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HEUTAGOGY-BASED LEARNING IN THE 5.0 ERA

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ABSTRACT

The aim of the research is to identify learning systems in the 5.0 era by acquiring knowledge and skills effectively and efficiently in situations like this. Society 5.0 brings a new era in various fields, especially education. This era produces learning that is active, proactive, and fun. Changes in learning have an impact on the learning process at all levels of education. The hauntological approach itself is defined as "self-learning." This learning structure adheres to the principles of learning agency, metacognition, and reflection. Using qualitative methods and a review of the literature, we can aim to give birth to digitalization and the role and benefits of the education system in Indonesia in Society 5.0 during and after the pandemic, which was carried out through distance and face-to-face learning with a heuristic approach. Society 5.0 is a collection of ideas and designs that use technology and consider human aspects and the humanities to bring about major changes in solving social problems. The result of the study showed that in heutagogy (self-determined learning), learners are problem seekers and accept challenges, so learning is neither linear nor sequential. The use of technology and information media appropriately is needed to master many things and skills to work and survive.

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1. INTRODUCTION

Society 5.0 is a group of humans who can create something to achieve economic development and solutions to social problems through combining cyber systems and physical space. Society 5.0 is the concept of a human-centered, technology-based society. Society 5.0, which can also have the meaning of Society 5.0, has received support from Japan. Society 5.0 comes as an extension of the Industrial Revolution 4.0, which is said to have the potential to reduce the role of humans themselves. Society 5.0 is technology-based but human-centered. The emergence of society 5.0 requires a patented breakthrough to answer the challenges of society 5.0 [1]. The existence of society 5.0 brings its own challenges in all areas of life, one of which is the field of education, including learning. Learning is an active phase where teachers and students develop lesson plans.

Creative, critical, flexible, open-minded, innovative, agile, competitive, problem-sensitive, information-dominant, multidisciplinary "team player" competencies and adaptability to change can be used as capital to meet social circumstances or society. 5.0. This digitization program has four support factors as a sign of improvement in this era, namely: (1) increasing the amount of data, processing power, and connectivity; (2) the emergence of business analysis, skills, and intelligence; (3) the emergence of new forms of human-machine interaction; and 4) the transmission of digital instructions to the physical world, such as robotics and 3D printing.

The paradigm used as a learning model for students is that they are mature individuals, individuals who are passive in teaching and learning interactions, and who place teachers as the center of teaching and learning activities. It is no longer enough to involve human resources in the community during the preparation period. 5.0. Learning models that emphasize thinking and sharing insights from teachers with students cannot accelerate change. From the background of the above problems, the question is, in relation to strengthening education, what competencies should be taught to students and how these competencies are taught in schools in relation to life in the era of society. 5.0 from the world of work.

This research aims to identify heuristic-based learning systems in the Era of Society 5.0 by gaining knowledge and skills efficiently and effectively in situations such as this pandemic. The development of learning methods according to the heutagogy method in the era of society 5.0 with the latest technological developments as a learning environment

2. METHOD

The research method in our article is qualitative; qualitative methods are not considered as good as quantitative methods, which rely on numbers as proof of hypotheses. The method we use is literature study; this method collects data from books, other people's research materials, journals, or articles that already exist and are certainly relevant to the issue being studied. The data collection tool we used in this study was the study literature method. The study literature method involves reading, searching, recording, collecting data, and managing other research materials [2].

In this research, we collect data from various kinds of related books, existing research materials, seminar materials, journals, or articles related to problems that have been researched before. The purpose expressed in the following objectives is to obtain information or data related to heuristic-based learning in the era of Society 5.0.

Because the data collection process that we use is a literature study method, it must be considered to know the type of library used, such as journals or books. Furthermore, reviewing and collecting study materials from the journal or book and collecting materials using the auxiliary bibliography

Looking for ideas on the subject matter in journals and books and then presenting them with the presentation of studies can be done by quoting directly or indirectly. By doing the following, it is intended that we obtain relevant data on heuristic-based approaches to learning in the era of society. 5.0. analysis of existing data in an inductive way based on the facts found in the following article, followed by composition of it into hypotheses or theories. (1) Data reduction: after all data is collected from search results from journals and books that are available, the data will be resumed by taking important data related to the title. (2) Data Presentation: After summarizing the data, the data is displayed using qualitative methods as a structured explanation of the data collected to draw conclusions. In this study, researchers provided information in the form of explanatory texts and short descriptions. (3) Conclusion and Verification: Based on the data and information that have been reduced, researchers can draw preliminary conclusions that can be changed if there is strong evidence in the next phase of data collection. The findings will be reviewed during the investigation, which will lead to a final conclusion.

