

The Challenges of The Society 5.0 Era: The Evaluation of Learning in Primary Education

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Abstract:

Learning evaluation is an important thing in influencing education in the digital era and in facing the era of society 5.0. This research aims to describe how the evaluation of learning towards education in facing the challenges of society 5.0 era. The type of research used is literature review, by collecting data or theoretical materials from various scientific journal references or previous research through 3 important processes. The data collection technique uses library research with sources from journals, scientific articles, and books. Data analysis techniques obtained from reference materials from books, journals and scientific articles are used to prove the data regarding evaluation in the 5.0 era which is expected to be able to provide comprehensive and in-depth facts about the form of evaluation in dealing with education in the era of society 5.0. The results show that learning evaluation is one of the major influences in the development of education that can be used as material in facing the era of society 5.0. Learning evaluation is also needed in every lesson to develop better learning designs so as to produce students who think critically and creatively in solving problems and are able to keep up with the times.

Key Words:

evaluation of learning; primary education; society Era 5.0

DOI: [10.18952/aladzkapgmi.v12i1.5831](https://doi.org/10.18952/aladzkapgmi.v12i1.5831)

Received: 21 December 2021; **Accepted:** 21 June 2022; **Published:** 30 June 2022

How to cite :

Oktaviana, D., Barizi, A., Yaqin, M.Z.N. (2022). The Challenges of The Society 5.0 Era: The Evaluation of Learning in Primary Education. *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, 12(1), 10 – 17.



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Introduction

The times have changed and have had a tremendous impact on human life. Humans are required to follow each of these developments. It can be seen in everyday life, almost all jobs have been replaced by a machine or robot as a sign of the era of the industrial revolution 4.0. Not only in terms of work that has changed but also in all aspects of human life, including education. The technological change has both positive and negative impacts. It is as explained by Adha et al. (2020) When technology takes over, some jobs are lost and workers have to upgrade or learn new skills in order to stay in the job market. In some cases, technology directly replaces workers, while in other cases technology actually strengthens human resources. In addition, it is also explained by Dito & Pujiastuti (2021), that education in the 4.0 era is an education that is influenced by the industrial revolution 4.0 which is characterized by education more utilizing digital technology in the learning process where reconstruction which was originally just writing, reading, and calculating, now has to be converted into data literacy, technology, and human resources.

The 2013 curriculum is a curriculum change from *Kurikulum Tingkat Satuan Pendidikan (KTSP)* which is one of the changes in terms of education. Teachers or educators are also required to develop their skills and learning styles to meet the demands of the times. The 2013 curriculum, can help teachers in building students' minds to be more critical and creative and improve their skills. This is needed not only as part of how to deal with the 4.0 era but also as material and challenge for students later in facing the era of society 5.0. Hendarsyah (2019) said that:

The era of Society 5.0 is described that every activity carried out by humans is highly dependent on technology. Technology has become a basic need in the joints of human life, all integrated with smartphones. Industry 4.0 and 5.0 have differences even though they appear simultaneously and continuously. Industry 4.0 was more focused on industry, especially in the manufacturing sector such as textiles, automotive, food and beverage, electronics, biochemistry, and so on. Meanwhile, society 5.0 emerged after industry 4.0, where society 5.0 was still in the form of a vision and focus on humans.

Education is an important factor in nation-building which serves to develop and improve the thinking skills of students. Creating pleasant learning condition can provide opportunities for students to be active in the learning process so that the goal is achieved and the students become good quality of human beings it requires good quality of curricula and educators. Moreover, the learning process requires evaluation of learning in order to improve the previous learning and can build education quality.

Learning evaluation is an important thing for influencing education in the digital era and in facing the era of society 5.0. This is certainly a concern for learning designers, such as educators, education committees, and the government. By developing learning, they are able to produce students who are more creative and have the ability to solve critical and complex problems so that learning evaluation is expected to influence the development of education at the primary, junior high, senior high school levels. Especially in education at the primary level, it is very important to pay attention to education at the primary level. Primary school education has the aim of laying basic intelligence, knowledge, personality, noble character, and life skills as a basis of understanding for the next level of education. Evaluation is determined from how the evaluation can make students think at higher levels. The student is given the opportunity to overcome a problem that occurs and it can be used as a tool to face the 5.0 era. In addition, students also

must be able to construct their learning experiences with the new experiences they gain.

If we examine at the result of previous research conducted by Siswanto, (2016), SD/MI (primary education) in Indonesia has not been maximized due to unorganized management and lack of guidance from parents in the form of collaboration between teachers and parents. It is expected that parents can fulfill their role optimally to be involved in education in the family environment as a solution to this problem because family education is one of the most important things before the child enters education in school institutions. Meanwhile, according to Kurniawan (2016), the problems of education in Indonesia are specifically on the curriculum system, education administration and the low efficiency and education quality. Therefore, it can be explained that the most problem encountered at primary education is the availability of limited education funds so that it has not been able to meet the infrastructure facilities that are the goal of improving the quality of education. It is definitely inseparable from the role of local and central government and the community in supporting the school program. Meanwhile, Septiani & Sukana (2019) stated that basic education problems are mainly influenced by the educational background factors of teachers, school principals and the government.

