

At the same time, civic education cannot be separated in the context of preparing university graduates who are able to anticipate global demands. Globalization at this stage (2020) in Indonesia entered the 4.0 era. The Indonesian education trend is online learning, (I, 2018) where the internet is the main link between teachers and students at all levels of education. With the outbreak of Covid-19 in the world, it 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 manufacturing factors but it also solves social problems with the help of the integration of physical and virtual space. 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 have an impact on all aspects of life ranging from health, urban planning, transportation, agriculture, industry and education (Özdemir, 2018). In the future, bigdata technology collected according to society 5.0 also has positive and negative impacts in aspects of Indonesia's national education. Citizenship Education taught at universities as mentioned above has an important role in guarding and at the same time becoming a stronghold of the nation's character to be able to face the era of society 5.0. This discussion will be examined in the perspective of higher education on the grounds that students are the most ideal age as well as the most vulnerable to develop or eliminate the identity and character of the Indonesian nation.

2. Methodology

This article is the result of preliminary thoughts and research on the work on civic education and the Society 5.0 era. The results of a study of various literatures will be used to examine the ideal position of students at the State Islamic Religious College in civic education. The analysis technique in this article uses the literature review method and is processed according to a comprehensive discussion. In this article, using the social cognitive theory approach proposed by Bandura (Bandura, 1986). This theory defines human behaviors as a dynamic and interacting triune, namely personal factors, behavioral factors, and environmental factors.

3. Results and Discussion

Citizenship 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) as well as the Decree of the Director General of Higher Education (DIKTI, 2006) on the guidelines for the implementation of personality development courses in tertiary institutions consisting of courses in Religious Education, Citizenship Education and Indonesian Language. In Law Number 12 of 2012 (*Undang-Undang Nomor 12 Tahun 2012 Tentang Pendidikan*

Tinggi, n.d.) it also solidifies the subjects of citizenship and Pancasila as a whole psychological or andragogical entity (DKITI, 2014).

The form of psychopedagogical entities cannot be separated from social cognitive theory proposed by Bandura (Bandura, 1986). This theory defines human behaviors as a dynamic and interacting triune, namely personal factors, behavioral factors, and environmental factors. Psychopedagogical in civics education courses emerged because in this course, they teach about morality standards, professionalism, human values while at the same time teaching the character of the Indonesian nation as a whole. So that self-regulatory will be formed that allows control of all thoughts, feelings, motivation and behavior in students.

Self-regulation that is raised in citizenship education in Higher Education is 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 an atmosphere of learning and learning process in order to form self-potential while having spiritual spiritual strength, self-control, personality, intelligence, noble character , as well as the skills needed (*Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*, 2003).

Citizenship Education in higher education must be interpreted as a path that is expected to be able to lead the Indonesian people in creating a stable climate of democracy, good governance, rule of law and civil society relevant to global demands, including challenges of the 4.0 era and the era of society 5.0. In order to achieve the goals of citizenship education as mentioned above, a humanistic learning strategy is the right solution. Material in civics education in tertiary institutions is compiled based on the basic needs of students, is dynamic, flexible and phenomenological so that the contextuality and rehabilitation are in accordance with the demands and changes of the local, national and global community.

Citizenship education as a compulsory subject in higher education not only educates young people into intelligent citizens who are aware of their rights and obligations in the context of society and state, but also builds readiness to become a global citizen (4).

Article 37 of Law Number 20 of 2003 (*Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*, 2003) states that Citizenship Education has a strategic position in the formation of nation and character building. Articulation as a nation and character building is transformed in the form of conducting learning (transfer of learning), transfer of values and transfer of principles. Besides that, in citizenship education in higher education also teaches the ability to gain the trust of the people, the ability to build self-wisdom in students. Ability and transformation of values above are very influential in shaping the character and identity of major nations facing the 4.0 era and the era of society 5.0.

Citizenship Education and Nation Character Building

Education as its target nature is human, it contains complexity of aspects and traits. Based on the complex nature, there are no adequate limits in explaining the meaning of education in full. The limits on education vary from experts and their contents differ from one another. Based on its function, education can be divided into 4 functions:

1. As a process of cultural transformation. Education is defined as cultural inheritance activities from one generation to the next
2. As a process of personal formation. Education is defined as a systematic and systemic activity directed at the formation of the learner's personality
3. As a process of preparing citizens. Education has the meaning of a planned activity to equip students to become good citizenship
4. As a workforce preparation. Education is defined as the activity of guiding students the basic ability to work (Tirtarahardja, 2005).

Education is closely related to life and values that exist in society and culture. Dewey cited by Rahmi (Rahmi, 2013) states education as a process of forming intellectual and emotional fundamental abilities towards nature and fellow humans. Meanwhile, Ghufron (Ghufron, 2010) states that character is the identity, personality and character inherent in a person. Character is always attached to the physical and psychological dimensions of individuals. According to him, the nation's character is the identity of the results of the accumulation of the characteristics of the citizens of a nation.

