STRATEGY OF CIVIC EDUCATION TEACHERS IN BUILDING STUDENT SOCIAL CHARACTER TO MAINTAIN LOCAL CULTURE IN THE SOCIETY 5.0 ERA

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ABSTRACT

The era of Society 5.0 is synonymous with internet technology that makes it easier for teachers to build social character, but it turns out that this era hurts student character development, namely, students experience a social character crisis, so many are anti-social and leave the local culture. The objectives of the study were to 1) determine the meaning of social character in the life of the nation and state, 2) examine the role of Civic Education in maintaining local culture in the era of society 5.0, and 3) examine teacher strategies in building social character in students in the era of society 5.0. This research uses a qualitative approach with descriptive research methods, so data collection techniques use interviews, observations, and document studies. The informants in this study were two teachers; observations were made of the Civic Education learning process and the behavior of students while at MTs N 4 Klaten through the study of syllabus documents and RPP. The data analysis technique used is interactive data analysis. The results showed that the meaning of social character in the life of the nation and state is to establish harmony between differences and maintain harmony between the state and citizens for the realization of unity and unity. In the era of society 5.0, maintaining local culture is very important, namely by educating and inspiring students to maintain and preserve the local wisdom that develops in their respective regions and wisely use internet technology so that it is not easily influenced by values or cultures from outside, especially those that conflict with the personality of the nation. The teacher's strategy in building social character in the era of Society 5.0 is by example, maintaining discipline and habituation, and creating a comfortable and conducive school culture. In addition, there are also supporting activities, namely social service, protecting the environment, and providing compensation to poor and orphaned children.

Keywords: Civic Education Teacher, Social Character, Students, Local Culture, Society 5.0
INTRODUCTION

Education is a very important field to building quality human resources; besides, education is the main key to the progress of a country (Nuryadi & Widiatmaka, 2022). Indonesia is one of the countries that have great hopes for education to build the welfare of the Indonesian people, so it is undeniable that the government always makes education-related programs through policies. Law No. 20 of 2003 concerning the National Education System is a legal product to build the quality of education in Indonesia. The law mandates education to always build the nation's character. Character is one of the main goals of education in Indonesia, considering the many values that develop there, especially those that conflict with the nation's personality a joint movement is needed to build the nation's character.

National character is a collective quality of nationality that is reflected in the form of consciousness, understanding, creation, taste, charity, and behavior of a person or group of people (Wahyuni & Hasanah, 2016). The education process to build the nation's character can be carried out in formal, non-formal, and informal education pathways, but if you look at the efforts to build the nation's character that are systematic and organized, they are more effective in the formal education path because teachers are responsible for completing the mandate of Law No. 20 of 2003 concerning the National Education System. Teachers have a great role and responsibility in the learning process to build students' knowledge, character, and skills. A qualified teacher must be able to master several competencies prescribed by Law No. 14 of 2005 concerning Teachers and Lecturers, namely professional, pedagogic, social, and personality competencies, to build student character. This must be pondered and lived by a teacher, because currently many teachers still have not mastered the four competencies, so the development of the nation's character has obstacles. Rhyta Afkar, a researcher from the World Bank, researched teacher quality in Indonesia in 2020. The results showed that the quality of teachers in Indonesia is still far from expectations regarding competencies that must be mastered and also the ability to teach (Wicaksono, 2021).

The era of Society 5.0 is a challenge for education in Indonesia, especially for teachers who have the responsibility to build the nation's character, because it facilitates culture and values in a country to develop quickly throughout the world through the internet, especially those that conflict with Pancasila, so this must be anticipated immediately before affecting the character of young people in Indonesia (Parwati & Pramartha,
The era of Society 5.0 is a concept inaugurated by the Japanese government in 2019, which emphasizes digital technology (artificial intelligence based on big data and robots) to support human work. The era of Society 5.0 is a response to the industrial revolution 4.0, which emphasizes business only so that through the era of Society 5.0, it can create new value that can eliminate social inequalities, such as age and gender, and provide services specifically designed for human needs (Nastiti et al., 2020).

Based on data from Hootsuite, which shows that Indonesian internet users in early 2021 reached 195.3 million people, compared to the number of Indonesian citizens around 274.9 million, Most Indonesians access social media (Whatsapp, Facebook, Instagram, Twitter, and others) and watch streaming videos through Youtube, Netflix, and others (Riyanto, 2021). The presence of digital technology in the era of Society 5.0 has a positive impact on education in Indonesia, such as the fact that digital literacy makes it easier for teachers to develop student’s knowledge, skills, and character, especially social character (Adiansyah & Widiatmaka, 2022). However, it causes many negative impacts on student development, such as hate speech, cyberbullying, pornography, disrupting students’ character and physical development, and so on (Santosa, 2021).