3. RESULTS AND DISCUSSION

3.1. Education

Education is a planned effort to create an atmosphere and learning process for students to increase their capacity both from religion, self-discipline, character, ethics, and capabilities and skills possessed by themselves, society, nation, and state [3].

In the era of Society 5.0, humans need the ability to think critically, solve complex problems, and show creativity. These three abilities are a responsibility in the world of education and are needed for the future. The future stakeholders in question are students who are currently supporting education. They will face a complicated, turbulent, opaque, and uncertain era of VUCA. So, these future stakeholders must be equipped with ways of thinking to adapt in the future, namely analytical, critical, and creative thinking. Students also have to think in higher order, or HOTS (Higher Order Thinking Skills), which require thinking in a complex, systematic, and tiered manner [4].

Learning models that can be applied in the era of Society 5.0 include discovery learning, inquiry learning, and project-based learning that can develop students' critical reasoning. The use of mobile phones, laptops, and tablets supported by an internet connection can be used as an element of learning activities in this "Society 5.0" era. Teaching materials can be obtained on several free educational sites that can be used for discussion materials and learning video resources. The quality of education in Indonesia must be improved as early as possible to improve the quality of human resources in Indonesia by providing provisions for students to be ready to face the changes from the 4.0 era to the 5.0 era. The era of Society 5.0 raises various challenges in various sectors of life, including in the education sector and in learning. Learning consists of various levels

of activities for educators and students to hold learning programs, namely activity plans that outline basic abilities and main theories [5]. The dynamics of transformation in the world of education have developed rapidly, in line with technological developments. This is possible because of the forms and ways of learning supported by technology in the digital world. This development is marked by the provisions of the era of globalization [6]. This provision in the era of globalization is marked by the era of 5.0, which occurred due to the impact of the Industrial Revolution 4.0 [7].

Imagine if, in the field of education, humans and robots collaborated with each other in the learning process. Students may be able to come face-to-face with robots piloted by educators. But the role of teachers cannot be completely replaced by technology, such as the emotional connection between teachers and students, the role of communicating with students directly in class, and the formation of character and exemplary attitudes by teachers [8]. The arrival of the Society 5.0 era is a refinement of the previous industrial revolution and presents new problems in the field of education. Educators who are the driving force in the education era of Society 5.0 must have adequate competence. Educators should be proficient in providing learning materials and be able to direct students to think creatively and critically. In addition to planning adequate facilities and curriculum for education in today's society, educators are expected to be able to ensure the optimal running of the cuticle. So, educators need to have main and supporting competencies, such as educational competencies; they must also be tech-savvy, collaborative, creative, and teach thoroughly. The challenges in the world of education in the era of Society 5.0 are: (1) the implications of the revolution from 4.0 to 5.0; (2) environmental problems; (3) advances in information technology; (4) the convergence of science and technology; (5) an economy-based economy; and (6) the rise of creative and cultural industries. (7) Shifting world economic power; (8) The influence and impact of technoscience; (9) Quality, investment, and transformation in the education sector [9]. There are several things that can be done to face the era of society in the world of Indonesian education, namely improving infrastructure, especially internet connections, equalization, and improving skills in the digital field for teachers. According to Zulkifar Alimuddin, Director of Hafecs (Highly Functioning Education Consulting Services), in the era of society 5.0, "teachers are required to be more dynamic and innovative in teaching in the classroom" [10].

Synchronization between industry and education must also be carried out by the government in order to extinguish the unemployment rate in Indonesia. The application of technology in learning activities can also be done to adjust to the era of society. There are several technologies that hope to create graduates who are competent and qualified. First, competency-based education in higher education, which is one of its main missions, Second, the use of IoT (the Internet of Things) in education to facilitate communication Third, using virtual reality (VR) in education to help students understand the theory to be simulated Students get ease and speed to search for data with existing technology [9].