Character education by Thomas likona is understood as character which involves aspects of knowledge (cognitive), attitude (affective), feeling (felling) and action (action). Character education is implicitly a system of instilling character values for citizens which includes a component of knowledge, awareness or will, and actions to carry out these values, both to God Almighty, self, environment and nationality so as to become a complete citizen (Afandi, 2016).

The mindset of developing character education places education as one of the basic strategies of nation's character development. Citizenship education as a compulsory subject 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 involving families, education units, government, civil society, legislative members, mass media, the business world and industry as shown in the Figure 2.

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

Based on the flowchart of the chart above, education is one of the basic strategies of building the nation's character which in its implementation is carried out simultaneously with several other strategies. Dissemination or awareness, empowerment, acculturation and cooperation of all components of the nation are the scope of the strategy carried out (Nasional, 2010).

Some of the scope of Citizenship Education in higher education includes the substance of the study, including:

1. The essence and urgency of national identity
2. Urgency of national integration
3. Values and norms in the Indonesian constitution
4. Harmony of obligations and rights of the state and citizens
5. Urgency of insight into the archipelago
6. Urgency and challenges of national resilience (Falaq, 2020).

The strategic position of citizenship education in the reform era is to Indonesianize Indonesians who are studying nation and character building. Citizenship education aims to educate the nationality of citizens in a pluralist society to ensure the integration of the nation within the framework of unity in diversity. The progression of citizenship education is seen in the development of national character not only in the cultural nation but also in the political nation.

Citizenship Education Efforts in the face of Era Society 5.0

In the context of nation and character building as discussed above, citizenship education in a broad sense has a very important position, function and role because it is developed systematically and systemically. In this context, citizenship education cannot be separated from the national policy framework of national character development.

The values of patriotism, morality and the national spirit that become the identity and character of the nation in achieving national integrity become a solid

foundation to develop and foster the personality of the younger generation and even every Indonesian citizen. (Mansyuri, 2012)

 The development of globalization in Indonesia is still in the 4.0 era. Era 4.0 which has been running in Indonesia since 2011 has more or less changed the role of teachers(Yus Mochamad Cholily, Windy Tunas Putri, 2019). Internet of things (IoT) which penetrates all aspects of life changes the way of Indonesian people. Including in the field of education. According to Muhadjir Effendy (Minister of Education and Culture) cited by Yusnaini (Yusnaini, 2019) that penetrating the 4.0 era in the world of education needed curriculum improvement by increasing the competency of students, including 1) Critical thinking; 2) Creativity and innovation; 3) Interpersonal skills and communication; 4) Teamword and collaboration; 5) Confident.

Teachers in the 4.0 era should not only emphasize their duties only in the transfer of knowledge, but also in character education, morals and role models. The transfer of knowledge aspect in the 4.0 era can be replaced by technology, but the application of soft skills and hard skills cannot be replaced with any sophisticated tools and technology. Of all these, the role of instructors / 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 straties. The challenges of instructors in the 4.0 era are readiness in their accessibility in technological mastery, and the low level of literacy that they have (S, 2018).
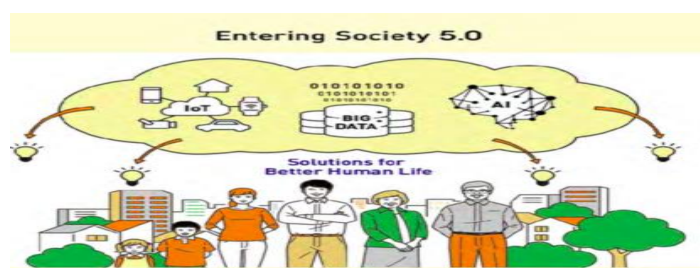

Figure 3. Illustration of Society 5.0
Source: (Government, 2018)

In contrast to the 4.0 era, the era of Society 5.0 can be interpreted as a human-centered and technology-based concept of society.As described in figure 3, with the birth of the era of society 5.0 is expected to make its main technology in the field of education does not change the role of instructors in teaching moral education, character and role models for students. Society 5.0 becomes a new concept of life in the community. Era Society 5.0 is expected to be more comfortable for humans.
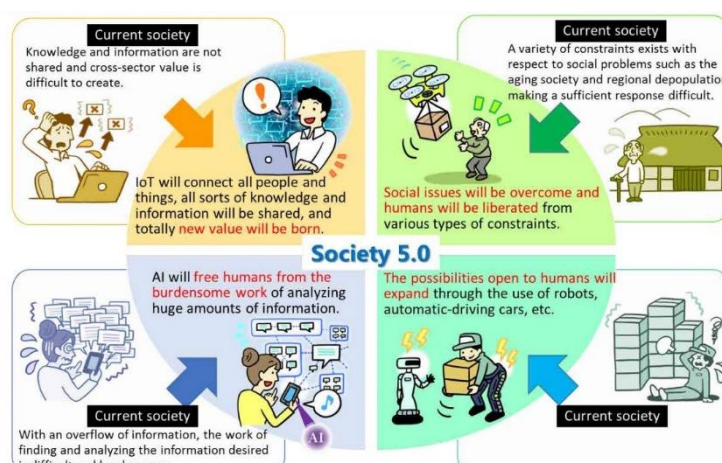
Figure 4. Changes to Society 5.0
Source: (Government, 2018)

