

STRENGTHENING AWARENESS OF POST-IDENTITY AS ASSET FOR SOCIETY 5.0 THROUGH REFLECTIVE LEARNING

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Abstract

The background of this article departs from the development of the times that provide opportunities and challenges to humanity in facing the era of society 5.0. The purpose of writing this article is to strengthen post-identity awareness through reflective learning in the subject of civic education (PKn). The writing of this article uses conceptual ideas. Society 5.0 wants to create a community that truly enjoys life. Social reform in society 5.0 will create an ever-changing society by having foresight, a society that upholds tolerance, and a society where every person can lead an active and enjoyable life. Reflective learning has five hierarchies of thought processes, including 1) reporting, 2) responding, 3) relating, 4) reasoning, and 5) reconstructing. Reflective learning strengthens the post-identity awareness of students in the face of the era of society 5.0. Post-identity consciousness has a relationship with the concept of global diversity. To achieve global diversity, students must be able to reflect and be responsible for the experience of diversity and social justice. This post-identity awareness is capital for strengthening tolerance and caring for Indonesian pluralism to welcome the life of the society 5.0 era. The direction of civic education and society 5.0 has the same mission of realizing a humanist order of society.

Keywords: Post-identity; Society 5.0; Reflective; Civic Education

A. Introduction

Post-identity is a term that is closely related to political aspects. Fawaid in the introductory part of Edward Said's book entitled "Orientalism" gives a meaning if post-identity or post-identity is intertwined with political aspects related to the perspective that sees other groups not as a form of threat, let alone enemies, but as human beings who deserve respect because of their humanity and not because of their identity (Said, 2010). Post-identity is very interesting if it is associated with citizenship education (PKn) subjects. As is well known, the goals of civic education (PKn) include making students have attitudes and

actions that are in line with the values of Pancasila (Kurnia et al, 2021).

The expected outcome after studying Civics is to make students able to think critically, act in accordance with the values of Pancasila and the 1945 Constitution of the Republic of Indonesia. In practice, students are expected to have the determination and real action to participate in the life of the nation and state (Kurnia et al., 2021). The purpose of participating in the life of the nation and state is that every student has a sense of nationality and love for the homeland in the context of the values and morals of Pancasila, has the spirit of *Bhinneka Tunggal Ika*, is committed to being loyal to the Unitary State of the

Republic of Indonesia (NKRI) so that peace can be realized in Indonesia and can be part of global citizens (Dwintari, 2017).

In order to see the success of Civics subjects in achieving their goals, it can be done by measuring several indicators of students' attitudes and actions that show a person who is Pancasila or not. One of them measures the indicators of the implementation of the value of diversity. A student with a psychological condition that is still unstable usually tends to look for identity or identity. This identity issue is a part of diversity. The concept of diversity is to respect differences that are resonant in an attitude of tolerance. In fact, in the field, the problem of identity clashes among students still persists. Research from Zarwegi et al. (2017) shows fact that one of the schools in the Rumbai River still has negative actions from students such as denouncing the language used by certain ethnicities, forming gangs based on ethnicity which have an impact on discriminatory attitudes to exacerbate conflicts between people. learners. Shifting in 2019 there was a brawl in Kemayoran involving students, there was even one fatality (Lova, 2019). Moving a little to the Bogor area, throughout 2021 in the Bogor area there were 45 cases of brawls between students. Of these 45 cases, 3 people were injured and 2 died (Faisal, 2021). Recently, on June 6, 2022, there was a brawl between students in Tebet in which the perpetrators of the action carried each other with sickles (Nurmansyah, 2022).

The various facts in the previous paragraph which describe various minor clashes such as criticizing others to large clashes involving physical fights between students are a form of denial of the values of Pancasila. Of course, this has negative implications for the unity

and integrity of the nation. The brawl mentality that is brought from a young age is not impossible for students to carry when they grow up. The anticipation step is of course equipping students with the importance of post-identity awareness. It is hoped that in the future post-identity awareness will continue to become habituation in the life of the nation and state. The importance of habituation of post-identity awareness is based on the very diverse social conditions of the Indonesian people, socio-culturally. In the discussion of Thomas Lickona (2019), it is known as a multicultural society. The condition of a multicultural society is prone to identity conflicts. History records the conflicts between Sampit, Ambon, and Poso and between football fans in Indonesia, which has become evidence of promoting a self-identity that smells of SARA which is very prone to causing divisions. This is where the important role of Civics is to contribute to building a strong pluralistic Indonesian identity.

