Learning Innovation Social Science in Elementary Schools in Dealing with the Society 5.0 Era

Alivia Ayusha Putri[1*], Andiana Rachmawati[1], Esti Nurazizah[1], Fira Faizah Hidayatih[1], Gisca Olivia[1], Izam Rosidik[1]

[1] PGSD, Universitas Mataram, Mataram, Indonesia

Abstract: The concept of the society 5.0 era is an era where humans are expected to be able to solve various problems and challenges by utilizing various innovations and centering on technology. Era society 5.0 is utilized as a humane way of improving the quality of life by developing scientific and technological innovations in various aspects of life. This research uses the library study method, namely a collection of related activities by collecting library data, reading, taking notes, and designing research materials. This study discusses how social studies learning innovations in elementary schools face the society 5.0 era. In this era, humans are expected to understand and master technology well. In addition, the era of Society 5.0 requires humans to be able to think more critically, creatively and wisely. In facing the Society 5.0 era, the government has asked many people to continue to develop themselves so they are not controlled by technology. Social studies learning towards society 5.0 must focus on developing students' intellectual, emotional, cultural, social skills, and learning skills, according to the characteristics of that era. In teaching students, teachers can innovatively, creatively and actively use a variety of learning-centered learning methods, strengthening information and communication technology learning and making an important contribution to improving the quality of learning, by always paying attention to the characteristics together.

Keywords: Elementary school; Era society 5.0; Innovation; Social studies learning,

Introduction

The concept of the 5.0 era is an era in which humans are expected to be able to solve various problems and challenges by using various technology-oriented innovations that existed in the 4.0 revolution era. Era Society 5.0 is used to improve the quality of human life through the development of scientific and technological innovations in various fields of life. Era 5.0 is an era where people live side by side with technology that can improve the quality of life in the long term (Sugiono, 2020). In era 4.0, technology is only used as a machine to access various information, whereas in era 5.0 people make technology part of their lives (Ellitan, 2020). Sasikirana & Herlambang (2020) interpret that the era of Society 5.0 is an era that emerged as a carrier of change from the Industrial Revolution 4.0 era, where human

power was replaced by machine power to reduce employment. With the existence of the Society 5.0 era, the problems that existed in the industrial 4.0 era can be resolved and can eliminate the gap between communities for the next 10 years Industry 4.0 is an era in which the maximum use of technology is to achieve prosperity, while the era of society 5.0 technology is part of humans/society in production to achieve prosperity. That is the stark difference between the two. Technology is only used to facilitate human work, not as a major factor in an industry. His means that an industry makes use of a balance between capital-intensive and labor-intensive (Nurohmah et al., 2021).

The learning strategy is a design of an activity by using methods and using strategies in learning. This shows that the preparation of this strategy is only a plan and has not been implemented (Syaharuddin & Mutiani,

How to Cite:
Putri, A. A., Rachmawati, A., Nurazizah, E., Hidayatih, F. F., Olivia, G., & Rosidik, I. (2023). Learning Innovation Social Science in Elementary Schools in Dealing with the Society 5.0 Era. *MANDALIKA: Journal of Social Science*, *1*(2), 46-51. https://doi.org/10.56566/mandalika.v1i2.112

2020). To be able to answer various challenges in the era of society 5.0 from the education sector, especially from the teacher side, students must get an early understanding of the current era. It is not enough just to teach students numeracy, reading and writing skills, but also to provide various ways or models in learning that are communicative, creative, think critically, and collaborate in the learning process. Where in the learning process the teacher still uses the old model, namely Social Studies learning at school is always delivered in a boring way, namely the concept in delivery is not understandable, and the teacher here is not concerned with the process of learning, but only pursues the target of achieving the curriculum (Wulandari et al., 2018). Therefore, a teacher in an era like this is very clever in developing learning innovations, especially in learning social studies subjects.

Social science is an important subject in basic education. Social science is an integration of scientific disciplines that study perspectives related to humans and their social environment. Social science does not focus on one point, but offers a broad picture of society. However, students often feel bored when social studies learning takes place. To deal with this, changes must be made so that social studies learning becomes fun and interesting to learn. Learning begins with a cheerful educator, it is hoped that students can achieve maximum results in achieving learning goals or learning outcomes. One of the things that must be prepared when studying is a strategy in learning (Wijiastuti, 2013). Meaningful social studies learning can occur if students can relate new phenomena to their learning. That is, the teaching materials must be in accordance with students' abilities and must be in harmony with students' cognitive development (Faslah, 2017).

