

Research Article

The Impact of Modernization on Education in The Society 5.0 Era

Wirdatun Nisya¹, Firman², Mohd Suhadi Bin Mohamed Sidik³

1. Padang State University, Indonesia, wirdatunnisya56@gmail.com
2. Padang State University, Indonesia, firman@fip.unp.ac.id
3. Sultan Abdul Halim Mu'adzam Shah International University, Malaysia, suhadisidik@unishams.edu.my

Copyright © 2024 by Authors, Published by Counselia: Jurnal Bimbingan Konseling Pendidikan Islam. This is an open access article under the CC BY License: <https://creativecommons.org/licenses/by-sa/4.0>.

Received : July 7, 2024

Accepted : August 18, 2024

Revised : July 31, 2024

Available online : September 30, 2024

How to Cite: Wirdatun Nisya, Firman, & Mohd. Suhadi Bin Mohamed Sidik. (2024). The Impact of Modernization on Education in The Society 5.0 Era. *Counselia; Jurnal Bimbingan Konseling Pendidikan Islam*, 5(2), 507–513. <https://doi.org/10.31943/counselia.v5i2.140>

Abstract. The Era of Society 5.0 brings impact to life man. Educational institutions expected tough in face obstacles and challenges as well as changes that arise in environment public Good in scope local, regional, national, or environment global society. Purpose of the article This For know impact modernization in education in the era of society 5.0 with use method study studies literature, with exists linkages between modernization and education of course also bring impact good and bad specifically for participant educate. Research result find exists impact positive and negative modernization to education. One of unique characteristics _ use technology artificial intelligence (AI). Welcoming the era of Society 5.0, it is necessary culture education that supports it impact positive with the more open and spread information like create method more learning_diverse. Negative impact happen change conflicting behavior, ethics, norms, rules, or morals of life with ethics, norms, rules and morals of life that exist in society.

Keywords: Modernization, Education, Society 5.0.

INTRODUCTION

In the current era of Society 5.0, the fields of science and technology are developing rapidly in many countries, including Indonesia. An era where every technology is part of humanity, human-centered, and achieves a balance between economic progress and solving social problems is also called modernization

(Fadhila et al., 2022). The world of education can be influenced by the development of globalization through advances in information and computing technology. The development of ICT has influenced the learning process. Of course, situations like this provide a better direction for schools in implementing education which is called educational modernization (Firman, 2018). With the development of science and technology and the era of society 5.0, the world of education must be able to make changes to take advantage of these advances and overcome the negative impacts of technological developments.

Education is part of culture, and education cannot be separated from culture. In the era of Society 5.0, it is an important concern in all countries, including Indonesia itself, every new transfer is certainly not easy to start, where education becomes an invaluable entity so that it always follows the changing times to increase activities (Setyawan et al., 2021). The increase in activities that rely on information technology as a result of developments in the Society 5.0 era demands a change in the mindset of human resources. Along with this shift, a paradigm shift regarding the goals of education is also something that cannot be avoided. Education actually does not only aim to increase the nation's intelligence and liberate humans intellectually, but is also expected to enable students to master science, technology and art.

Society 5.0, especially the concept of a human-centered social order with the help of technology (Nastiti et al., 2022). This concept was born from the development of the industrial revolution which was considered capable of degrading the role of individuals in social life. This makes society increasingly dependent on new technological advances such as *Artificial Intelligence* so that it is hoped that it will be able to help society achieve a better life order (Özdemir & Hekim, 2018). The impact of technological developments is the emergence of fundamental changes in society. This technology has the potential to change lifestyles, habits, characteristics and culture (Yaraş & Öztürk, 2022).

In the era of Society 5.0, there is a great opportunity for people's thinking to become more logical and open thanks to more optimal abilities in using increasingly sophisticated technology (Idris, 2022). Current developments bring changes and benefits to life both in the fields of science and technology, where information can be obtained from all over the world quickly, easily, instantly and cheaply, and can be accessed at any time (Nasution et al., 2023).