Based on research results, shows that many students experience a character crisis in the era of globalization, especially the era of Society 5.0. This can happen because many values from outside conflict with the nation's personality, then enter Indonesia through the Internet or digital media (Azima et al., 2021). Most students only follow the lifestyle on social media, such as that of Korean artists, without first filtering to determine whether it conflicts with Pancasila (Lestari, 2022). Digital technology has a positive and negative impact, but currently, the negative impact dominates more about character, especially for students, because many students are individualistic and apathetic to the social environment. They are even more interested in accessing the internet with their smartphones than studying at home or school. This is a tough challenge for the future of Indonesia, considering that if you want to know the future of a nation, you can see what the youth are doing today. If current students, who are the next generation of the nation, are individualistic and apathetic, then the future of the Indonesian nation is threatened to be less bright, so this must be immediately anticipated by related parties, especially parents and teachers (Rahnang et al., 2022). On the other hand, until now, students, besides experiencing a crisis of social character, have also left the local culture.
because they are easily influenced by cultures from outside that conflict with the nation's personality through the internet (Nahak, 2019).

Schools in this case must also be responsible for students currently experiencing a social character crisis because schools are educational institutions that build human resources, especially characters based on Pancasila (Dewantara & Nurgiansah, 2021). Schools in this case must also be responsible for students currently experiencing a social character crisis because schools are educational institutions that build human resources, especially characters based on Pancasila (Wibowo et al., 2022). Technology development is a challenge for every teacher in building social character, so the strategy must utilize digital technology because students are millennials and have entered the era of society 5.0, so what is built is not only social character but also must be able to maintain local culture.

Civic Education teachers in the learning process must be able to build social characters based on local culture or local wisdom because, currently, many students leave local culture because they feel embarrassed and are more interested in cultures from outside, especially those that are contrary to the nation's personality (Widiatmaka et al., 2022). A local culture that develops in various regions of Indonesia always prioritizes social interests over personal interests, but in the era of Society 5.0, many students are influenced by cultures from outside that emphasize individual attitudes and apathy, so this must be anticipated immediately.

The purpose of the research in this paper is to 1) find out the importance of the meaning of social character in the lives of the nation and state, 2) find out the role of Civic Education in maintaining local culture in the era of society 5.0, and 3) find out the strategies of teachers in building social character in students in the era of society 5.0.

METHODS

This research uses a qualitative approach, and the research method used is a descriptive method because it seeks to describe the strategies of Civic Education teachers in building social characters that are influenced by local culture in MTs N 4 Klaten. Data collection techniques use interviews with three teachers, observation (making observations when Civic Education teachers carry out the learning and learning process and observing student behavior at school), and document studies (the syllabus and the learning implementation plan). This research was conducted at Madrasah Tsanawiyah Negeri 4, Klaten. The data analysis used is content
analysis or content. The procedure in content analysis is 1) data unification, 2) data sorting, 3) coding in each data set, 4) simplifying data, and 5) concluding. 6) Alignment of research results (Moleong, 2021).

Based on the research procedure according to Moleong, the steps in this research began with data collection through interviews, observations, and document studies related to the role of Civic Education in maintaining local culture in the era of Society 5.0 and teacher strategies in building social character in students in the era of Society 5.0. Then the researcher sorted the data to make it easier for researchers to focus the study. After data collection and sorting, a code was assigned to each piece of data related to the purpose of the study, namely to describe the importance of the meaning of social character in the life of the nation and state, the role of Civic Education in maintaining local culture in the era of Society 5.0, and teacher strategies in building social character in students in the era of Society 5.0. Furthermore, simplification of data is carried out so that it can focus on the object studied, and then conclusions are drawn and narratives related to the results of the study are developed. The conclusions in this study are used as a basis for making recommendations to the parties concerned.

RESULT AND DISCUSSION
The Meaning of Social Character in National and State Life

Character is very important in the life of the nation and state because the indicator of harmony in life in a diverse society like Indonesia is a character (Heintz et al., 2019). If the character implemented by the community is by the personality of the nation, it is undeniable that the harmony of life in a plural society can be properly realized. Suyadi explained that character is a universal value of human behavior or action that includes all aspects of life, such as man's relationship with himself, with the environment, with others, and with his God, which is manifested in the form of thoughts, words, deeds, or attitudes by religion, regulations or laws, customs, customs or culture, and so on (Widiatmaka et al., 2016). Character is a behavior, attitude, or personality inherent in him that is formed starting from the thoughts thought by the individual, which will eventually become a habit.