Social science learning strategy is a general plan in compiling a series of materials and learning procedures that can be used by teachers and students in the learning process (Solihatin, 2012). Social science learning prioritizes learning knowledge, facts and concepts. Also supported by the statement (Uge et al., 2019), social studies learning in schools prioritizes learning using the literature provided, the teacher is considered the main pioneer in learning, the teacher must master the learning process and students are believed to be able to understand the material on their own and be able to memorize it.

Method

This study uses literature research. According to Sugiyono (2015), literary research refers to theoretical studies and other references about values, culture, and norms that develop in the social situations studied, because this research cannot be separated from literature. The research method is a literature review. Literature review is a collection of literary theories and information about research topics as a basis for solving research problems (Zaluchu, 2021). Albi and Johan added that qualitative research does not use statistics but analysis, data interpretation and data collection (Setiawan, 2018).

Result and discussion

Result

The reference sources used in this paper refer to the most recent sources over the last four years (2019-2023) which are quite reliable, such as journals published by trusted sources and issued by the authorities. Following are the results of identifying and analyzing the five journals obtained related to the topic of social studies learning innovations in elementary schools in the face of the Society 5.0 era:

Social Science Learning in Welcoming Society 5.0.

Social studies education helps students develop intellectual, emotional, cultural, and social skills, as well as awareness and sensitivity to social issues. The article also highlights the need for education to adapt to the rapid technological advances of the 4.0 and 5.0 eras, and the role of social studies in preparing students for these changes. In organizing education must follow the times in order to create quality human resources. Indonesia is not ready to face industry 4.0 in terms of the quality of education personnel. Because educators in Indonesia are still having difficulties dealing with distance learning. Society 5.0 was originally introduced by Japan in 2019 until now, at which time Indonesia needed more manpower in dealing with that era society 5.0 was introduced with the aim that Indonesian people get the same equality as other countries. This article also discusses the differences between era 4.0 and era 5.0 which focus more on the changing conditions of human resources, these changes will make it easier for everyone to face life's challenges. In the 5.0 era, humans were able to carry out any activity via the internet, while in the 4.0 era, humans could only exchange information via the internet. Humans are able to make new innovations through technological advances which are key in the 5.0 era, with these innovations it will make it easier for everyone to face economic problems in the future. As a country with advanced technology, Japan has assured that developing countries like Indonesia can try this era of society 5.0.

In welcoming the era of society 5.0, educators who are competent in social studies learning are needed. There are many demands that must be carried out in order to produce the learning you want to achieve. There

are many demands that must be carried out in order to produce the learning you want to achieve. In implementing the Society 5.0 era, it emphasizes the need for competent and structured human resources to realize Social Sciences Education based on Society 5.0. The conclusion is that social studies education needs to be adapted to the times, especially in dealing with Society 5.0. Social studies learning should be technology-based and focus on developing students' intellectual, emotional, cultural, and social skills. However, the implementation of Society 5.0 in soscial sciences education requires government support and competent human resources. In addition, education must also be evenly distributed throughout Indonesia and be able to develop students' potential to avoid disparities within the country.

Strategies to Improve the Image of Meaningful Social Science Learning Towards the Era of Society 5.0.

The main object of this research is how to find ways or strategies to develop social studies learning innovations in facing the era of society 5.0. In this study, teachers must be required to develop innovations in their learning process where teachers can provide models or learning methods that are more interesting in the era of society 5.0. We know that in the era of society 5.0, we can find all information in all aspects of life, especially in the field of education, in the use of technology. So, in this study the teacher is expected to have an innovative strategy before carrying out the learning process. Life in the era of Society 5.0 has changed so rapidly for a teacher, where they must be able to provide innovations that are sufficient to attract the attention of their students which can later improve the quality of their learning, especially in social studies learning. Teachers here are believed to be one of the pioneers for their students to have competence in learning, as well as in innovating, being able to use technology in the learning process and being able to use information media wisely. The concept in learning in the era of society 5.0 must still follow the concept designed by UNESCO "The Four Pillars of Education are learning to know, learning to do something, learning to live together, and learning to be yourself.

