

## Multicultural Education in the Era of Society 5.0

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### Abstract

*The aim of this research is to describe multicultural education in the era of society 5.0. This research is library research, examining sources that discuss multicultural education and society 5.0. The research results show that in the era of society 5.0, there is a variety of diversity (pluralism), especially in the field of education. Diversity in the world of education includes gender, ethnicity, culture, and religion. Apart from that, in the educational process, there is also a diversity of potential, intelligence, talents, interests, motivations, and so on. There is also diversity in educational media, whether hardware or shopware. There is also diversity in the use of communication and information technology in education. The use of computers and the internet (digital) in the educational process also varies according to the needs and abilities of educators, students, and educational institutions. So multiculturalism in the field of education in society 5.0 is an unavoidable necessity.*

**Keywords:** Multicultural, Education, Society 5.0 Era

### 1. Introduction

Education and learning are processes process of developing human potential. Education and learning always develop in line with developments in science and technology. The development of the 21st century is marked by the use of information and communication technology in all aspects of life. Technology connects the world beyond geographical barriers so that the world becomes borderless (Daryanto & Karim, 2017). The rapid progress of science and technology, especially advances in information and communication technology, also has an impact on education, both directly and indirectly. The current use of information and communication technology also has an influence on the learning process.

Education, based on the Education Commission for the 21st Century, states that the true essence of education is learning. Education relies on four pillars, namely: learning to know, learning to do, learning to live together (learning to live with others), and learning to be. Learning to know is an effort to understand knowledge instruments both as tools and as goals.

Learning to do emphasizes how to teach students to practice everything they have learned and be able to adapt the knowledge they have acquired to future jobs. Learning to live together and learning to live with others basically teaches, trains, and guides students so they can create relationships through good communication. Learning to be is a fundamental principle of education, namely being able to contribute to the complete development of each person, body, and soul (Aunurrahma, 2019).

From the explanation above, it can be understood that the four pillars of education are closely related to multicultural education and also to society 5.0. Learning to live together can refer to multicultural education, intended to be able to communicate with various other parties. Multicultural education is a response to the growing diversity of the school population as well as demands for equal rights for each group. This means that multicultural education is education that includes all students without distinguishing between groups, such as gender, ethnicity, race, culture, and social and religious (Amin, 2018). Multicultural education is directed at developing abilities in studying the concept of intelligent, responsible, participatory Indonesian citizens and a cultured society (Khairiah, 2020).

Learning to do can be defined by society 5.0; it means that learning to do is learning to be able to work

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and to be able to practice the knowledge that students have gained in the learning process. The knowledge gained in the learning process can be put into practice through existing technologies, such as laptops and computers with all their applications.

The era of society 5.0 is an era where people live in the era of the Industrial Revolution 4.0. Industrial revolution 4.0 has given birth to various innovations both in the industrial world and in people's lives in general (Fadhilah et al., 2023). In the industrial era 4.0, people's activities are interconnected by the internet or satellite networks, so a paradigm emerges for a very sophisticated era of human life. The era of society 5.0 is a period that is human-centered and based on technology; therefore, artificial intelligence will be fully dedicated to improving the quality of life and human ability to discover and open up various opportunities. owned by humans (Rahmawati et al., 2021).

With the increasingly intertwined science and technology, along with the situation of globalization, which brings humans to the merging of the dimensions of 'space and time', this also gives rise to negative phenomena, one of which is the learning process. In the learning process, appropriate learning planning is needed according to these needs. (Rosa, 2020). With the increasingly intertwined science and technology, along with the situation of globalization, which brings humans to the merging of the dimensions of 'space and time', this also gives rise to negative phenomena, one of which is the learning process. In the learning process, appropriate learning planning is needed according to these needs (Lestari, 2022). Apart from that, to face various challenges and social problems, innovation is also needed that is in line with these developments (Abdillah et al., 2022).

Multicultural education has a significant role in minimizing the negative impact on the development of society. 5.0. Multicultural education is an educational program that provides various learning resources for students (Surahman et al., 2022). Multicultural education is an interesting topic to study and research. Likewise, society 5.0 is also an interesting topic to study and research. Multicultural education in the era of society 5.0 has become a more interesting topic to study and research. However, discussion about this has not yet been found. Therefore, this article discusses Multicultural Education in the Era of Society 5.0.