3.2. The Role of Technology in Education

Technology in education itself has a meaning derived from (Big Dictionary Indonesian, n.d.) is a system of planning, using and evaluating all teaching and learning activities by considering human and technical resources and the interaction between the two, to achieve a more effective form of education [11].

With this understanding, it has benefits to support success in learning, including the use of technology in education is to improve the quality of education itself. In addition to the existing benefits, the role of technology in its implementation, namely:

3.2.1. Learning Media

Media is also said to be a part of the learning system. Media itself comes from the word Medius which means "intermediary" or "introduction". So, the meaning of the media itself is as a tool for the conductor of a message.

That way the meaning of learning media is everything that is used to convey messages that can stimulate the thoughts, feelings, attention, and willingness of learners to encourage deliberate, directed, and controlled learning. The use of technology in learning media is very familiar, ranging from simple to very advanced technology [12].

Technology if contained in learning media is something that becomes effective for students when receiving learning materials from educators and for teachers can facilitate and increase teacher creativity. In an era like this, humans are required to be able to apply everything related to technology. With the ability to be able to operate technology, many things can be used for learning media, namely the internet as an interesting learning presentation for students. In the internet can be used web - learning or e - learning as a learning medium in addition to flexibility from time and place, also students can access learning materials and information

through these media freely both whenever and wherever they are: Then for other examples of learning media using technology, namely television, radio, smartphones and so on to support the learning styles of each student.

3.2.2. Administration Tools

Technology also has benefits as an administrative tool that is useful for improvements in organizing in educational institutions. Tools used to support effectiveness in organizations through technology are by using technology in the form of television, radio, computers / laptops and so on. By using computer / laptop media as technology in education, it can facilitate the administrative process in educational institutions ranging from student data, teacher data to data from the school itself.

3.2.3. Learning Sources

Learning resources are simply an effort that is used for the benefit of learning to facilitate students in learning activities by understanding and acquiring a skill during learning. In its development, learning resources are categorized into two, namely learning resources designed for learning (learning resources by design) such as videos, books, encyclopedia and so on. The second is learning resources that are utilized and not intentionally designed for learning (learning resource by utilization) such as the environment, community leaders and so on. Currently, using digital technology can provide convenience for both teachers and students in learning, for example with the existence of e-books as easy learning resources, users do not need to buy these learning resources to the store but simply download the e-book on the internet.

3.3. Students Competency

The era of Society 5.0 in it, especially student education in direct teaching and learning activities through the use of special technology created to take over a teacher or accessed by teachers remotely. Therefore, it is not impossible that the learning process can occur anywhere and anytime, whether it is with a teacher figure or not [10]. The abilities of students that must be possessed in the 21st century include: leadership, digital literacy, communication, public speaking, emotional control, thinking intelligence, entrepreneurship, global citizenship, solving a problem, teamwork. In the world of education Indonesia has several ways to deal with Society 5.0, namely first in terms of infrastructure, the government must try to spread development and expand internet connectivity throughout Indonesia, because what is known as that currently not all regions in Indonesia have internet access. Using machine learning technology embedded in artificial intelligence, the process of identifying student needs is accelerated. This technology gives students the ease and speed of information retrieval, and it can even suggest data they hadn't previously considered.

Artificial intelligence (AI) not only provides unfinished data, but also provides sophisticated data to very meaningful data tailored to user needs [10]. During the teaching and learning process, teachers should familiarize themselves with their students so that they always communicate well about lessons and other things, both between students and even with teachers. The choice of vocabulary that students use to communicate affects their own students. The use of profanity in communication has a negative effect. Therefore, the message conveyed by the student cannot be received by the recipient of the message. And that is what can cause errors in receiving information, so that misunderstandings and conflicts can arise in communication.

Research shows that students learn better when they are active if they model learning in small groups. In Society 5.0, students are also used to learning more independently and creatively. Therefore, it is important to form small groups so that students can be more productive and teach students to be independent, In the group, the teacher also teaches students to discuss with their small groups and not to use the lecture method. Learning that involves students in a group is also called collaborative learning, develop knowledge and achievement of shared learning objectives through social interaction under the auspices of teachers inside and outside the classroom so that meaningful learning occurs and students value each other's cooperation between member groups, Students who work on a product to teach learn to appreciate each person's abilities and results, adopt roles and adapt well to the interlocutor. In the era of Society 5.0 or in the 21st century students interact a lot with peers, and students will naturally interact actively and students are taught and educated independently. The more students interact with peers and the more students are invited to communicate; it has a positive impact on the student's own personality. Skills in the era of Society 5.0 increase cooperation in groups to solve problems. Be more tolerant of your friends' disagreements. Try to think critically and creatively to solve problems by making connections [13].