Character does not develop by itself but is influenced by innate environmental factors (Samirin, 2016). Talking about character cannot be separated from values, attitudes, norms, and morals. Attitudes and behaviors are elements of character, attitudes that are manifested in the
form of behavior or one's behavior can be assessed by others as a reflection of character (Utomo & Muntholib, 2018). The character cannot be separated from a person's attitude and behavior, so to behave and behave well, the person must be good at thinking about something, because everything that is thought will come out in the form of speech, and the speech will come out in the form of action. If the action is done continuously or repeatedly, it will become a habit, and from the habit will come character. When looking at the frame of Indonesia, especially in the life of the nation and state, what needs to be instilled in the community is the character of Pancasila, because this character is the personality of the Indonesian nation that can adjust to the times, especially the era of society 5.0. Every student who gets Civic Education learning must be able to have a Pancasila character, and a teacher must also be good at instilling this character (Widiatmaka, 2021).

The character of Pancasila is very important in life in a plural Indonesian society, especially in social characters, because interacting in society, especially with those full of differences in character, is one of the main keys to establishing good relationships (Jannah & Fahlevi, 2018). Social character is an attitude and behavior that forms forces in a plural society and has the aim of being able to utilize the functions of the community sustainably towards a humanist and democratic society (Fromm, 1995). Social character is a manifestation of a person's personality that can be bonded as a form of national character qualities, such as tolerance, mutual assistance, respect, togetherness for the sake of brotherhood between others, and so on (Tetep, 2016). Social character emphasizes that social or general interests are more important than personal or group interests so these characters must be maintained and preserved in social life, especially the life of the nation and state.

Social life is very important because humans are social creatures full of social interactions for the sake of harmony, even though they have different backgrounds (Casmana et al., 2022). The important need to maintain human existence related to social character has several indicators, namely 1) the need to interact with others, 2) the urge to become a human being who has certain creativity or creative human being, 3) the need for humans to be part of nature so that they have a sense of belonging to something, 4) the existence to have a unique identity, to have differences between humans from one another, and 5) the existence of a view or understanding related to the world (Alwisol, 2014). Humans in social life have a need that is naturally sought to be fulfilled to establish social interaction, considering that humans are social creatures. The social
character has a very important position in the life of the nation and state because it is a suggestion to realize harmony between people, especially between differences in a plural society (Tetep, 2017).

Indonesia, which has a plural society, needs social characters so that social life, especially nation and state life, can be harmoniously intertwined and that harmony in differences can be realized. The implementation of social character in various regions of Indonesia is very diverse because the values, cultures, and customs that develop in Indonesia are very diverse, so any effective social character that is implemented must be by the local culture in each region. A local culture is a form of good and correct habits in the local community, so the local culture must be maintained and preserved properly. Many say that local culture is local wisdom that develops in various regions of Indonesia, so the social character that must be built in this case is by the local culture in each region and can adapt to the times, especially in the era of society 5.0.

Local culture or local wisdom is a knowledge system of the Okala community that is believed to be true and implemented in life. Local wisdom is part of a culture that contains noble values so that it can form a culture that is a community identity that distinguishes between one community and another (Setyaningrum, 2018b). Local culture must be built and developed by people in Indonesia so as not to be eroded by the development of the era, especially in the era of society 5.0.

The Role of Civic Education in Maintaining Local Culture in the Era of Society 5.0

Civic Education aims to provide educational facilities to citizens through formal institutions or state institutions to become citizens who are active in participating as citizens and democratic citizens so that in the end they become citizens with national character, intelligence, and skills based on the values of Pancasila and the 1945 Constitution (Hariyanto, 2021). When looking at the material substance of Civic Education, it always strives to build good and intelligent citizens, so Civic Education learning is very important because it focuses on building citizens who have civic knowledge, civic skills, and civic dispositions (attitudes or attitudes or characters) who are committed to the fundamental principles of democracy (Branson, 1999). In developing these competencies, Civic Education always strives to be able to form citizens who play an active role in maintaining local culture amid the times.
The era of Society 5.0 is a development that has an impact on the rapid flow of information through the internet, so that culture or values from outside Indonesia enter Indonesia, both appropriately and not by the personality of the nation (Ferreira & Serpa, 2018). The rapid flow of information and technological developments can fade local culture, considering that advances in various fields of communication and transportation technology can fade the spirit to maintain and preserve a local culture that contains the heritage values of the ancestors or predecessors of the Indonesian nation (Suparno et al., 2018).