The main problem in this paper is: how is multicultural education in the era of society 5.0? To describe multicultural education in the era of society 5.0 is the aim of this writing. This writing was carried out using library research, namely by reviewing books and

journals, reviewing literature related to the problem, and being able to find answers to related problems.

## **2. Method**

This research is qualitative research using library research methods. According to Danandjaja (2014), library research is a systematic, scientific method of bibliographic research. This research involves the process of identifying and finding sources that can provide factual information or personal or expert opinions regarding the research questions (George, 2008). The subject of this research is multicultural education in the era of society 5.0.

The procedures carried out in library research, according to Kuhlthau (2002), include topic selection, information exploration, determining research focus, collecting data sources, preparing data presentations, and finally preparing the report. In this research, data collection was carried out using documentation techniques, and the data obtained was collected and analyzed. The data source was obtained based on information contained in literary sources such as journals, articles, and books that discuss multicultural education and society. 5.0.

## **3. Results and Discussion**

Advances in science and technology, especially information and communication technology and computer technology, have brought about changes in human life. Advances in science and technology began with the industrial revolution. The discovery of steam trains and steam engines in the 18th century was the Industrial Revolution 1.0. After that, the discovery of electricity in the 19th century was the Industrial Revolution 2.0. Furthermore, the 20th century was marked by the discovery of the computer industry, and this became industry 3.0. Then, in the 21st century, with the discovery of the internet and its combination with computers, Collaboration between computers and the internet has resulted in technological innovation. This innovation is able to connect machines with humans and produce data. The aim of this new innovation is to increase human productivity. This collaboration between humans and machines marks the era of Revolution 4.0. This era is called the 4.0 era (Kamal et al., 2020).

The fourth industrial revolution (4.0) builds on the digital revolution, representing new ways in which technology becomes embedded in society and even in the human body. The Industrial Revolution 4.0 is marked by the emergence of technological breakthroughs in various fields, including robotics, artificial intelligence, nanotechnology, quantum computing, the Internet of Things (IoT), and so on (Savitri, 2019). Industry 4.0 is an integration between

technology, virtual space and humans, between the real world and the virtual world and produces the right one. This era is very synonymous with things related to the internet of things (IoT) and artificial intelligence (Kamal et al., 2020). Industry 4.0 focuses on production. Society 5.0 seeks to place humans at the center of innovation and utilize the results and impacts of industrial technology. 4.0 by deepening the integration of technology in order to improve the quality of life, social responsibility, and sustainability (Nusantara, 2020).

In the field of education, the Internet of Things (IoT) is very necessary for the learning process with all its activities using a controlled system, thereby producing document output for well-organized governance. Problems that are complex and require a long time can be solved well using computers and the internet (Rahmawati et al., 2021).

Society 5.0 is a society that tries to balance digital competence and cultural competence by positioning humans first and technology second (Akun et al., 2023). The era of society 5.0 is meant as a period of very rapid progress in science and technology and the use of this technology to facilitate human tasks and lives. In this era of society 5.0, human diversity (plurality) has become a necessity, and the existence of these differences cannot be denied. This pluralism can be interpreted as a form of recognition and appreciation of the differences in society (Soeharto, 2023). This is because in the era of society 5.0, the use of technology, information, and communication is a necessity. Technology, information, and communication have connected the world beyond geographical barriers, so that the world no longer has borders. Apart from that, in the development of society 5.0, most information comes from and can be found easily on the internet (Surahman et al., 2022). Conditions like this refer to multiculturalism.

Multiculturalism is a program to survive and adapt to the environment and culture, which can take the form of ideas, systems, social or behavioral behavior, and work results. Multiculturalism emphasizes various kinds of differences between one another and focuses on understanding and living together in different socio-cultural contexts. (Khairiah, 2020). Etymologically, multicultural education is formed from two words, namely education and multicultural. Education in a broad sense is an effort to develop a person in three aspects of life, namely knowledge, attitudes, and skills. Multiculturalism is cultural diversity that describes the unity of various social groups, cultures, and different ethnic groups in a country. Multicultural education is intended as an educational concept that provides equal opportunities to all students, regardless of gender, social

class, ethnic group, race, and cultural characteristics, to receive education at school (Srinarwati, 2023).