Education and modernization cannot be separated because they are interrelated. Education emphasizes and emphasizes the creation of independent humans in terms of humanization or improving humanity. At the same time, modernization emphasizes the resources contained in the treasury of human life to meet the needs of human life itself. Therefore, it can be said that education is the advancement of society and modernization is society's outward efforts to achieve a good life for itself. (Heldriyana et al., 2022). Modernization is the application of science to parts of life, all activities, or all aspects of society (Ananda, 2012). black (Setiadi, Elly. M. & Kolip, 2011) argues that modernization, namely a series of complex and interrelated changes in human behavior, is part of a universal experience and often reflects the desire to improve human welfare.

Based the of modernization (Society 5.0), modernization has had significant on education, giving rise to various changes and challenges. Education and modernization cannot be separated, and there is a connection in the human aspect. Education emphasizes capital to realize aspects of human independence in terms of human humanization and its ability to be independent in all things. Modernization, on the other hand, emphasizes the resources contained in the treasures of human life to fulfill human life needs. Therefore, it can be interpreted that education is an internal human effort, and modernization is an effort outside of humans so that they are able to live a good life.

RESEARCH METHODS

This article uses a literature study research method. The type of data obtained in this research is not in the form of numbers and statistical calculations, but in the form of ideas and information about the object being studied (Rukajat, 2018). The research method used to gain an in-depth understanding of the phenomenon being studied. In this case, the researcher collected data from various sources. The data collection technique in this research carried out all the data collected from journals, books, scientific articles and other relevant sources.

RESULTS AND DISCUSSION

The Impact of Moderniasis Towards Education in the Era of Society 5.0

Education is a major phenomenon in human life where adult people help with growth and development to become adults (Barnadib, 2002). Education is the process of developing thinking patterns through the generation of ideas and perceptions. Education is also an effort in the form of learning to develop one's potential (Syarifuddin, 2021). Developing students' attitudes and behavior through formal and non-formal education (Ibrahim, 2013). Education allows humans to carry out all activities based on their own moral values (Frimayanti, 2017). Meanwhile (Nizwardi, 2015) Education is an effort to develop students' potential, including physical potential, creative potential, aesthetic sense and initiative, so that this potential becomes a reality and can be effective in the child's life journey.

This is in accordance with the view (Tedi Priatna, 2004) that education is an effort to develop human qualities in all aspects of education. It can also be understood broadly as a process of changing the attitudes and behavior of a person or group in an effort to become an adult human being through education and training efforts. The aim of education is to plan a goal or target that will be achieved after educational activities are completed. Therefore, the goal of education is a vision of education that has been determined previously. The construction of educational goals is generally influenced by certain contexts, both in relation to the state, ideology, religion, and the context of social life in society (Munir Yusuf, 2018).

Modernization is a natural thing that occurs in the development process of a country. Modernization is often understood as the process of changing a traditional society into a modern one (Fansuri et al., 2011) stating that basically all countries and communities throughout the world are still involved in modernization, although the speed and direction of change varies from one society

to another. Modernization is a natural thing that occurs in the development process of a country. Modernizing a problem that society must face, because the process covers very broad fields. Modernization causes changes in the areas of values, attitudes and personality. According to Lerner (Fansuri et al., 2011), modern humans are people who like to look for things themselves and have a need for achievement and like to look for things that are different from other people.

Education includes the addition of certain knowledge, skills, values and attitudes, in its role in supporting the modernization process, including more than just technological developments, but this also influences the thinking of a more progressive society. Anthony Giddens explains draft modernity in *The Juggernaut Of Modernity* (Ritzer, George, 2000). Giddens describes the modern era as carriage carrying man into the future and on move proceed. Modernity destroy all something eternal. That is, who does n't Can follow rapid development of the times, will left behind and at the end No capable follow change external

In facing the challenges of the Society 5.0 era, education plays an important role in improving the quality of human resources to face the challenges of this era, educational institutions need to change their paradigm, including by paying attention to the function of learning resources and enabling teachers to focus on inspiring. Education 5.0 is a new step in Society 5.0. It is about integrating people and technology to seize opportunities in creative and innovative ways (Arjunaita, 2020).

The educational perspective in the Society 5.0 era emphasizes character education, morality and example from an ontological perspective. Human soft skills and hard skills cannot be replaced by technology, because human knowledge can be easily assessed using technology. In this case, training is needed that is based on the ability to understand and apply the use and application of *the Internet of Things* (IoT), virtual or *augmented reality*, and artificial intelligence. One of the unique characteristics is the use of *artificial intelligence* (AI). Welcoming the era of Society 5.0, an educational culture that supports it is needed.