The learning model that can be applied by teachers in the Society 5.0 era is to provide students with active freedom in their learning (student center learning) and to cultivate technology and information-based learning where this can improve the quality of social studies learning. In this learning model students are expected to be able to develop their skills in critical thinking, in solving problems in their learning, can find the latest information, be creative, collaborate and innovate. The paradigm in learning here can improve the quality of learning. By using the latest technology in accessing various information, as a medium in electronic-based learning is very important in supporting education, especially in social studies learning in facing the era of society 5.0. The intellectual development of students can develop with the existence of this information technology where students can develop their memory in doing a habit such as imagining, and easily think quickly. With e-literacy it can assist teachers in finding the information needed to develop interesting social studies learning innovations. The existence of the internet network can facilitate interaction between teachers and students who can interact indirectly or face to face but online or without being limited by space and time, can conduct learning or discussion via video on various sites that can be accessed free of charge. Educators must be provided with strategies, based on the results of relevant scientific research, to make a significant contribution to bridging the gaps in the literature, effectiveness and practice of social science learning in their subjects (Waters & Hensley, 2020).

The conclusion in this study is where an educator, especially a teacher, develops strategies in conducting learning which can later become innovations in student learning, especially social studies learning at school. The existence of learning innovations can help improve the quality of social studies learning. Teachers are also advised to use learning innovations that can later solve problems in this era of society 5.0. The learning innovation that can be used is the concept of e-literacy learning, which we know that in the era of society 5.0, it has entered an era where the response is very fast with technology, especially the internet. E-literacy can be useful for teachers where teachers can get interesting learning concepts. E-literacy is also beneficial for students in developing their abilities to read and write digitally. The learning model that can be used by teachers in the era of society 5.0 is by actively focusing on student learning (student center learning), and cultivating technology and information-based learning hich can improve the quality of learning, especially social studies learning for students.

Development of Technology-Based Learning Media in Social Studies Learning in Facing the Era of Society 5.0.

This study describes learning media that can be used in social studies learning in the era of society 5.0, especially to deal with changing times that use technology as the basis for every human activity. This research explains that several digital learning media such as digital books, digital play learning media, and digital comics can be used in social studies learning as the development of learning media that is needed to support social studies learning in facing the era of society 5.0. The conclusion is that the development of technology-based learning media is very important in

supporting education in the Society 5.0 era. In the context of social studies education, teachers need to develop media that can trigger students to think critically, problem solving, creativity, and other skills that are important for students to succeed in the Society 5.0 era. Teachers also need to master the use of information and communication technology and media to support learning. Teachers must also be able to adapt to the changes brought about by Society 5.0 and the role of education in developing human resources for this era.

Education must prepare students to face the challenges and changes that occur in the era of Society 5.0, including the use of technology and innovative learning media. In meeting the developments and challenges in the era of society 5.0, it is necessary to renew the field of technology in the form of developing learning media to realize innovative learning and produce meaningful learning. Meaningful learning can later improve the quality of competence in terms of critical thinking, reasoning, creativity, communication skills, ability to work together, and have problem solving skills. In this case, learning media that can be developed in the Society 5.0 era include digital books, game-based learning, and digital comics. These learning media can make learning more interesting and interactive, and can stimulate students' skills in critical thinking, problem solving, and creativity. In order to face challenges and changes in the era of Society 5.0, education must have the ability to adapt to the times and develop innovations in the use of technology and media.

Social Studies Learning Strategy in Early Grade Elementary Schools Based on Learning Skills

The results of the study show that over time, every element of education must also be able to adapt in order to become a nation that affirms its existence before the world. Now is the era of Society 5.0, which is a collaborative process that is human-centric and technology-centric (technology-based). Society 5.0 is an era in which education focuses on the development of humans as beings who have reason, knowledge, and morality, with the support of current modern technological advancements (Syafi'i, 2021). Therefore we need a learning strategy that must be able to make humans adapt both to other people and to technology. When implementing competency learning strategies before teaching students, teachers are also an important factor that must adapt. In addition to teachers who have to adapt, teaching materials must also be adaptive. It can be seen when the Ministry of Education and Culture issued the previous curriculum, namely Kurtilas which used thematic books in which the book also contained integrated social science content. In fact, there are already activity guides that can stimulate students' skills, it's just a matter of waiting for educators to design

their learning strategies so that the competencies that have been planned can be achieved. The conclusion of this study is to focus on the way an educator processes learning material that will be delivered using learning models and methods. One method that can be done is to emphasize learning strategies using learning skills. This is because in Kurtilas itself there are already thematic books that contain integrated social studies content and activity guides that can help stimulate learning skills. So it's just waiting for how an educator acts to implement his role as a facilitator in teaching and learning activities. By doing this, educators and students can adapt and be ready to face the challenges of the times from time to time.