Based on an interview with a Civic Education teacher (Rustam Widaryanto), it was shown that "the development of the times, especially the era of society 5.0, is a challenge for the existence of local cultures that develop in various regions in Indonesia, because many cultures or values develop or enter Indonesia through the development of technology or the internet, so that many youths, especially students, leave local cultures, such as students who are more individualist and also apathetic to life in social society". By always trying to build the nation's character through formal education, Civic Education is indirectly maintaining the existence of the local culture that develops in Indonesia.

Based on observations in the field, shows that many students have very poor etiquette or manners, especially when talking to teachers, and sometimes between friends talking rudely. Then, many do not obey the rules at school, such as not being disciplined when going to school, throwing clothes carelessly, and not using clothes that are by the provisions that have been determined by the school, and some students seem to be more concerned with personal interests than common interests, and so on. This shows that the role of a teacher is needed in building social character based on local Buddhism, considering that many students are more concerned with personal interests than common interests. The local culture that developed in Indonesia prioritizes common interests over personal interests (Santoso & Wuryandani, 2020).

Rustam Widaryanto explained that "the existence of a local culture that developed in various regions of Indonesia in the era of society 5.0 can be maintained and preserved in various ways, one of which is through formal education with Civic Education learning. The role of Civic Education seeks to build the nation's character based on the nation's personality". A local culture that has developed to date has values based on the nation's personality, so through this learning, students can understand and realize the importance of local culture for the life of the nation and state.
(Setyaningrum, 2018a). Indonesia has a diversity of local cultures, which is the identity of the Indonesian nation and distinguishes the Indonesian state from other countries. Maintaining local culture means indirectly maintaining the national identity of the Indonesian nation, so the role of Civic Education in maintaining local culture must be maximized. Through this learning, it is hoped that Indonesia will have the next generation of a nation that holds tightly to the local culture in their respective regions, even though times are always dynamic.

Based on observations, when the Civic Education learning process shows that teachers utilize digital-based and varied learning methods and media, teachers use Youtube, Instagram, Facebook, and so on platforms to see the struggle of heroes who prioritize the interests of the nation rather than personal interests in liberating Indonesia, student enthusiasm for learning is very high. This is very effective in cultivating students’ social character, considering that one of the students, Ilham, stated, "This learning can foster nationalism and concern for others”.

Paulus explained that amid the always dynamic times, local culture in Indonesia has a great opportunity to be developed and maintained properly, namely: 1) Indonesia is seen by the world as a country that has local cultural diversity; 2) the nation’s culture that develops in various regions becomes a tool for unifying the nation; 3) Indonesia is a multicultural country and adherents of multiculturalism; and 4) Indonesia has a natural beauty that can attract foreign tourists to come to Indonesia to enjoy the natural beauty (Rohani et al., 2018). Civic Education teacher (Wibowo) also explained that "local culture must be treated and preserved in the era of globalization, besides that it must be utilized by all levels of Indonesian society, especially teachers, in the learning process so that the existence of a local culture that develops in Indonesia can be well maintained”.

Civic Education can be designed into the curriculum as a learning process based on local culture so that students can always maintain and preserve local culture. This can be done by 1) preparing Civic Education learning tools based on local wisdom, 2) ensuring the implementation of the learning process always educates and inspires students to maintain and preserve local culture, and 3) evaluating the learning and implementation of knowledge from students that have been obtained through Civic Education learning (Lestari, 2018). The key to maintaining local culture in formal education is in the classroom, so Civic Education teachers must be able to master social, personal, pedagogic, and professional competencies.
Through these competencies, a teacher can prepare effective learning models or methods and be able to utilize learning media based on technological and information developments (J. S. Dewantara & Nurgiansah, 2021). Learning tools are very important because they determine whether or not the learning process is successful.

**Teacher Strategies for Building Social Character in Local Culture**

Civic Education teachers are educators who spearhead building student character, especially social character, through the learning process it is hoped that a teacher can maximize his role so that social character in students can be awakened optimally. One of the competencies in Civic Education is a civic disposition, this means that every student following the Civic Education learning process can understand and implement social characters in everyday life so that the negative impacts caused by the era of society 5.0 can be anticipated properly. Civic Education is the leading sector of student character building, especially social character because character building is the main purpose of Civic Education learning, so basically, Civic Education is a vehicle to implement character education (Rahmatiani, 2020).