3.4. Society 5.0

In Japan, the government defines Society 5.0 as "A human-centered society that balances economic advancement with the resolution of social problems by a system that highly integrates cyberspace and physical space". This definition explains that Society 5.0 is a set of ideas and designs that use technology and consider human and humanities aspects to bring about major changes in solving social problems [14]. He quoted a lot from the place where the concept of Society 5.0 originated, namely in the Land of Sakura, including having the understanding that "Society 5.0 is an information society built on Society 4.0 and aims to form a prosperous society centred on humans".

Furthermore Society 5.0 is defined as "promoting the potential of the relationship between technology and individuals to facilitate a better quality of life for all through a highly intelligent society, which emerged in part as a result of the application of the concept of Industry 4.0. I propose that," he said [15].

In its home country, Society 5.0 is the fifth basic scientific and technological plan proposal for a future society that Japan must achieve. As already explained, Society 1.0 is a hunting society, Society 2.0 is an agricultural society, Society 3.0 is an industrial society, and Society 4.0 is an information society. Society 5.0 is a period of many changes that emphasize the application and utilization of digital technology [14]. Digital technology is changing the rules of human relations, creating new types of human relationships, and expanding and strengthening our relationship with each other with the existence of technology. This technology certainly makes us to carry out activities faster and more efficiently. Effectiveness and efficiency are the essence of strategy in living, working and playing in a smart society. Connected devices and data, smart systems and digital networks make it easier for us to complete and meet our needs to complete work and daily tasks faster. The existence of character education in society in Society 5.0 is needed towards a society with a better personality by organizing and filtering environmental devices.

With the existence of character education in society 5.0, it is hoped that people can neutralize the use of devices to organize and choose future cultures in order to produce humans who have a better attitude. That way, limiting excessive use of devices can affect society in the era of Society 5.0 on character education [16].

3.5. The Advantages of 5.0

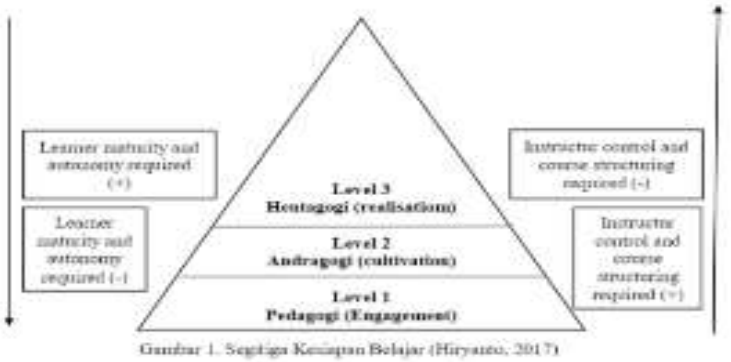
Education in 5.0 is an action towards the 5.0 revolution that harmonizes humans with technology to get a new innovative and creative opportunity. According to Fisk in Arjunaita, there are nine trends that have a tendency towards the related advantages possessed by education 5.0, namely: (1) Conducting flexible learning activities, this makes students have the opportunity to learn in different times and places. With the creation of learning media through the internet (e-learning) facilitates distance learning independently as an opportunity for students. (2) Learning is carried out individually, Students are tested for their ability to study the material, do an assignment and question with a higher level of questions after completing a certain competency. For students who experience difficulties in the subjects they find will get the opportunity to practice more material to the required level. With this kind of treatment, students are positively strengthened in their individual learning activities. (3) Students can determine from how they learn. At this point, students are liberated in the way they receive material in learning with their respective individuals. Although in that way, in the end they will get the same goal. (4) Project-Based Learning. Students must be able to adapt to Project Based Learning (PBL). This project work is a form of work that in its implementation contains a complex task based on a very high challenge of a question and problem that makes guidance to students in designing, solve a problem, make decisions, conduct investigative activities, and provide students to work independently so that the way of mathematical creative thinking in students improves. (5) Field experience. With technological advances, it is very influential on a certain teaching effectively so that it can gain skills in knowledge and student interaction face-to-face, the field experience can be done with a field exercise such as internships, Field Work Practices, mentorship projects, and collaborative projects. (6) Data interpretation. Computer technology in its development replaces conventional analysis and statistical analysis, describing and analysing data can also predict future trends. In this data interpretation students are required to have expertise so as to be able to apply theoretical knowledge from numbers to numbers using their personal skills based on logic and data trends. (7) Diverse assessments. Assessment – this assessment is useful for measuring student performance through conventional (non-authentic) assessment techniques seen from the learning process with