Application of Differentiated Social Science Learning to the Independent Learning Curriculum

The purpose of this writing is to find out the application of social studies learning in a differentiated manner. The result of this writing is that the teacher has successfully carried out differentiated learning. Such as content differentiation, process differentiation and product differentiation. Differentiated learning outcomes have a positive impact, starting from the core tasks of administration, development in the business world to school management. This role also provides space for the principal in carrying out independent learning. The principal as the highest leader in the school has an important role and influence on the progress of the school. Therefore, school principals are required to have good competence in driving the progress of the educational institutions they manage because they are the determinants of school success in achieving the vision, mission and goals in each educational unit. The application of differentiated learning in elementary schools can improve student learning outcomes, improve the quality of learning, and strengthen educational inclusion. Differentiated learning begins with initial identification of students' learning needs so that teachers can respond more appropriately to students' learning needs. Based on the results of identifying student needs through the assessment carried out, the teacher then responds to these learning needs by developing appropriate learning strategies.

The independent curriculum is a new curriculum and there are still many school principals and teachers who have not implemented it, so the results of a literature review are needed to convince teachers and principals to apply differentiated learning. Referring to various sources and the results of research conducted by several parties, it is understood that the application of differentiated learning in elementary schools can help improve student learning outcomes. Differentiated learning strategies such as cooperative learning, use of media and learning technology, independent learning,

project-based learning, and integrated learning can help teachers design learning strategies that look at differences in students' abilities, interests, and learning styles. The challenges found in the field are the teacher's lack of understanding and skills in designing and implementing differentiation learning, the managerial ability of the principal, the limited time and available resources, and the extreme differences in the abilities of students. Therefore, proper training and support is needed for teachers and principals, as well as good cooperation between all parties involved. It can be concluded that the application of differentiated learning in elementary schools can help improve student learning outcomes, improve the quality of learning, and strengthen educational inclusion. Differentiated learning strategies can help teachers design learning strategies that look at differences in students in terms of abilities, interests, and learning styles.

This study discusses social studies learning innovations in elementary schools in the face of the Society 5.0 era. In this era, humans are expected to understand and master technology well. In addition, the era of Society 5.0 requires humans to be able to think more critically, creatively and wisely. In facing the Society 5.0 era, the government has asked many people to continue to develop themselves so they are not controlled by technology. Self-development in facing the era of Society 5.0 is also very influential on the world of education, one of which is the elementary school level. At this level and in the current era, educators are required to be able to provide material by applying learning methods and learning support media. With educators trying to develop themselves to understand technology and learning methods, students will be smarter and easier to understand the material provided.

From several journals that have been researched, the government uses various efforts to be able to advance the realm of education so that they are no strangers to the use of technology when teaching. Apart from the government, teachers from several Indonesian schools are also trying to run programs provided by the government by trying to apply the results of their training. As for one example, namely in social studies subjects, several educators apply the results of their training by implementing learning model strategies that are in accordance with UNESCO, applying learning skills, applying differentiated learning, and using digital books.

Conclution

Social studies learning towards society 5.0 must focus on developing students' intellectual, emotional, cultural, social skills, and learning skills, according to the characteristics of that era. In teaching students, teachers can innovatively, creatively and actively use a variety of learning-centered learning methods, strengthen information and communication technology learning and make an important contribution to improving the quality of learning, by always paying attention to shared characteristics. As an educator in giving lessons to students, he must know how to use valid strategies to improve the quality of learning as an educator and fulfill his role as a facilitator in teaching and learning activities. Teachers can fulfill their role as facilitators using various methods that are in line with UNESCO, apply learning skills and use digital books, e-books that are appropriate to the material offered to students. The development of the use of technology and learning methods applied in schools is very helpful in the learning and teaching process. Applying learning methods and using learning support media can help students understand the material. That way, Indonesia's human resources can be better than before.

References

Ahdar, Akbar, M., & Zurahmah. (2022). Pembelajaran IPS dalam Menyambut Society 5.0. *Prosiding Penididikan dan Pembelajaran Berbasis Multidisciplinary di Era Society 5.0*, 1, 24-29. Retrieved from https://jurnal.uindatokarama.ac.id/index.php/p2bmes50/article/view/1137

Ramadani, A. N., & Herawaty, H. (2022). Pengembangan Media Pembelajaran Berbasis Teknologi pada Pembelajaran IPS dalam Menghadapi Era Society 5.0. *Prosiding Pendidikan dan Pembelajaran Berbasis Multidisciplinary di Era Society 5.0*, 1,80-86. Retrieved from https://jurnal.iainpalu.ac.id/index.php/p2bmes50/article/view/1162