The practical step is through Civics learning activities with a reflective model. Reflective learning emphasizes the ability to think reflectively in every process. Reflective learning activities are formulated with the involvement of students' thinking skills and attitudes as an effort to explore students' experiences as an effort to achieve new understanding and appreciation. As for some previous studies that intersect with this article, including by Anggita et al. (2018) "Improving the Poetry Writing Ability of Vocational High School Students Using Reflective Learning". The results of his research show that reflective learning can improve poetry writing skills in vocational students. Utami (2019) "Teaching Historical Empathy Through Reflective Learning". The results of his research show that

reflective learning is one of the learning models to teach historical empathy. Rahman & Ilmadi (2020) "Application of Reflective Learning Models to Improve Mathematical Reasoning Ability". The results of his research show that reflective learning influences students' mathematical reasoning abilities. There is a relationship between the reflective learning model implemented on students with the initial ability level of mathematical reasoning abilities.

Several previous studies have not had a single title equal to this article. The novelty of this article lies in reflective learning which is used to optimize students' post-identity awareness through Civics learning. This article will lead the readers to find out elaboratively the reflective learning model to optimize post-identity awareness in a welcoming society 5.0.

B. Discussion

1. The Life in Society 5.0

The development of the 21st century is marked by the massive use of information and communication technology in various fields of life. Through technology, the world becomes borderless. One country to another is connected 24 hours a day. Through air transportation technology, everyone can reach other countries easily without taking months like in the old days. Through television media and streaming applications such as YouTube, events in various parts of the world can be seen live in other parts of the world simultaneously. The development of the digital world that is connected to the internet makes it easier to send money even in real time. These developments have an impact on shifting the skills and competencies of the workforce (Daryanto & Karim, 2017).

Currently, the Indonesian people are enjoying the frenetic life of digital technology during the industrial revolution 4.0 which is characterized by the internet of things (IoT), artificial intelligence (AI), cloud computers, and disruptive cognitive phenomena. The existence of these technologies more or less affects human behavior in the context of economic, political, social, cultural, and educational. As is known, humans are currently using AI to streamline their work (Hasan, 2019). The development of society will continue unstopably. By borrowing the term Clifford Geertz (2017) community change is not like a carnival parade that shows a procession on the street, but the change is subtle and sudden its impact can be felt even in small spaces in people's lives.

Still in the life of the 4.0 industrial revolution era, we have been faced with a new order, namely society 5.0. Conceptually, society 5.0 is an era of human-centered society based on technology. When viewed genetically, the existence of society 5.0 was preceded by society 1.0 the hunting and gathering phase, society 2.0 the life phase of farming (agriculture), society 3.0 the growth phase of industrialization, and society 4.0 the massive phase of information technology development (Fukuyama, 2018). The era of society 5.0 positions technology not as something that threatens human existence. The human position is precisely the control of the technology that will facilitate and improve human activities, activities, or work (Siswanto, 2019). Society 5.0 reaches a higher degree in the convergence of the virtual (virtual) world and the empirical world. Society 5.0's pattern of life is colored by information from the sensors of the empirical world accumulated in the virtual (virtual) world.

The concept of Artificial Intelligence (AI) virtual space plays a role in analyzing big data and the results of the analysis will be returned to humans in real space in various forms. The life concept of society 5.0 makes humans, various objects, and various systems connected in virtual space, and optimal results are obtained by AI so that it can exceed human capabilities and will be returned to real space. The output of the process is providing new value to industry and society in ways that were previously impossible to do. Society 5.0 aims to create a society that truly enjoys life to the fullest. Social reform in society 5.0 will create a society that is constantly changing with foresight, a society that upholds tolerance, and a society where every individual can lead an active and enjoyable life. The direction of society 5.0 is to make a super smart community order (Machfauzia, 2020).

Society 5.0 about Indonesia becomes an era that cannot be avoided in the future. This moment must be welcomed proactively. This is done by strengthening the field of education and culture nationally. The hope is that when it begins to transform into the era of society 5.0, it will mature, including anticipating the risk factors that can be caused (Sumarno, 2019). Society 5.0 in the context of Indonesia needs to be taken seriously. Indonesia must be ready to face all the opportunities and challenges of the era of society 5.0 so that the ideals and goals of the nation can be achieved. The path that must be taken is to educate the nation through education. The role of education in this strengthens the cognitive, affective, and psychomotor aspects. Relying on Suryadi's opinion (2020) important forms of future educational challenges involve a) information technology, b) the combination of science and technology, c) quality, investment, and change in the

education sector. These challenges need to be anticipated to prepare a generation that is ready to compete for the life of the future.