It is often found that problems in primary schools are problems that are considered trivial by some people when they talk about these matters. Some people assume the problem of education in primary school is a trivial matter, even though for further investigation, basic education is education that becomes the initial foundation for continuing education afterward. Because the indicator of community progress lies in the education that has been undertaken since primary education. The higher the education of the community, the more advanced the development of a country will be (Syafi'i, 2021). The problem in basic education lies not only in the ability of students but also in qualified teachers who are able to deliver learning materials so that students are able to understand the material presented. The understanding ability of students also needs to be considered because there are still many teachers who think that students only need to be given an explanation of the material then students understand. This will become a basic education problem if it is not followed up. Primary school students need to be given contextual understanding considering the characteristics of students who are in the concrete operational stage.

Contextual or concrete learning can help students meet the demands of education in the 5.0 era, namely having expertise in creative, critical, communicative and collaborative thinking. This is in accordance with the statement from Kementrian Pendidikan dan Kebudayaan (2019) that to answer the challenges of the era of society 5.0 in the world of education, skills called 4C are needed, namely creativity, critical thinking, communication, collaboration. Not only students, teachers are also expected to have creative personalities, able to teach and educate and inspire students. Meanwhile, Sasikirana & Herlambang (2020) stated that the skills that are required to be possessed in basic education in facing era 5.0 are leadership, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship, problem solving and team work. Hence, from various opinions related to the demands of education in the 5.0 era, it is necessary to have innovations developed by teachers and students. One thing that can help teachers and students meet the challenges of era 5.0 and develop primary education through evaluation. Basic education as the initial foundation in achieving further education cannot be considered trivial. Various problems that arise in basic education if it cannot be fixed then further education will be more difficult.

There are various forms of learning evaluation that can be used in developing and improving learning in order to have quality. The evaluation can be started by assessing the strategies and methods used by the teacher in each lesson, namely the accuracy of the method with the material being taught or its suitability for the characteristics of students. As explained Magdalena et al. (2020), the purpose of the evaluation is to determine the effectiveness and efficiency of the learning system broadly which includes objectives, materials, methods, learning resource media, environment and assessment. In addition, the evaluation also aims to assess the effectiveness of learning strategies, assess and develop curriculum programs, identify student characteristics and provide data in making decisions.

Learning evaluation is needed in every learning meeting as a form of developing education to find out how far the learning process has gone as planned, how the learning process is carried out and how progress has been achieved or mastered by students after the learning process. It is also mentioned by Purwanto, (2009) Evaluation can be used to see progress and development as well as student success, teaching programs and school curriculum improvements. Based on the problems, the researchers are interested in conducting research to find out more about the evaluation of primary education learning and get information.

Research Methods

This study used a literature review obtained via online. The literature study method is a series of activities related to the method of collecting library data, reading and taking notes and processing research materials (Rahayu, 2018). The data collection technique used in this research is *Library Research*, namely collecting data or theoretical materials from various scientific journal references or previous research through 3 important processes, such as *editing, organizing, and finding*. The literature review obtained in this study was sourced from several journals and previous studies related and relevant to the evaluation of learning and the era of society 5.0. The main literature used is derived from a proprietary journal article (Mariam et al., 2020) entitled the application of HOTS-based learning evaluation. In addition, the research also comes from several books related to the evaluation of learning in primary education (Ratnawulan & Rusdiana, 2014).

The way to evaluate can be done by giving HOTS questions that can measure students' C4, C5, and C6 abilities or the ability to analyze, synthesize and evaluate students in answering questions, provide various contextual problems, and observe aspects of student attitude assessment. during learning to measure the skills of students in applying the information obtained. As for the evaluation of learning carried out by the teacher, it can see the accuracy of the methods, strategies, approaches, and ways of teaching teachers with the material and characteristics of students. Data analysis techniques and data validity techniques were obtained from reference materials for books, journals, and scientific articles as support to prove the data found by researchers regarding evaluation in the 5.0 era which is expected to be able to provide comprehensive and in-depth facts about the form of evaluation in dealing with primary education in the era of society. 5.0.

Results and Discussion

The obtained result of this research, in conducting an evaluation, an assessment of the learning process is required which includes attitude assessment, cognitive and skill assessment. The evaluation of learning itself can be carried out by teachers, school principals, or education committees. The 2013 curriculum that is currently being used creates difficulties for some teachers in the learning process and in evaluating learning. It is because the teacher must design learning in

accordance with the 2013 curriculum where students must play an active role in each lesson. In addition, students must have critical and creative thinking skills.