an emphasis on verbal and written communication from teachers to students such as question and answer activities. Then the technique is no longer relevant if assessment is seen through the learning process and the retention of students' knowledge can be tested when they go into the field to work on their projects. (8) Student involvement. In this case, it is an influential key in academics to determine the learning material or curriculum that is a factor in the success of student learning in the learning process school.

Student involvement in schools can also be used to overcome problems of low learning achievement, boredom, student alienation, and reduce dropout rates [12]. (9) Mentoring, (mentoring or guidance) in order to master knowledge and develop skills and learning independence obtained from school with learning in tutoring.

3.6. Heutagogy's Approach in Learning in the Era Society 5.0 Heutagogy (self-directed learning)

First proposed by Stewart of Southern Cross University, the science of learning is determined by self-study. As a new learning concept, Heutagogy offers people the opportunity to learn to be creative, have high self-efficacy, use their skills in life situations and work well with others. Hase and Kenyon defined the word heutagogy (Greek for "self") in 2000 as a doctrine of self-learning. This approach is a top priority, namely student independence in terms of learning achievement, determining their own learning strategies and developing their own teaching materials more independently [17]. In the heutagogy approach, the learning process is an active and proactive activity where students position themselves as learning actors who plan learning independently [1]. Heutagogy applies a comprehensive approach to students' skill development, where learning is an active and proactive process, and students act as "the main actors of their own learning, which occurs as a result of personal experience" [18]. The heutagogy approach is an evolution from pedagogy to andrology. Students are more receptive to this heutagogy approach: independent and poorly understood students need more guidance from the teacher. The cognitive development of students can be integrated into the following pyramid:



Gambar 1. Segitiga Kesiapan Belajar (Hiryanto, 2017)

Figure 1. Development from pedagogic, andragogy, to heutagogy (based on Canning, 2010 in Blaschke [17]

The figure above explains the relationship between pedagogy, andragogy and heutagogy from the point of view of levels. The requirements for student learning maturity and independence, the older the older the more mature, the more independent they learn. Regarding the role of coaches or lecturers, it can be said that the older the age. The smaller the role of the lecturer and structured material, and vice versa the younger the pedagogical method, the greater the role of the teacher and structured material. The difference between andragogy and heutagogy [17]. Andragogy, namely self-direction, is characterized by one-way learning, competency development, linear planning and a learning approach where the teacher leads. and allows students to explore the content. The differences in pedagogy, andragogy and heutagogy, can be explained: (1) Pedagogy (learning led by educators) Learning depends on the teacher, you trust them or you treat them. The trainer's job is to plan lessons and identify learning materials and learning materials, Learners depend on teachers and have little responsibility for learning. Learning is linear and sequential. Learning is material-oriented and must conform to a specific curriculum. (2) Andragogy (learning mandisturi) Students have autonomy in their own learning. Students strive to be more responsible in learning, so students seek guidance in learning. Student motivation to learn comes from within (intrinsic), with students appreciating the increase in self-esteem brought

about by learning. While the teacher only acts as a supervisor who is determined, (3) Students can determine from how they learn. At this point, students are liberated in the way they receive material in learning with their respective individuals. Although in that way, in the end they will get the same goal, At the same time, it is the teacher's job to encourage a combination of effort, framework, linkage, and complications to encourage cooperation and curiosity [17]. The life of society 5.0 is full of fierce competition, and the rapid wave of companies, both directly and indirectly, encourages the need for learning models that ensure students' ability to learn and update, use technology and information media appropriately, and learning that aims to master many things and skills to work and survive.