Educational institutions as producers of human resources need to have learning designs that have competency content in the form of skills needed by humans who live in the era of society 5.0. Suryadi (2020) gives some of his views on the competencies needed in the future such as: a) ways of communicating, b) critical thinking, c) utilizing moral aspects when facing a problem, d) linear intelligence with talents and interests, e) being a citizen. a responsible state, f) ready to work, g) tolerance with different views, h) adaptive ability to live with global society.

Some of the competency exposures in the previous paragraph need to be welcomed by the younger generation by being proactive in learning and mastering new literacy as an answer to facing the era of society 5.0. The new literacy is meant as follows: a) data literacy such as reading, analyzing, and implementing information (big data) skills in the digital world, b) technological literacy by understanding how machines work, technology applications (coding, artificial intelligence, machine learning, engineering principles, biotech), c) human literacy where humans become more humane, cultured, and refined in behavior (Suryadi, 2020). The combination of data literacy, technology, and humans will make humans lifelong learners in order not to lose out in the competition and still uphold human values.

2. Reflective Learning Model to Optimize Post-Identity Consciousness

The era of society 5.0 has the concept of forming a social order that focuses on the quality of humanity and the position of humans as the center of innovation in the

field of technology (Djono et al., 2020). Society 5.0 is oriented toward the advancement of human beings and their social life. Technological developments are significantly directed at solving social problems and preventing the emergence of new social problems as a result of the use of technology. The role of technology is to help human work to be more efficient. Technology does not replace humans who are controlled by technology, but humans remain the center of control. Thus, it will not change the true nature of humans as social beings who live in a society (Siswanto, 2019). From here, the question that can become an educator's reflection is what can be given civic education to meet the order of society 5.0. The author wants to make a small contribution through learning civic education for current and future life to welcome the era of society 5.0 through a reflective learning model. The topic of learning rights and obligations for some Civics educators in grade 10 of high school may feel less challenging to teach to students. Considering that the rights and obligations of citizens are detailed in the body of the 1945 Constitution of the Republic of Indonesia. Promoting post-identity awareness to students is a challenging endeavor. The implementation of learning can be started by asking students to look for various problems related to the rights and obligations of citizens that may be related to the lives or experiences of students in everyday life. Reflective learning in the view of Bain et al in Widiensyah & Saputra (2021) has a hierarchical step in the thinking process, namely: a) reporting, b) responding, c) relating, d) reasoning, and e) reconstructing. The reporting stage is related to the ability to describe a condition, phenomenon, symptom, or problem,

students are directed to find problems around the rights and obligations of students in the context of their relationship as citizens. To stimulate students, the teacher can display some pictures like the following.



Image 1. Depiction of a Student Brawl

Then the teacher asked the students "What is odd about the picture?". Teachers can accommodate a variety of diverse answers from students. The teacher then directs students to use sympathy in seeing the picture. Learning enters the responding stage which is related to the ability of students to develop emotional reactions to problems. The teacher guides students to use their empathy "try to feel and place yourself in a situation like a picture 1!". The hope is that after activating empathy, the students have various perspectives on seeing the brawl events and their impacts.

With empathy in assessing Figure 1, students are directed to observe the phenomena that occur in Figure 2.



Image 2. Depiction of a Student Brawl

It is expected that students can draw a common thread from the events in Figure 1 and Figure 2. The teacher plays a role in providing a stimulus in the form of the question "what is the underlying reason for the events in Figures 1 and 2?". Allow students to answer everything until they get an answer to a conflict of interest, showing their identity. The teacher leads the opinions of students to show their identity until the conflict of interest is part of the conflict. At this level, the relating stage is reached, which is indicated by the ability to associate various phenomena with the theory that underlies the phenomena. The theory that underlies the brawl phenomenon is conflict.

Students can understand the theory that underlies the brawl, the teacher gives a stimulus to the students "try to explain systematically what is behind the brawl events? besides that, provide the best solution to solve the brawl problem and its preventive efforts!". The activity has directly entered the reasoning level which is related to the ability of students to compile a chronology of events based on the facts of the incident following the methodological concept of problem-solving. To help students find the best solution, provide the image stimulus below.