In Figure 4. Above, humans are faced with technology that allows access in cyberspace that feels like physical space. In technology society 5.0, AI supports human work (Hayashi, 2017). Unlike the case with the 4.0 era which emphasizes business alone, but with the era of society 5.0 technology created new values that will eliminate social inequalities, age, gender, language and provide products and services specifically designed for a variety of individual needs and the needs of many people.

The basic principle of the era of society 5.0 is as a solution to the problems created during the industrial revolution era 4.0, including the problem of reduced socialization between communities, employment, and other internalization impacts (Faruqi, 2019) . 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 may be in the process of learning directly dealing with robots specifically designed or controlled by lecturers from a distance. It is not impossible the teaching and learning process can occur anywhere and anytime, whether there is a teacher or not.

The hustle and bustle of the 4.0 era that still echoes in Indonesia, tertiary education in Indonesia must also be prepared with a new concept of society 5.0. Citizenship Education in higher education is designed to be able to equip students to possess the skills needed in the era of society 5.0. Some of the abilities that must be possessed in the era of society 5.0 by students include: leadership, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship. wisdom) as an embodiment of the nation's character.

Second, digital literacy capabilities in the Civics Education course have consequences for both students and lecturers. Students and lecturers must be able to collaborate and utilize IoT and AI in the form of Google Assistant, Siri, virtual literacy, educational virtual reality, etc. In this ability, students and lecturers must emphasize the wealth of works and natural resources found in Indonesia. This emphasis is aimed so that they (lecturers and students) do not lose their "spirit" as

Indonesian citizens. Or in other words, Indonesian Indonesian can be achieved as well as learning by literacy from other parts of the world with various facilities in the era of society 5.0.

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

Fourth, emotional intelligence in citizenship education has actually been taught since early childhood education, as tolerance values, tolerance has long been echoed by anyone of Indonesian people. This is certainly a remarkable advantage to face the era of society 5.0 sooner or later to enter Indonesia. In Javanese ethnic, for example, there is tepo seliro teaching, which is a combination of tolerance and tolerance. Furthermore, the value of tepo seliro in the local wisdom of the Javanese people is considered capable of being a solution to the negated impact of the 4.0 era that is being faced by the Indonesian people and the era of society 5.0. Furthermore according to Rini, tepo seliro becomes the main manifestation in the form of real behavior because this value will give direction to someone in behaving and making decisions (Lestari, 2016).

Fifth, citizenship education is expected to be able to present the value of entrepreneurship as a manifestation (elaboration) of the development of human nature, namely success (Gimin, 2019). Furthermore, Tilaar believes that Indonesia is able to hold a quantum leap so that it can be aligned with a developed nation as long as the value of entrepreneurship is promoted. He argued that entrepreneurship is a behavior (behavior) based on the ability to think creatively and innovatively (Tilaar, 2012).

Sixth, global citizenship in citizenship education demands that young citizens are able to interact with the environment outside themselves (Hermawan, 2019). Oxfam, said that global citizenship as someone who is "aware of the wider world and has a sense of their own 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 actions "(Oxfam, 2015). In the context of Indonesia, citizenship education should not be interpreted as a political indoctrination for the authorities, but must be interpreted as a process of developing citizens who are democratic, able to behave well and be responsible in all aspects of social life in society.

4.   Conclusion

Citizenship Education in Higher Education has a very strategic position in guarding the character of the nation, especially facing the era of society 5.0. The nation's character is absolutely necessary in the middle of the era of Society 5.0 which demands that the community be able to control and balance the ability of artificial intelligence and social intelligence to solve all kinds of national

problems. Society 5.0 provides an illustration that everything can be mobilized and linked through data, including as an effort to overcome social problems. Citizenship Education in Higher Education is designed to be able to equip students to have the abilities needed in the era of society 5.0, including: leadership, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship.

References

Afandi, R. (2016). Integrasi Pendidikan Karakter Dalam Pembelajaran IPS Di Sekolah Dasar. *PEDAGOGIA*, *1*(1), 85–98.

Bandura, A. (1986). *Social foundations of though and action: a social cognitive Theory*. New York: Nj. Prentice-Hall.

