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Samsul Rizal¹
 Mul Muliadi²
 Dian Kristyanto³
 Natalino Paraira Parada⁴
 Yenda Puspita⁵

IMPLEMENTATION OF EDUCATIONAL STRATEGIES IN THE FACE OF DISRUPTION OF THE INDUSTRIAL REVOLUTION 4.0 TOWARDS COMMUNITY RESOLUTION 5.0

Abstrak

Tujuan dari penelitian ini adalah untuk menjelaskan bagaimana Kebijakan Pendidikan dilaksanakan sesuai dengan penyelesaian Era Ekonomi 4.0 dan Masyarakat 5.0. Hingga ide Build Society 5.0 muncul. Revolusi Industri 4.0 Hasil penelitian menunjukkan bahwa peran teknologi dalam revolusi industri 4.0 harus diperluas untuk membangun model masyarakat 5.0 dari eksistensi manusia yang lebih kaya dan beradab. Sangat penting untuk menyesuaikan pola pembelajaran yang relevan bagi orang Indonesia khususnya untuk melatih orang-orang untuk revolusi industri 4.0 dan masyarakat 5.0. Delapan kebijakan reformasi sekolah standar kurikulum nasional harus diperkuat dalam pelaksanaannya dalam Manajemen Pendidikan. Paradigma baru administrasi sekolah berbasis informasi, kecerdasan buatan, dan teknologi harus ditetapkan untuk membantu penyebaran sistem pembelajaran pada periode Revolusi Industri Keempat.

Kata Kunci: Implementasi Kebijakan Pendidikan, Industrialisasi, Kemanusiaan 5.0, Manajemen Pendidikan

Abstract

The goal of this research is to explain how Educational Policy is carried out in accordance with Economic Era 4.0 and Societies 5.0 resolves. Until the Build Society 5.0 idea came. 4.0 industrial revolution the study's results suggest that the technology's role in the 4.0 industrial revolution should be expanded to construct a society 5.0 model of a wealthier and civilized human existence. It is vital to adapt relevant learning patterns for Indonesians in particularly to train people for the 4.0 industrial revolution and society 5.0. Eight national curriculum standard school reform policies should be reinforced in their execution in Education Management. A new paradigm of school administration based on information artificial intelligence and technology must be established to assist the deployment of a learning system in the period of the Fourth Industrial Revolution.

Keywords: Implementation of Educational Policies, Industrialisation, Humanity 5.0, Education Management

INTRODUCTION

Policy implementation is an aspect of policy formulation. The policy-making process, as according to Hasbullah (2015), is a political procedure that takes place at the stages of ideological public policy, in which this political campaigning is described as a strategy process and envisioned as a series of inter - dependent phases arranged in chronological order, including

¹Program Studi Pendidikan Guru Sekolah Dasar, Institut Pendidikan Nusantara Global
 samsurizal003@gmail.com

²Program Studi Pendidikan Bahasa Inggris, Institut Pendidikan Nusantara Global
 muliadimul2018@gmail.com

³Program Studi Ilmu Perpustakaan, Universitas Wijaya Kusuma Surabaya
 diankristyanto@uwks.ac.id

⁴Program Studi Manajemen Pendidikan, Instituto Superior Cristal Timor Leste
 paradanatalino@gmail.com

⁵Program Studi Pendidikan Guru Anak Usia Dini, Sekolah Tinggi Agama Islam Al-Kifayah Pekanbaru
 yendapuspitah@gmail.com

such media influence, policy formulation, organization has decided, implementation of policy, and policy assessment. ("SWOT Analysis and Its Implementation Strategies in Educational Management," 2019a)

As according Solichin Mujianto (2015: 151), strategic planning is a lengthy cycle in the face of problems; how does a performer's strategy choose a strategy? Where the general acts of partners (partner) are aimed at achieving strategic objectives. (M. Asep Fathur Rozi & Bustanul Arifin, 2020) Regulatory execution is defined as a finished method by which an authoritative method can achieve this same stated objectives and goals either directly as an action plan or via a profound level (induction) of the real strategy as an illustrative example of the agreement or through what is usually referred as a guideline. death (Riant Nugroho, 2009). (Riant Nugroho, 2009). 2009 (Riant Nugroho).