Positive and negative impacts Modernization Towards Education in Society 5.0

Positive impact utilization technology in education is (Rambe & Yusuf, 2021): (a) Today's media has changed form become easy electronic media _ accessed whenever (b) Create method more learning _ diverse (c) Different with previous, learning now can done without limitation space and time. (d) Data processing using technology become more fast and easy (f) Facilities need school now available more fast. Negative impact development technology in the Society 5.0 era will destroy all something eternal That is, who does n't Can follow rapid development of the times, will left behind and at the end No capable follow change externally, there are also impacts negative (Sudiby, 2011).

- a. E-learning can cause teacher transformation and can cause teacher reduction due to appropriateness. Just system the learning. In reality, supervision and coaching discipline morals participant educate difficult or difficult done, no close possibility that morals participant educate specifically decrease in a way

slowly and sharply , as well its eroded independence public as member public. No There is.

- b. There is worries that frequent students _ can access the Internet access material dangerous like pornography or excessive online gaming. Student even Can become addicted They become too involved in online technology (eg room virtual chats and activities) so they lost contact with the real world. Because students Can just exposed information overload, such as gone it's over look for information on the internet, up to willing use up time hours of collecting and organizing existing information, especially related ones with pornography, yes make somebody addictive and wasting money. That only aim For make addicted.
- c. Students become addicted to using the internet and interacting in cyberspace. This can happen if students do not have a skeptical and critical attitude towards something new. Especially in the context of cyberspace (the Internet), they have indirectly entered a free world, so it is very important that the two attitudes above become a fortress or filter for all existing sources of information. Apart from that, it is no less important that parental attention also plays a very important role in instilling values that make religious norms the basis of life.
- d. The occurrence of criminal acts (Cybercrime). In the education sector, this can happen, for example, when important documents or assets related to the education system are stolen, which are actually kept secret by internet media.
- e. Creates apathy in everyone. For example in the system virtual learning and e-earning. Student can behave passive as well as make results learning not enough maximum Because No fulfilled condition between students and teachers in system learning (Asmani, 2011).

Efforts to Overcome Negative Impacts Modernization of Education in the Era of Society 5.0

Consider usage technology information and communication in education specifically For child below age ,Doesn't make technology information and communication as a medium or means the only one in learning , in the sense of e.g No just download the e-book, but still buy books print as reference so as not to Keep going rely on technology Optimal use of information and communication technology but without losing ethics, Government must sensitive in filter / filter information available accessed by participants educate , Enforcing function applicable law , for example establishment of a cyber task in charge For determine standard operation control in application technology information , includes security technology , system data recap , as well function center handling abuse under age ,Avoid use telephone cellular featured sophisticated by the children below age and more supervise its use (Marryono Jamun, 2018) .

CONCLUSION

In the current era of society 5.0 this is science knowledge and technology in various developing countries rapidly , including Indonesia . The world of education is also influenced by the development of globalization through advances in

information and computing technology. Considering the development of society 5.0, the world of education must make many improvements to take advantage of this progress and overcome the positive and negative impacts of modernization on education. One of the unique characteristics is the use of *artificial intelligence* (AI) technology. Welcoming the era of Society 5.0, an educational culture is needed that supports positive impacts by increasing openness and dissemination of information, such as creating more diverse learning methods. The negative impact of changes in behavior, ethics, norms, rules or morals of life that conflict with the ethics, norms, rules and morals of life that exist in society.