Bucur, C. (2017). Knowledge Management: The importance of Learning Theory. *Journal of Knowledge Management*, (7).

DIKTI. (2006). *Surat Keputusan Direktur Jenderal Pendidikan Tinggi Departemen Pendidikan Nasional Nomor 43/DIKTI/Kep/2006 tentang Rambu-Rambu pelaksanaan kelompok mata kuliah pengembangan kepribadian di Perguruan Tinggi*.

DKITI. (2014). *Pedoman Matakuliah Pendidikan Kewarganegaraan (Pkn) Sebagai Mata Kuliah Wajib Umum (MKWU)*. Jakarta: Direktorat Pendidikan Tinggi.

Falaq, Y. (2020). *Pendidikan Kewarganegaraan (Merajut Moderasi Kebhinekaan Indonesia)*. Kudus: JF Press.

Faruqi, U. A. (2019). Survey Paper : Future Service In Industry 5.0. *Jurnal Sistem Cerdas*, *2*(1), 67–79.

Ghufron, A. (2010). Integrasi Nilai-Nilai Karakter Bangsa Pada Kegiatan Pembelajaran. *Cakrawala Pendidikan*, *29*(1), 13–24.

Gimin, S. (2019). ANALISIS KONSEPTUAL TEORETIK PENDIDIKAN KEWIRAUSAHAAN SEBAGAI SOLUSI DAMPAK ERA INDUSTRI 4.0 DI INDONESIA. *Jurnal Pendidikan Ekonomi: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi, Dan Ilmu Sosial*, *13*(2), 1–14.

Government, C. O. (2018). *Society 5.0*. Japan.

Hayashi, H. S. (2017). International Standardization For Smarter Society In The Field Of Measurement, Control And Automation. *56th Annual Conference Of The Society Of Instrument And Control Eng*.

Hermawan, J. W. (2019). Pendidikan kewarganegaraan sebagai wahana untuk meningkatkan kesadaran hidup yang lebih baik di era global. *Jurnal Civics: Media Kajian Kewarganagearaan*, *16*(1), 29–38.

I, A. (2018). *Proses Pembelajaran Digital Dalam Era Revolusi Industri 4.0*. Jakarta: Direktur Jenderal Pembelajaran Dan Kemahasiswaan. Kemenristek Dikti.

Lestari, R. (2016). TRANSMISI NILAI PROSOSIAL PADA REMAJA JAWA. *Jurnal Indigenous*, *1*(2), 33–44.

Mansyuri, A. (2012). *Kewarganegaraan*. Sidoarjo: Masmadia Buana Pustaka.

Nasional, K. P. (2010). *Buku Induk Pembangunan Karakter*. Jakarta: Badan Penelitian dan Pengembangan Pusat Kurikulum dan Perbukuan.

Oxfam. (2015). Education for global citizenship. A guide for school. *Oxford: Oxfam GB*, *1*(5). Retrieved from https://doi.org/10.1002/9781444307214.ch6

Özdemir, V. (2018). Birth Of Industry 5.0: Making Sense Of Big Data With Artificial Intelligence,"The Internet Of Things" And Next-Generation Technology Policy. *Omics: A Journal Of Integrative Biology*, *22*(1), 65–76.

Pahlevi, F. S. (2016). Revitalisasi Pancasila Dalam Penegakan Hukum yang Berkeadilan di Indonesia. *Justicia Islamica*, *13*(2).

Rahmi. (2013). Kontribusi Matematika Dalam Pembentukan Karakter Siswa. *Jurnal Ekotrans*, *12*(1).

S, W. (2018). *Pendidikan Dalam Era Revolusi Industri 4.0 di Indonesia*. Jakarta: PT. Gramedia.

Tilaar, H. A. (2012). *Pengembangan Kreativitas dan Entrepreneurship dalam Pendidikan Nasional*. Jakarta: Kompas.

Tirtarahardja, T. U. L. S. and U. (2005). *Pengantar Pendidikan*. Jakarta: PT. Rineka.

Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. (2003). Jakarta: MPR-RI.

Undang-Undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi. (n.d.).

Yus Mochamad Cholily, Windy Tunas Putri, P. A. K. (2019). PEMBELAJARAN DI ERA REVOLUSI INDUSTRI 4.0. *Seminar Nasional Penelitian Pendidikan Matematika (SNP2M) 2019 Universitas Muhammadiyah Tangerang*, 1–6. Tangerang: FKIP Universitas Muhammadiyah Tangerang.

Yusnaini, Y. (2019). Era Revolusi Industri 4.0: Tantangan Dan Peluang Dalam Upaya Meningkatkan Literasi Pendidikan. *Prosiding Seminar Nasional Program Pascasarjana Universitas Pgri Palembang*. Palembang.