Learning inside the Fifth Industrial Revolution period for civilization 5.0 was done out from the perspective of education management by integrating numerous elements that had an influence on the achievement of national educational objectives. (Chaudhary & Sharma, 2021) Moreover, it is framed by intends in eight areas related to national education systems, which include issues commensurate with the characteristics and expectations of education throughout the Fourth Industrial Age. (Irwanto, 2022) If these conditions are realized, it is anticipated that our education sector system will be capable of to create civilisation 5.0, a highly intelligent, wealthy, and educated society based on technology. (Wensing et al., 2020)

The world, and particularly Indonesia, will enter an entirely new industrial age characterised by digitization in all facets of everyday life. According to experts, we are living in the fourth industrialization (Suwardana, 2017; 103). The Fourth Industrial Age is a state in the twenty-first century in which the convergence of techniques that decrease barriers between both the digital, physiological, and material worlds results in substantial transformations in numerous industries (Wurianto, 2018; 89). No one, even the nation, can halt the numerous patterns of transformation which the Industrial Age 4.0 is presenting. (Wang et al., 2022) The 4.0 industrial revolution has compelled the global society to continue adapting to the swing of change, which falls so quickly and dynamically. During the fourth industrial revolution, which is totally digital and linked to the complexity of technology, all elements of human existence have been influenced, both favorably and badly. ("SWOT Analysis and Its Implementation Strategies in Educational Management," 2019b) Technology has an impact on practically every element of human life. (Henrico, 2022)

Public bodies, as the party primarily responsible for education, must be proactive and dynamic in strategy formulation to respond to the huge challenges of contemporary upheaval 4.0 as rapidly as possible, particularly in expanding the quantity and character of Indonesian human capital. (Pramiarsih et al., 2022) Given that education-related government policies surely have a considerable influence on the learning experience, which eventually creates human resources. (Kwak et al., 2022) As a result, the government must create a prospective and prospective educational reform grand design with delicacy, reactivity, and speed so order to prepare Indonesians to become human capital that are not only powerful and trustworthy in spirit, but also have excellent character backed by productivity. (Halaweh, 2023) A high degree of creativity and invention in the face of harsh rivalry or global competitiveness in the period of a Industrial Revolution 4.0. ini. Based on this explanation, the scientific study's title is "Grand Redesign of State Strategic Policies within the field of Learning to Face the Industrialisation 4.0." (Alvi, 2022)

The fast advancement of communication and information technology has had far-reaching consequences for society and business. (Soares et al., 2023) Digital transformation will create new values and serve as the cornerstone for industrial plans in many nations. (Ahmad et al., 2023) In January 2016, the Japanese Cabinet designated "Community 5.0" as the key topic in the 5th Basic Programme of Technology and Science in preparation of such global transformations. (López & Mula, 2023) One among Japan's growth initiatives was emphasized. The "Next Investing Strategy 2017: Reform efforts to Achieve Society 5.0" has a section on Society 5.0. M. Fukuyama (2018)

Today, we are seeing the fourth industrial revolution, the Industrial Revolution 4.0. This is a period of disruptive innovation, in which new ideas are generated swiftly to aid in the creation

of new markets. Furthermore, these discoveries have the potential to replace current technology while also disrupting or destroying existing markets.(Keegan et al., 2023) Because it is a tremendous task for educators, this age is also known as "Era Pendidikan 4.0." Anwar People 's knowledge Makarim, Chancellor of Educational and Cultural Affairs (Mendikbud), delivered remarks titled "Educators to Advance Southeast Asia, Realizing Advanced Human Resources" and talked about the subject of Education 4.0 at the peak of a commemoration of United Nations School's Day 2019 as well as the 74th Anniversary of PGRI. (Ahmad et al., 2023) Currently, two goals influence international competitions: the first is how pupils use, study, and print their characters.(López & Mula, 2023)

Secondly, Indonesian education must become self-sufficient in terms of instruction and make teachers the driving force.(Keegan et al., 2023) Based on the above two assertions, it is possible to infer that the educational process focuses not only on machine learning via connectedness in all areas, but also on the human element as the key driver of learning.(López-Ríos et al., 2023) Our modern school has inadvertently reached the time of society 5.0, that gives a balanced society.(Ezquerro et al., 2023) In which the Internet is utilized for more than information; where all tech is interwoven with people; and where technological growth may minimize the prevalence of unfairness in humans and future economic challenges.(Rehana Munawar, Munib Ahmed, Moazzam Naseer, 2022)

It aspires to create a society in which we can tackle different social challenges by merging industrial revolution 4.0 technology (e.g., IoT, big data, AI, robots, and the collaborative economy) into every industry and society. life. Consequently, the future society would be one in which changes and improvements and activities are continually produced, resulting in a more peaceful and sustainable human life.(Tharaba & Noviyanti, 2022) Civilization 5.0 is a highly advanced culture. Japan will lead the way in resolving this problem in front of the entire globe.(Fernández-Cruz & Rodríguez-Legendre, 2022)

METHOD

This study intends to explore the implementation of instructional strategies inside the face of modern times from the perspective of education management. 4.0: Disruptive Community Resolution Approaches 5.0: Educational Management Perspectives.