Ellitan, L. (2020). Competing in the Era of Industrial Revolution 4.0 and Society 5.0. *Jurnal Maksipreneur*, 10(1), 1-12. https://doi.org/10.30588/jmp.v10i1.657

Faslah, R. (2011). Pemanfaatan Internet dalam Pengembangan Konsep IPS dan Implikasinya Terhadap Pembelajaran Bermakna. *Jurnal Ilmiah Econosains*, 9(2), 167-170. https://doi.org/10.21009/econosains.0092.07

Irawan, E. (2020). Pelatihan Blended. A*ksiologiya: Jurnal Pengabdian kepada Masyarakat*, 4(2), 190-198. http://dx.doi.org/10.30651/aks.v4i2.3499

Nurohmah, M., Subiyantoro, H., & Suja, S. (2021). Peran Modal Sosial dalam Pendidikan Pesantren. *Jurnal Ilmiah Ekonomi dan Pembelajarannya*, 9(1) , 133-141. http://doi.org/10.25273/equilibrium.v9i2.10010

Parawangsa, E., Suci Dinarti, N., Husen Arifin, M., & Wahyuningsih, Y. (2022). Strategi Pembelajaran IPS

di SD Kelas Awal Berbasis Learning Skill. *Jurnal Pendidikan Tambusai,* 6(1), 4089-4094. Retrieved from https://download.garuda.kemdikbud.go.id/article.php?article=2611166&val=13365&title=

Sasikirana, V., & Herlambang, Y. T. (2020). Urgensi Merdeka Belajar di Era Revolusi Industri 4.0 dan Tantangan Society 5.0. E-Tech, 8(2), 1-8. Retrieved from https://ejournal.unp.ac.id/index.php/e-tech/article/view/110765/pdf

Setiawan, A. A. (2018). *Metodologi Penelitian Kualitatif.* CV Jejak.

Solihatin, E. (2012). *Strategi Pembelajaran PPKN.* Jakarta: Bumi Aksara.

Sugiono, S. (2020). Industri Konten Digital dalam Perspektif Society 5.0 . *Jurnal Ilmu Pengetahuan dan Teknologi Komunikasi,* 22(2), 175-191. Retrieved from https://jurnal.kominfo.go.id/index.php/iptekkom/article/view/3471

Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D.* Bandung: Alfabeta.

Sulistyosari, Y., Karwur, H. M., & Sultan, H. (2022). Penerapan Pembelajaran IPS Berdiferensiesi pada Kurikulum Merdeka Belajar. *Jurnal Harmony*, 7(2), 66-75. https://doi.org/10.15294/harmony.v7i2.62114

Suprayitno, E. (2021). Strategi Meningkatkan Citra Pembelajaran IPS yang Bermakna Menuju Era Society 5.0. *Sosial Khatulistiwa: Jurnal Pendidikan IPS,* 1(1), 19-28. https://dx.doi.org/10.26418/skjpi.v1i1.47966

Syaharuddin & Mutiani. (2020). Strategi Pembelajaran IPS: Konsep dan Aplikasi. Banjarmasin: Program Studi Pendidikan IPS Fakultas Keguruan dan Ilmu Pendidikan Universitas Lambung Mangkurat.

Uge, S., Neolaka, A., & Yasin, M. (2019). Development of Social Studies Learning Model Based on Local Wisdom in Improving Students' Knowledge and Social Attitude. *International Journal of Instruction,* 12(3), 375-388. https://doi.org/10.29333/iji.2019.12323a

Waters, S., & Hensley, M. (2020). A National Survey of U.S. Social Studies Teacher Educators' Professional Habits and Preferences. *Journal of Social Studies Education Research*, 11(3), 1-17. Retrieved from https://files.eric.ed.gov/fulltext/EJ1273684.pdf

Wijiastuti, R. (2013). Keefektifan Strategi Crossword Puzzle pada Hasil Belajar IPS. *Journal of Elementary Education,* 2(2), 30-34. Retrieved from https://journal.unnes.ac.id/sju/index.php/jee/article/view/2741

Wulandari, T. S. (2018). *Identifikasi Problematika Pembelajaran IPS (Kajian di SMPN 5 Yogyakarta, SMPN 8 Yogyakarata, dan SMP Muhammadiyah 1 Yogyakarta).* Yogyakarta: staffinew.uny.ac.id.

Zaluchu, S. E. (2020). Strategi Penelitian Kualitatif dan Kuantitatif di dalam Penelitian Agama. *Jurnal Teologi Injili dan Pembinaan Warga Jemaat.* 4(1). 28-38. Retrieved from https://www.researchgate.net/publication/342019736_