Based on interviews with teachers (Wibowo and Siti Wahidah) showed that "the strategy of a teacher to build social character, a teacher must be a role model for students so that social character development is not only through theory and skills but also through attitudes in action. In addition, a Civic Education teacher must also be able to prepare effective learning methods and media and must understand the factors that affect the social character." This is in line with the theory presented by Gunarsa related to factors that affect social character 1) biological, which is related to a person's physical health, such as blood circulation, breathing, and so on, 2) social, which is related to customs, norms, and values that develop in the community, and 3) culture, which is related to culture that develops in the community (Gunarsa & Gunarsa, 2000). These three factors must be able to be understood by a teacher so that in determining strategies to build students' social character can be effective and maximal.

A teacher, especially those who teach Civic Education subjects, needs to take several steps to build student character, namely 1) a teacher's example for students in educating and inspiring students, 2) maintaining discipline as a teacher and also maintaining student discipline, 3) refraction to establish interaction between students and students, students with teachers, and students with educational staff, and 4) turn on a comfortable and conducive atmosphere for students at school so that students feel
comfortable and at home at school, this can indirectly build a school culture to establish social interaction that promotes mutual care, respect and respect (Wardati, 2019). This is in line with what was conveyed by the Civic Education teacher (Wibowo), namely "a teacher must be able to build student character through several steps, namely the existence of courtesy or example as a form of setting an example to students, maintaining discipline, maintaining social competence, and building a comfortable and conducive learning atmosphere”.

The social character of a student can be well awakened if the student can build comfortable and conducive social interactions with his colleagues so that harmony in daily life can be realized properly (Adiansyah & Widiatmaka, 2022). In building harmony between others, social characteristics must be inherent in them, because, with the existence of social characters, everyone can establish harmony in interacting with each other. Rustam Widaryanto explained, "the importance of communication because it is one of the keys to building harmony above differences so that unity and unity in diverse societies can be realized properly”. A teacher must also provide activities to support the formation of social character in students, namely by social service, involving students in distributing sacrificial meat during Eid al-Adha, assisting people affected by natural disasters, even if only Rp 100, providing compensation to orphans, if there are friends who no longer have parents, especially fathers, and so on (Arif et al., 2021). Having concern for people is a social character inherent in him, so a teacher must provide or add activities outside the classroom to build an attitude of care for others.

Based on the Syllabus and RPP of Civic Education subjects, it shows that the main goal in the learning process is not only to build students’ knowledge and skills but also to build character, one of the characters built is social character. In addition, maintaining local wisdom or local culture is also a learning goal, so based on document studies show that the development of social characteristics and maintaining and caring for local wisdom is very important to be given to students.

Based on an interview with Siti Wahidah a teacher at MTs N 4 Klaten explained that the obstacle in building social character is the torrent of news that develops on social media, especially hoax news to hate speech so that sometimes there are students affected by the news. So far, teachers at MTs N 4 Klaten have tried to enlighten students to always be selective in believing news that develops on social media because it can mislead
someone so that they take actions that are not by the local culture in their respective regions to commit unlawful actions.

Fromm explained that if someone can interact and unite with each other with the spirit of mutual love and love and cooperate by following and implementing policies from the government and can adapt to the community environment (Fudyartanta, 2012). In maintaining the future of diversity in Indonesia, Civic Education teachers must be able to build a social character with maximum learning activities in the classroom and outside the classroom, so that local culture can be maintained and maintained properly in the era of society 5.0.

CONCLUSION

The era of society 5.0 is an era of era-making that is a challenge in the world of education, especially in Indonesia, considering the rapid flow of information through the internet has implications for the crisis of social character. Civic Education teachers are the spearhead to anticipate the occurrence of a crisis in social character because Civic Education is learning, one of the goals of which is to build the nation's character, and is also compulsory learning at every level of education. Social character is the key to establishing interaction in a plural society so that harmony in the life of the nation and state can be properly realized. To build this character, a teacher must have pedagogic, social, professional, and personality competencies and be able to cope with the times.

Civic Education teachers in the learning process must be creative and innovative in implementing effective learning models and methods and must be good at utilizing learning media so that the goal of building students' social character can be achieved. Social character, in this case, is based on local culture because the local culture that develops in Indonesia contains the values of the personality of the Indonesian nation. The strategy that needs to be implemented by Civic Education teachers to build social character in local culture-based students in the era of Society 5.0 is that a teacher must be an example, maintain discipline, create habituation, and create a comfortable and conducive school culture. In addition, students must have supporting activities, such as social services, providing orphan compensation, distributing zakat or sacrificial meat, and so on.

Recommendations based on the results of this study are expected to be used as a basis for further research to further examine the strategies of
Civic Education teachers in building social characters based on local culture, considering the times, especially increasingly dynamic technology.

REFERENCES


