



CITIZENSHIP EDUCATION IN DEFENDING NATIONALISM IN THE DIGITAL 4.0 ERA TO FACE THE SOCIETY 5.0 ERA

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ABSTRACT

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Background : The Digital Era 4.0 is a new phase in the industrial era that focuses on automation, interconnectivity, machine learning, real time data and automation. **Purpose :** Various countries have prepared and are willing to complete in the digital 4.0 era, so not many countries face various problems. **Method :** on the learning citizenship, this relates to the era of society 5.0 where the two don't have much difference. **Result :** The world community is required to possess the ability to solve complex problems , think critically and ambiguity. So with the presence of era society 5.0 , it can be a solution. The principle is based on the role of humans who live side by side with technology. **Conclusion :** So that humans balance real time data between economic progress with solving various social problems using a system that connects the real world with the virtual world.

INTRODUCTION

The virtual technology or usually known as the industrial Revolution which is presently entering degree 4.0 (Lasi, Fettke, Kemper, Feld, & Hoffmann, 2014). The first industrial Revolution started with the appearance of steam power, mechanization and hydropower which came about around the 18th and 19th centuries (Bruland & Smith, 2013). This mechanization turned into then accompanied by means of the second one commercial revolution, which changed into worried with mass manufacturing and meeting traces the use of strength (Rodgers, 2014). in the meantime, the industrial revolution is related to the improvement of electronics, records generation systems, and automation, which leads to the fourth business revolution, particularly the development of cyber physical systems. every other time period for the industrial Revolution 4.0 is the era of disruption.

The development of virtual generation in the modern industrial technology 4.0 has delivered changes and endorsed diverse factors of human lifestyles, along with within the area of schooling (Sima, Gheorghe, Subić, & Nancu, 2020). Hoyles and Lagrange (2010) assert that virtual era is the aspect that maximizes the influence of the education system in

the world these days (Maher & Sigley, 2020). This is because of the elements of effectiveness, efficiency and attractiveness provided by way of virtual technology-based totally gaining knowledge of the era of the commercial revolution 4.0 became marked via the development of the net of things which penetrated in numerous fields of people's lives today (Serdyukov, 2017). One of them is in the field of education. Therefore, there are several efforts that need to be made, curriculum revitalization, proper use of information technology.

The manifestation of the Society 5.0 era makes humans as the main component in the development of life which is followed by advances in technology and information. Industry 4.0 and society 5.0 pose great challenges to the global community, including the people of Indonesia (Gladden, 2019). It is necessary to design and implement learning in accordance with the demands of industry 4.0, or what is often called the disruptive era, and society 5.0 (Narvaez Rojas, Alomia Peñafiel, Loaiza Buitrago, & Tavera Romero, 2021).

On the other hand, easy access to information can fulfill needs and curiosity, on the other hand, without having skills in the digital world, this will have a negative impact on life. The younger generation uses the internet actively in ways that might contribute to their civic engagement (Hao, Wen, & George, 2014).

According to Muhadjir Effendy (Mendikbud) that the industrial revolution 4.0 has entered the world of higher education, it is necessary to improve the curriculum to strengthen the nationalism of students when facing the Era of Society, including: critical thinking, creativity as well as innovation, interpersonal skill followed by communication teamwork combined with collaboration, confidence.

Citizenship Learning in the Industrial Revolution Era 4.0 has a goal with 4C characteristics. The description of the 4C characteristics is as follows critical thinking with problem solving. Firstly, Critical thinking skills are higher-order thinking skills that do not only memorize but use and manipulate the material that has been learned. critical thinking with problem solving. Communication the ability to communicate is the interaction between students who convey their ideas to each other. In this case, students are required to use digital media and social media as learning resources. In learning citizenship, good communication is needed and can increase students' knowledge. Collaboration. is working together, adapting in various roles and responsibilities personally to achieve goals. This is to provide solutions to various problems of the digital era in society. Creativity and Innovation. Creativity and innovation are developing, implementing, and conveying new ideas to others and being open and responsive to new and different opinions (Purnawirawan, Sudana, & Harlanu, 2019).

Educators are required to develop higher order thinking skills (HOTS). HOTS- according to Resnick (1987) is a complicated idea manner in describing material, constructing representations, building relationships, analyzing, and making conclusions involving the most simple intellectual activities (Lim, 2018). Within the technology of society 5.0, humans are faced with technology that permits get right of entry to in virtual space that feels like physical space, in massive records era and robots to do or aid human paintings (Kaplan & Haenlein, 2020). In contrast to the commercial revolution 4.0 which emphasizes business most effective, but with the technology of the generation of society 5.0, a new value is created that may potentially get rid of social gaps based on age, ethics, gender, language.



Figure 1. Society 5.0 reduces social inequality (Government 2018).

The focus of expertise in the field of 21st century education currently includes creativity, critical thinking, communication and collaboration or known as 4Cs (Risdianto, 2019). Some abilities in the field of education, especially civic education, which include: team-working, leadership, global citizenship, entrepreneurship, problem solving, digital literacy.

RESEARCH METHODS

The following method that are being used in this research are literature study and field study. Literature studies are carried out by looking for reliable reference sources from the internet while field studies are carried out by making a questionnaire via a google form which will be distributed online and can be filled out by Airlangga University students and non-Airlangga University students. The google form questionnaire distributed will contain respondent data such as their name, gender, domicile and age. The questions that will be asked on the google form relate to the topic being researched, namely Citizenship Education in defending Nationalism in the Digital 4.0 era to face the Society 5.0 era. The choice of the answer to the questionnaire is in the form of a scale of 1 - 5 with a scale of 1 meaning "disagree" to a scale of 5 which means "strongly agree" After the data obtained from the google form has sufficed the specified and required amount, then the data processing will be carried out in a manner and the results of the processing will be presented in tabular form along with additional narratives.