Multiculturalism is often also used to describe the unity of various ethnic groups in society. The idea of multiculturalism is based on the assumption that every human being has a diverse identity, history, life experience, and psychological tendencies. Thus, religious pluralism—diversity of views, thoughts, schools of thought, parties, groups, cultures, and traditions—is a necessity, or sunnatullah (Liata & Fazal, 2021). Suradi Ahmad is of the opinion that the true nature of multicultural education cannot be separated from the condition of Indonesian society, which is quite diverse and the regions are islands; it is a basic concept of differences in social life (Khairiah, 2020). So, multiculturalism is believed to be able to provide the widest possible space for students to develop their potential, even though this is based on different conditions.

Multicultural education needs to be developed so that the Indonesian people better understand the importance of maintaining harmony between human beings. To understand something, it must be complete so that the greatness of multicultural knowledge can be widened, not just narrowed (Amin, 2018). Multicultural education is a teaching and learning approach that encourages the development of cultural pluralism in almost all its comprehensive forms. Multicultural education is a commitment to achieving educational equality, developing curricula that foster understanding of ethnic groups, and eradicating oppressive practices (Srinarwati, 2023).

Society 5.0, which is currently happening globally, has many positive impacts, such as the increasing development of technology and the rapid digitalization that is occurring (Herida, 2023) in various areas of life, including education. Apart from having a positive impact, the development of society 5.0 can also have negative impacts. Therefore, multicultural education is needed as one solution to prevent or minimize the impact of this development (Surahman et al., 2022). In the era of society 5.0, multicultural education is an important value in learning that must be fought for because it is really needed as a foundation for the formation of democracy, human rights, and the welfare of its people (Rosa, 2020).

Multicultural education in society The 5.0 era is a condition or state of society that is required to utilize advances in science and technology, especially computers and the internet (digital), in the education and learning process. In the education and learning process, there are various cultures (plural), religions, gender, race, ethnicity, potential, and abilities. These various

cultures and diversity make the education and learning process more meaningful and interesting. In accordance with the motto *Bhinneka Tunggal Ika*, multicultural education needs to be developed in Indonesia.

An important part of multicultural education in the current era of digitalization has an influence on students' character education (Surahman et al., 2022). Indonesia, as a multicultural country, has great challenges and also great opportunities in the field of education (Mun'amah, 2023). Therefore, in education in formal institutions such as schools, multicultural education must be positioned as an educational philosophy and approach, and its effectiveness and efficiency must continue to be reviewed over time so that it remains relevant to current developments (Herida, 2023). The role of educators is very much needed in implementing multicultural education.

Banks revealed that the dimensions of multicultural education that can help teachers implement it are: (1) the dimension of content integration (material), where the teacher provides information with key learning points; (2) the dimension of knowledge construction, where the teacher helps students to understand several perspectives and formulate conclusions that are influenced by the knowledge that students have; (3) the prejudice reduction dimension, where teachers help students develop positive behavior; (4) equal or fair educational dimensions; and (5) the dimensions of empowerment of school culture and social structure (Khairiah, 2020).

Educators must be able to understand current digital developments to be able to provide and support education in the current era of society 5.0. The use of this technology is able to integrate the physical and virtual worlds (Marjuni et al., 2021). The use of this technology, which is closely related to the development of society 5.0, is one form of developing multicultural education (Ridho et al., 2022).

Multicultural education in the era of society 5.0 requires society and the nation to utilize various kinds of technology, especially information and communication technology, in the education and learning process, utilizing computer technology combined with the internet in the learning process, such as the Internet of Things (IoT), and so on. There are variations in the use of IoT in the learning process, such as the use of online platforms as a means of learning, for example, Google Meet, Zoom, Google Class Room, and so on.

#### **4. Conclusion**

The conclusion of this paper is that multicultural education in the era of society 5.0 means that in the educational process there is cultural diversity (plural), gender, race, ethnicity, abilities, potential, motivation,

and interest in learning. Likewise, there is diversity in the use of information and communication technology and the use of computer and internet technology in the educational process, for example, Google Meet, Zoom, Google Classroom, and so on. This is an indication that multicultural education in the era of society 5.0 is an undeniable necessity. Apart from that, in the learning process, educators must be able to master various technologies that can help implement the learning process.

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