Image 3. Tolerance

The teacher can give instructions "try to observe the picture of some students who are joking with one of the men who are wearing religious clothes of a certain

religion, what value can you take from this incident? Then you connect that value with the brawl!". The stimulus provided by the teacher has directed the students to reach the reconstructing level, which is related to the skills to plan completion activities, referring to the theory and past experiences.

Reflective learning emphasizes students always think reflectively. When students think reflectively, a learning process occurs, dare to make assumptions, and is able to judge, which is followed by an attitude to apply their understanding. Conditions like this are very good at supporting cognitive development. If these conditions occur continuously, they will achieve a deeper understanding, change in thinking, and the outcome, students can act wisely in solving problems (Widiansyah & Saputra, 2021).

Reflective learning has the advantage of making it easier for students to understand the material associated with their experience. Students can relate personal experiences with their analytical skills when explaining the material on the rights and obligations of citizens. The learning process involving the experience of students is useful in supporting the exploration ability of students in understanding an event or phenomenon. For example, when given a case study of a brawl incident, students can relate it to their rights and obligations at school. The rights of students include: getting lessons, getting equal treatment from the teacher, getting a clean place, choosing friends, getting a sense of security and being protected, and the opportunity to ask questions and have opinions. While the obligations of students include maintaining school cleanliness, obeying school rules, obeying teacher advice, respecting teachers, and respecting friends. A good understanding of the rights and

obligations of students at school makes them understand that a brawl is a form of denial of the obligation to respect friends. Optimization of post-identity awareness can be done when the red thread of brawl is a form of denial of the obligation to respect friends. Teachers can insert the importance of students having post-identity awareness. Consciousness is defined as the state of the individual who has complete control over the stimulus given from within and without. Post-identity awareness means that individual students are well aware of the differences between themselves so that differences in identity are not the root of the problem but view identity as only an attribute of humans. So that when students look at fellow students or other people, it is not because of their identity but based on the nature of their human side as God's creatures.

Optimizing post-identity awareness needs to be elaborated on the challenges ahead. One of the real hands is the life of society 5.0 society. The essence of the life pattern of society 5.0 is the mastery of technology by humans, not the other way around humans who are enslaved by technology. Society 5.0 is characterized by an appreciation of all forms of difference. Technology will coexist with humans. Its existence can be fully controlled by humans so that all forms of human activity become effective and efficient. The life pattern of Society 5.0 has been anticipated by Indonesian education policymakers by designing Indonesian students to have global diverse characters. Teachers as the vanguard of change in the field of education require sharpness in reading the challenges ahead. Post-identity awareness has a relationship with the concept of global diversity. To achieve global diversity, students must be able to reflect and be responsible for the experience of diversity and social justice

(Kurniawaty, 2021). On the other hand, the readiness of students in studying learning topics is also important. Good preparedness can increase response as well as enthusiasm. This is because the learning materials come from the life experiences of students or are contextual. The use of student experience as a learning resource will create an enjoyable and meaningful learning climate without compromising the learning context.

Reflective learning is highly recommended for Civics subjects. Some of the advantages and benefits of implementing reflective learning include students being active, optimizing predictive abilities by daring to predict actions (actions) in the next lesson, and training students' independence to reflect independently in subsequent learning. Reflection learning helps students to build thinking skills at the highest level (Widiansyah & Saputra, 2021). Through reflective learning, students can become human beings who are truly independent in their thinking.

C. Conclusion

Civic education as a subject with a focus on civic issues needs to continue to upgrade itself through adaptation to meet future life. To meet the era of society 5.0, civic education contributes by preparing human resources through reflective learning to strengthen post-identity awareness. Implementation of reflective learning by emphasizing the importance of post-identity awareness owned by every student. Contextual material makes it easier for students to understand it. Given that students are always in contact with him. Sources of material that are close to students are elaborated on the concept of global diversity, namely that students must be able to reflect and be responsible for the experience of diversity and social justice.

This post-identity awareness is capital for strengthening tolerance and caring for Indonesian pluralism to welcome the life of the Society 5.0 era. The direction of civic education and society 5.0 has the same mission to realize a humanist

society. This research is only limited to the literature review and conceptual ideas. Suggestions for future research are to create developments in civics learning to face the era of society 5.0.

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