REFERENCE

- Ananda, A. (2012). *Landasan Ilmiah Ilmu Pendidikan*. Kencana.
- Arjunaita. (2020). Pendidikan di era revolusi industri 5.0. Prosiding Seminar Nasional.
- Barnadib, I. (2002). *Filsafat Pendidikan*. Yogyakarta. Adicita Karya Nusa.
- Fadhila, L., Firman, & Ahmad, R. (2022). Dampak Negatif Modernisasi Dalam Pendidikan. *KEGURUAN: Jurnal Penelitian, Pemikiran Dan Pengabdian*, 10(2), 62–65. <https://jurnal.uisu.ac.id/index.php/Keguruan/article/view/6556/4916>
- Fansuri, H., Fansuri, H., Fansuri, H., Fansuri, H., Fansuri, H., Fakultas, D., Iain, U., & Intan, R. (2011). Dosen Fakultas Ushuluddin IAIN Raden Intan Lampung. *TAPIS*, 7(12), 1–30.
- Firman, F. (2018). Pendidikan Multikultural, Perkembangan Teknologi Informasi Dan Komunikasi, Masyarakat Majemuk Indonesia. 10.31227/Osf.io/6w8rc.
- Frimayanti, A. I. (2017). Implementasi Pendidikan Nilai Dalam Pendidikan Agama Islam. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 8(2), Hal. 240.
- Heldriyana, R., Firman, & Ahmad, R. (2022). Peranan Guru dan Pemanfaatan Teknologi dalam Pendidikan (Dampak Modernisasi dalam Pendidikan). *Jurnal Penelitian, Pemikiran, Dan Pengabdian*, 10(2), 42–48. <https://jurnal.uisu.ac.id/index.php/Keguruan/article/view/6433>
- Ibrahim, R. (2013). Pendidikan Multikultural: Pengertian, prinsip, dan relevansinya dengan tujuan pendidikan islam. *ADDIN Media Dialektika Ilmu Islam*, 7(1), 8-26. <http://dx.doi.org/10.21043/addin.v7i1.573>
- Idris, M. (2022). Pendidikan Islam dan Era Society 5.0 ; Peluang dan Tantangan Bagi Mahasiswa PAI Menjadi Guru Berkarakter. *Belajea: Jurnal Pendidikan Islam*, 7(1), 61. <https://doi.org/10.29240/belajea.v7i1.4159>
- Munir Yusuf. (2018). *Pengantar Ilmu Pendidikan*. IAIN Palopo.
- Marryono Jamun, Y. (2018). Dampak Teknologi Terhadap Pendidikan. *Jurnal Pendidikan Dan Kebudayaan Missio*, 10(1), 1–136.
- Nastiti, F. E., Ni'mal 'abdu, A. R., & Kajian, J. (2022). Kesiapan Pendidikan Indonesia Menghadapi era society 5.0. *Edcomtech*, 5(1), 61–66.
- Nasution, S., Jamaris, J., Solfema, S., & Almizri, W. (2023). The Role of Guidance and Counseling Teachers in Preparing Students for The Society 5.0 Era. *Jurnal Bimbingan Dan Konseling Terapan*, 7(2), 143. <https://doi.org/10.30598/jbkt.v7i2.1739>
- Nizwardi. (2015). *Perangkat Kuliah Landasan Ilmu Pendidikan*.

- Özdemir, V., & Hekim, N. (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. <https://doi.org/10.1089/omi.2017.0194>
- Rukajat, A. (2018). *Pendekatan Penelitian Kualitatif (Qualitative research approach)*. CV Budi Utama.
- Setiadi, Elly. M. & Kolip, U. (2011). *Pengantar Sosiologi Pemahaman Dakta dan Gejala Permasalahan Sosial: Teori, Aplikasi, dan Pemecahannya*. Kencana.
- Setyawan, F., Fauzi, I., Fatwa, B., Zaini, H. A., & Jannah, N. M. (2021). Analisis Kebijakan Pendidikan Full Day School di Indonesia. *Jurnal Pendidikan*, 30(3), 369. <https://doi.org/10.32585/jp.v30i3.1632>
- Syarifuddin, H. (2021). Hakikat Pendidik. *ANSIRU PAI: Pengembangan Profesi Guru Pendidikan Agama Islam*, 5(1), 26. <https://doi.org/10.30821/ansiru.v5i1.9792>
- Tasya, N., Syamsurizal, Arsih, F., & Anggriyani, R. (2023). JOTE Volume 4 Nomor 3 Tahun 2023 Halaman 242-250 JOURNAL ON TEACHER EDUCATION Research & Learning in Faculty of Education. *Validitas Modul Ajar Hereditas Manusia Berbasis Problem Based Learning (PBL)*, 4, 242-250.
- Tedi Priatna. (2004). *Reaktualisasi Paradigma pendidikan Islam*. PustakaBani Quraisy.
- Yaraş, Z., & Öztürk, F. K. (2022). Society 5.0 in Human Technology Integration: Digital Transformation in Educational Organizations. *International Journal of Progressive Education*, 18(1), 458-474. <https://doi.org/10.29329/ijpe.2022.426.26>