By applying innovative learning and responding to the capabilities and challenges of 21st century society 5.0, learning environments can be created that support heutagogy teaching and learning models and stimulate further heutagogy research. Learning with a heutagogy approach increases student independence. Because students have the freedom to find learning resources according to student abilities, this allows students to demonstrate their sincerity, independence and responsibility for learning. To apply the heutagogy approach in learning in society era 5.0, it is implemented in practice: (1) Reciprocal learning emphasizes the exploration of new things, the discovery of new information, participation in research activities, hypothesis testing, validation of information and educators working together with other students, (2) Double and triple loop learning, focusing on the ability to analyse what is learned, how new information and learning paths affect value systems and beliefs, experiential learning skills, and the ability to apply knowledge, (3) In practice, participation is students joining and participating online, then they can also take part in face-to-face training and communities formed by trainers and other experts or fellow students [17].

3.7. Disadvantages and Advantages of Heutagogy Approach

Heutagogy offers students the freedom to make decisions about their own learning, including what to study, what learning strategies to do, and what tests to take. In other words, Heutagogy gives students the freedom to determine how they learn. as described ‘’ “… the essence of heutagogy is that in some learning situations, the focus should be on what and how the learner wants to learn, not on what is to be taught’’. Heutagogy shows active participation in the selection of learning, among other things, which content is suitable for use in learning, how to learn it and with which evaluation shows that knowledge is mastered successfully and correctly. Heutagogy can be said to be very interesting to apply, because students are active actors and students who have the freedom to decide their own learning because of the perspective presented.

The concept of heutagogy itself is that students from the beginning are given the freedom to choose what they learn, how they learn, and how they show that what they learned before has been learned, even if it was in the past [1]. One day it will provide intervention. Make a decision from a teacher who turns into a student advisor. explained that student maturity affects the level of learning support, namely. With the maturity of humans in independent learning, the level of mastery of students should be reduced. If in practice the pedagogical approach is still very visible matched with the role of students. In addition, the role of teachers in the implementation of andragogy and heutagogy approaches becomes so small, because teachers are no longer teachers but have become learning guides. In other words, the successful implementation of heutagogy will only be maximized if the independence and maturity of the learning objectives are appropriate, namely through a real learning vision, learning tendencies and perception of good learning styles (metacognitive skills).

Otherwise, it will be difficult to figure out what the student needs to learn, how the student learns it, and how to show that the student has mastered the subject matter. So, if we want to use the heutagogy approach as a motion guide in our education today, then early childhood education must instil metacognitive skills, the ability to understand and shape the future. Today's young generation is still quite a lot undecided or even don't know at all what they want to achieve in the future. Lack of awareness and skills to indirectly explore current life goals, tendencies and learning styles hinder efforts to develop self and personality, competencies and personal skills and skills.

The purpose of heutagogy is not only to try to master certain skills, but also to improve their skills and abilities [19]. The application of this heutagogy leads to a generation with certain developmental skills and the ability to apply them in situations and circumstances that shift and develop, in other words, a generation of lifelong learners. that continues to grow. Despite the fact that heutagogy is still not suitable for all subjects,

since it can cause confusion when mastering certain skills. Even at the early childhood education level, heutagogy has not found the right formula. It can be a challenge to encourage heutagogy, that is, to find and ensure the right methods at all levels of education and in all fields of study.

4. CONCLUSION

Provide Education is a planned effort to create an atmosphere and learning process for students to increase their capacity both from religion, self-discipline, character, ethics, capabilities and skills possessed by themselves, society, nation and state. Society 5.0 is a collection of ideas and designs that use technology and consider human and humanities aspects to bring about major changes in solving social problems. Learners are fully responsible for their learning activities, so the focus of learning is based on inquiry, and the learning process is viewed for the long term. In addition, learners look for unusual situations as a source of learning to acquire adaptive competencies. Society 5.0 has reached a higher level of integration between cyberspace and physical space. The life of society 5.0 is full of fierce competition, and the rapid wave of companies, both directly and indirectly, Encourage the need for learning models that ensure students' ability to learn and update, use technology and information media appropriately, and learning that aims to master many things and skills to work and survive.

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