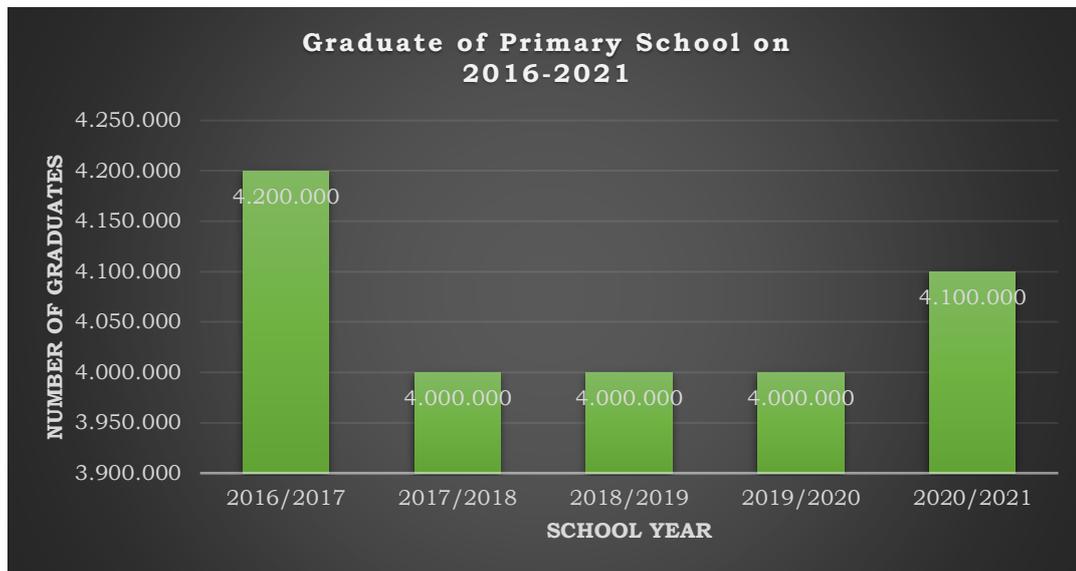


Figure 1. Number of Graduates Primary School in 2016-2022

Source : *Ministry of Education and Culture*

According Figure 1, every year the number of education graduations at the *SD/MI* level has a constant value. It can happen due to several factors, that is the existence of new innovations in education, one of which comes from the renewal of the *KTSP* Curriculum to the 2013 Curriculum (*C13*). In *C13*, learning prioritizes student activity as a form of developing students' critical and more creative thinking skills. The existence of demands in improving students' critical and creative abilities, then each lesson has an evaluation in the form of tests and non-tests. It can help develop the student abilities as to achieve the desired graduation rate and in improving the learning process carried out by the teacher. Indeed, the spread of the Covid-19 virus that occurred in 2019 was also be the one that affect the level of students' ability to understand learning material. Learning conducted via online can have an impact on students because it is less effective and boring, students don't pay much attention, and so forth. Thus, the goal for obtaining quality graduates is also difficult.

The world of education is increasingly advanced in the global era, it is necessary to change the curriculum and technology to support learning media. The challenges faced by an educator in the digital era as well as in facing the era of society 5.0., are required to always conduct an evaluation in every lesson. Education in the 5.0 era emphasizes character, morals, and exemplary education. Not much different from education in the 4.0 era. There are four main abilities that every individual needs to fulfill in the 5.0 era, namely critical thinking, creativity, communication, and collaboration. Each individual must have a critical and creative mindset in solving a problem. This is done as an experience that can cultivate the skills of each individual, where in the 5.0 revolution era. all the knowledge possessed can be replaced by technology but every skill possessed by each individual cannot be replaced by technology.

The evaluation that must be carried out in responding to the challenges of era 5.0 is to first pay attention to the needs of each individual student, the purpose of the assessment to carry out the evaluation, and its components. The evaluation can be done with a test or a non-test. The evaluation must be centered on students' thinking abilities which are directed at evaluation standards. If the evaluation is in

the form of a test, it can be done by giving Higher Order Thinking Skills (HOTS)-based questions. As explained by Rodiana & Pahlevi (2020) that HOTS questions are not only categorized in C1, C2, and C3 but also categorized in the cognitive domains C4, C5, and C6, namely analyzing, synthesizing, and evaluating.

It indeed not only the responsibility of educators but also school institutions. The Ministry of Education also participate in evaluating learning as a tool in developing education in Indonesia and producing students who think critically, creatively, and have quality skills. As explained in Permendikbud No.23 Tahun 2016 that the assessment process is carried out by educators, educational units and the government. So, the evaluation process in assessing learning carried out is not only carried out by educators but also educators and government units that play a role in the development of education in Indonesia.