RESULTS AND DISCUSSION

This literature study and field study aims to analyze and find out in the scope of education, especially citizenship which is taught by teachers in schools. According to the Ministry of Communication and Information, in the digital era, of course, the values of nationalism must be instilled through digital literacy, so that people can use Pancasila as a barrier to understanding that undermines state sovereignty. The Ministry of Communication and Information has four digital literacy frameworks, one of which is digital culture which teaches about national insight in the digital space. There are four basics that will be embedded in digital culture, namely :

1. Basic knowledge of Pancasila and Bhinneka Tunggal Ika as the foundation of cultural, national, and Indonesian language life.

2. Basic knowledge distinguishes any information that is not in line with Pancasila values.
3. Basic knowledge about the importance of multiculturalism and diversity, as well as understanding how to preserve regional languages, arts, and culture in the digital space.
4. Basic knowledge that encourages behavior to love domestic products, as well as understanding the right to access freedom of expression and intellectual property rights in the digital world.

This digital era cannot be separated from the role of technology that drives the economy, industry, and daily life. Students and students in this learning environment need to be equipped with knowledge about the digital era 4.0 so that they are able to deal with changes that can occur at any time (Balyer & Öz, 2018).

Information age, there are also many social media that can be used for the rapid dissemination of information. However, unfortunately social media is misused with the emergence of hoaxes or hate speech.

Table 1.
Respondents Characteristics

	Characteristics	Percentage(%)
Gender	Women	33.3
	Men	66.7
Age	18-20	100
Origin of Institution	Universitas Airlangga	44.4
	Non-Universitas Airlangga	55.6

The field study method used is in the form of filling out a questionnaire. The age range of the respondents is 18-20 years old. Respondents were dominated by men, namely 66.7% while women were 33.3%. In addition, most of the respondents are non-airlangga with a total of 55.6% and 44.4% from UNAIR. The questionnaire is in the form of questions and statements about civic education in maintaining nationalism in the digital 4.0 era to face the era of society 5.0, in which some statements from the questions given contain incorrect statements or have no relation to the question (Carr, Cuervo Sanchez, & Daros, 2020). The aim is to find out to what extent respondents know about nationalism, the era of society, the industrial revolution 4.0, and how important civic education is to face the present.

Table 2.
respondent's understanding of the era of society 5.0, the industrial revolution 4.0, and civic education to maintain nationalism

Item	Percentage(%)	
Have a good understanding of era of society 5.0, industrial revolution 4.0, and civic education to maintain nationalism.	Yes	27.8
	Not	16.7
	know but don't understand the concept	55.6

The results we get from the questionnaire are, as many as 55.6% of respondents know the meaning, but do not understand the concept of the era of society 5.0, the industrial revolution 4.0, and civic education to maintain nationalism. A total of 27.8% of respondents, already know and understand the concept. As many as 16.7% of respondents, still do not know and understand the concept or are still too unfamiliar with the era of society 5.0, the industrial revolution 4.0, and civic education to maintain nationalism.

Table 3.

Respondent's views on civic education to maintain nationalism.

Item	Percentage(%)
Respondent's views on civic education to maintain nationalism.	
Strongly agree	38.9
Agree	27.8
Quite agree	33.3

There are 38.9% of respondents who strongly agree that civic education plays a very important role in maintaining nationalism in the digital era 4.0 to face the era of Society 5.0. There are 27.8% agree that civic education plays a very important role in maintaining nationalism in the digital era 4.0 to face the era of Society 5.0. Also, 33.3% of respondents quite agree that civic education plays a very important role in maintaining nationalism in the digital era 4.0 to face the era of Society 5.0.

Based on the survey results regarding understanding the concept of society 5.0, industry 4.0, and civic education to defend nationalism, more than 50% of respondents know about society 5.0, the industrial revolution 4.0, and civic education to defend nationalism, but do not understand the concept. This means that the majority of respondents have heard of the term society 5.0 era, industrial revolution 4.0, and civic education to defend nationalism, but have not understood the concept (Koizumi, 2019).

The results of the survey on respondent's views on civic education to maintain nationalism showed 38.9% of respondents strongly agree. This means that respondents think that civic education is a place to learn to understand the character of the nation and be a protector from the dangers of social media that can cause the sense of nationalism to fade. 27.8% agree with the assumption that learning civics education is related to improving thinking power and being able to know what is right and wrong in this sophisticated era. Also, 33.3% of respondents quite agree with the assumption that there is little relation and contribution from civic education in maintaining nationalism.

CONCLUSION

An understanding of the concept of the era of society 5.0, with the industrial revolution 4.0, and civic education to maintain nationalism in Indonesia is still lacking. Therefore, education is needed about the concept of the era of society 5.0, the industrial revolution 4.0, and civic education to maintain nationalism in Indonesia. The solution given to help the Indonesian people to add insight into the concept of the era of society 5.0, the industrial revolution 4.0, and civic education is to synchronize the Indonesian education curriculum with the era of society 5.0 and the industrial revolution 4.0. As the times develop, it is hoped that the Indonesian people can open their views and add insight to the era of society 5.0, the industrial revolution 4.0, and civic education.

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