This study uses descriptive analytic methodologies, analyses library resources, published research results, and the viewpoints of global leaders who contested the notion of Industrialization from its inception to its conclusion. 4.0, before the idea of community-based resolution 5.0 emerged. The data was analyzed using Miles and Huberman's model.

RESULTS AND DISCUSSION

Japan essentially takes the components of digitalization and change, which mostly occur at the level of affiliation of people and sectors of society, and applies them to the technique, strategy, and, shockingly, philosophic level of public transformation. The conclusion of Community 1.0, which marked the hunter-gatherer phase of human history, initiated the historical progression toward the solution of Society 5.0. Since then, we've gone on to the agricultural and industrial stages, as well as the resolutions of Community 2.0 and 3.0, as well as the resolutions of Community 4.0, which went beyond the information era. According to the goal "Entering Society 5.0," artificial intelligence will turn Big Data gathered from the internet into a new type of information that will reach every corner of society. When we transition to Society 5.0, everyone's life will become more pleasant and healthy since individuals will only be provided services and products for as soon as they need them. In Japan, the execution of the Communities 5.0 agreement is beneficial.

With the real quantity of data accessible via big data, along with the growth of monozukuri technology, Japan will solve societal concerns such as a declining productive-age population, aging communities, and environmental and energy issues advance of other nations. Japan will attain a vibrant business society through improving productivity and creating new markets. As a result, Japan will play a critical role in introducing the new Communities 5.0 resolved to the rest of the globe.

The sixth social consequence, ethics, and social acceptability by all stakeholders, is audacious and implausible: the "wall for social acceptance." It's the most important social component. Keidanren's 'outline' stresses not just the necessity for societal agreement, but also a comprehensive assessment of social ramifications and even ethical difficulties, such as human-machine connections, and even philosophical ones, such as defining exactly individual pleasure and humanity imply. Industrial revolution 4.0 and the corporation will undoubtedly be significant components of Society 5.0; nevertheless, it is not only about the industry: it involves all actors, encompassing people, government, academics, and so on.

Because of the numerous challenges and demands for cited skills, all meetings should start preparing and work themselves to make modifications and changes that are wholly focused on focusing just on nature of training, where the school is the structure, changes also must begin fundamentally. Indonesia must develop exceptional human resources for the 4.0 Industrial Revolution and Society 5.0 via educational interventions. By 2025, Indonesian will have produced many productive human assets (HR). Nonetheless, not everyone of working age is capable. Competent human resources may serve as economic capital, however incompetent human resources would impede Indonesia's growth. To create exceptional human resources for Community 5.0 in the period of the industrialization 4.0, educational interventions such as curricula, educators and education professionals, infrastructure, financing, and education administration are required. As a result, a systematic strategy is required at all levels, pathways, and kinds of education to produce loyal, religious, informed, and integrated, autonomous, creative, and nationalistic human resources.

Figures and Tables

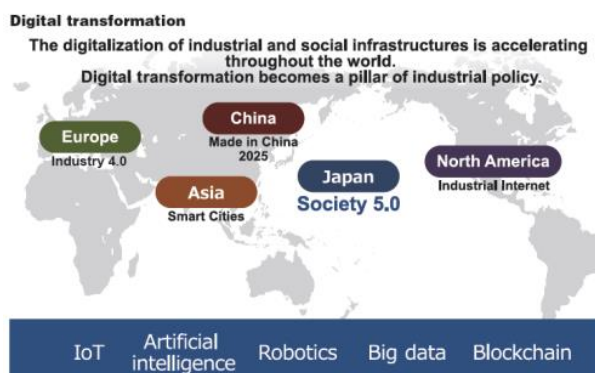


Figure 1. Digital Transformation

Table 1. Difference between Industry 4.0 and Society 5.0

PERSPECTIVE	INDUSTRY 4.0	SOCIETY 5.0
As long as	German	Japanese
Design	High Tech government policy 2020	Science and Technology government policy
Scope	<ul style="list-style-type: none"> ✓ Smart Factory ✓ Focus on factories/manufacturing 	<ul style="list-style-type: none"> ✓ Super Smart Society ✓ Interconnected communities
Focal point	Internet of Think (IoT)	<ul style="list-style-type: none"> ✓ Big Data, Robots, Artificial Intelligence ✓ Economy in line with society ✓ Making it easier for humans

CONCLUSION

Implementation of educational initiatives to cope with industrial disruption 4.0-year term for community resolution 5.0: Educational Management Perspectives Nonetheless, all subject matters use adjusted indicators from a mixture of concepts of industry 4.0 and society 5.0 outputs in the execution of learning, namely: governance; digital literacy; interaction; emotional intelligence; entrepreneurialism; global citizens; debugging; teamwork; and religious. This

signal is predicated on the notion that if a feature of society 5.0 is required in the future, the madrasa will not need to change. In other words, this signal will not cause any issues in the future.

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