With the development further times accompanied by advances technology, students are required to have high abilities in solving complex problems, such as critical, creative and systematic thinking. Although technological advances are believed and expected to meet the demands of the 21st century, in developing students' problem-solving abilities and skills, educators or teachers are also required to improve their abilities in producing students who can compete in the era of society 5.0 forward and have high thinking skills. Teachers can continue to improve and develop learning with students playing an active role and evaluating the learning carried out as material for further learning. The 21st century places high demands not only on students but also teachers.

It is based in Law at Number 20 of 2003 concerning National Education that the purpose of National Education is to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic citizens and responsible. So, the explanation of Law Number 20 of 2003 explains that an education system needs policies from the government that are able to answer the challenges and skills that must be achieved in the 21st century not only as citizens but also as human beings who believe in God Almighty.

The learning process based on HOTS can be used to meet the demands of the 21st century. Hidayati (2017) mentions that HOTS-based learning allows students to apply their knowledge and abilities in making critical reasoning. Teachers can also hold a test, HOTS-based evaluation to measure and improve the ability of students to think more critically. Primary school education is the initial formal institution that forms the foundation and has the potential to initiate and develop critical thinking patterns in accordance with the demands of era 5.0. Because with the habituation that starts from primary school education, it is hoped that it will improve the pattern of thinking at the next level. The evaluation policy is related to integrative thematic learning that leads to authentic assessments that can be used for formative and summative, measuring skills and performance, continuous and integrated, and can be used as *feedback* (Aprilia, 2018). Thus, evaluations in primary schools must be authentic and measure HOTS.

The purpose of the evaluation is to measure and determine the suitability of the student learning process with the learning implementation plan as well as the success and activity of students in the learning process. In addition, evaluation can also be a medium or tool in finding solutions in developing mastery and creative thinking of students in solving problems around them. As explained by Idrus (2019), evaluation activities are carried out consciously by the teacher with the aim of obtaining certainty about the success of student learning and providing input to the teacher on the learning activities carried out. It is also explained by Ratnawulan & Rusdiana (2014) that the purpose of the evaluation is to determine the effectiveness and efficiency of the learning system related to the objectives of the

material, methods, media, environment and assessment system. In addition, the evaluation is also carried out by adjusting the types of evaluations such as planning and development evaluations, monitoring evaluations, impact evaluations, economic-efficiency evaluations, and comprehensive program evaluations.

Learning evaluation plays an important role to determine the effectiveness of learning carried out by educators. Learning evaluation provides educators with improving previous learning and designing lessons that allow educators' learning to develop. Because educators must create something new that will be applied in the classroom in terms of methods and assessment (Latip, 2018) the professional task of classroom teachers in carrying out learning evaluations can be oriented to the achievement of learning outcomes and by paying attention to the dimensions of learning evaluation.

The influence can be discovered from various aspects such as being able to provide quality learning because it continues to innovate and improve learning which is carried out by continuous evaluation, the competencies that are expected to be possessed by students in the 21st century are critical thinking, creative, high reasoning, and adaptation and collaboration can be achieved. In addition, the evaluation can affect the quality, ability, and competence of teachers in teaching and educating as to their main tasks. It is explained by Magdalena et al. (2020) that learning evaluation is very important because we have to know whether or not a learning system is implemented by educators.

HOTS-based learning evaluation is a learning assessment that can direct students to think critically and produce creative answers. Teachers are challenged to be able to design, create and implement evaluation system standards that are centered on students' activities and thinking skills, therefore the evaluations made are directed at evaluation standards or types of HOTS-based questions in every activity, both semester exams, and national level exams. HOTS is high-level thinking by carrying out task measurements through the steps of analyzing, evaluating, and creating conceptual and procedural knowledge or metacognition (Mariam et al., 2020).

Evaluation of HOTS-based learning in the face of the 5.0 era, can be in the form of essay questions that lead to problem-solving in everyday life. So, that students are able to provide answers with their experiences and see things that are happening around them. Basically, the development of HOTS-based evaluation can be developed at all levels of education in facing the challenges of society 5.0 era.

Conclusion

Learning evaluation is something important for education in Indonesia. Because the evaluation can help educators in developing the learning and produce quality students. HOTS-based learning evaluation basically focuses on the ability of students to think critically and be able to solve complex problems that occur in everyday life. The size of the influence of the evaluation can be measured through the subsequent learning process. If the mistakes or shortcomings made in the previous learning process and planning are corrected and become better, it will be discovered in the learning process. The learning that will be conducted will run effectively, the ability of students to process, analyze, and increase student activity, then the evaluation of learning and improvements carried out goes well and the evaluation is also proven to have an impact on the learning.

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