Jurnal Eduhealth
Volume 15 , Number 04, 2024, DOI 10.54209/eduhealth.v15i04
ESSN 2808-4608 (Online)
https://ejournal.seaninstitute.or.id/index.php/healt

Readiness And Self-Efficacy Of Health Study Program Students In Facing Digital Transformation In The Society 5.0 Era At Jakarta In 2024

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Article Info

Keywords:
Readlines ,
Self-Efficacy,
Skills,
Health Student
Nursing,
Health Administration
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ABSTRACT

The Society 5.0 era is an advancement that will connect technology with prospective health workers. The digital transformation of health that is developing in Indonesia requires the readiness of health students and self-efficacy to face the digital transformation of health as a form of change in the Socity 5.0 era. This study aims to determine the readiness of students of the health and self-efficacy study program in facing the Society 5.0 Era. This study is a descriptive research with a crossectional study design using primary data on 361 students from all study programs in educational institutions in Jakarta. The results of this study show that students have intellectual skills, interpersonal skills, and communication, personal skills, organizational skills in the medium range, while career readiness is at a high level. Student Work Readiness has a relationship with students' Self-Efficacy with a p value of 0.001. Students must be able to develop themselves in order to be able to adapt to the rapid development of the technological era. The participation of educators, and other factors are needed to support and create prospective graduates who have good job readiness and good self-efficacy.

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INTRODUCTION

Society 5.0 is an information-based era that is human-centered in producing quality data by combining information technology. At the World Economic Forum (WEF), Japanese Prime Minister Shinzo Abe stated that his vision regarding society 5.0, namely the relationship of data, aims to increase future growth, such as (Fukuyama, 2018) education. Society (Abe, 2019) 5.0 education has a system where students can easily access data with the help of technology (Zuliantika et al, 2021).

Student readiness in facing the Socety 5.0 Era is important in the field of education. This is related to the readiness of superior human resources in facing competition in the world of employment. There are many challenges and changes that must be made in this era of society 5.0. In facing the era of society 5.0, the world of education plays an important role in improving

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the quality of human resources. In addition to education, several elements and stakeholders such as the government, community organizations and the entire community also participate in welcoming *the society 5.0 (Noorani, 2021)* era.

In the 21st Century, the competencies that students are expected to have are to have the ability of 6 Basic Literacy (numeracy literacy, science literacy, information literacy, financial literacy, cultural literacy and citizenship). Not only basic literacy but also have other competencies, namely being able to think critically, reason, be creative, communicate, collaborate and have problem solving skills. And most importantly, have behaviors (characters) that reflect the profile of Pancasila students such as curiosity, initiative, persistence, adaptability, have a leadership spirit, have social and cultural concerns (Noorani, 2021).

Developmentinformation and communications technology(ICT) has brought changes in people's lives and the industrial world. Digital Transformation that creates a new order in life has affected regulations in various countries. EraSociety 5.0is an era where humans coexist with technology. In the era of Society 5.0, all aspects of life are related to technology, which has made humans have to think critically and be able to adapt and innovate. The presence of this new era hopes that humans can continue to develop themselves when technology is growing rapidly. Education must also transform in the Society 5.0 era. In this case, the world of education has a fairly important role, which is highly expected in remote places or villages to overcome a gap in services in the world of education and technology must be given to the wider community. Society 5.0 formed through data is expected to be able to be a bridge in overcoming the gap in the world of education.

In the era of Society 5.0, children must not only be equipped with critical thinking, but also analysis and creation. High Other Thinking Skills (HOTS) is a breakthrough in finding the right concept of knowledge by practicing directly and feeling how to deal with problems in the environment. Inquiry Learning, Discovery Learning, Project Based Learning, and Problem Based Learning are learning models that will change the ability to think critically. In the Society 5.0 era, educators and students will certainly not be far from mobile phones and laptops. These two devices are certainly one of the important assets in conducting a lesson. A very supportive internet network is certainly a support system in maximizing knowledge transfer to students. Transformation certainly needs to be carried out in terms of learning infrastructure and ways of providing direction and insight to students (Sakti 2022)

Universities must take a role in preparing their graduates to be competent and able to enter the jobs needed by the world today. Based on World *Economic Forum* (WEF) 2020 research, there are 10 main skills that are most needed to face the Industrial Revolution 4.0 era, namely being able to solve complex problems, thinking critically, creatively, the ability to manage people, being able to coordinate with others, emotional intelligence, the ability to judge and make decisions, being service-oriented, negotiation skills, and cognitive flexibility. These 10 abilities are also relevant in facing Society 5.0. (WidyaMataram , 2020)

Society 5.0 is *a New* Era Society 5.0 and the Covid-19 pandemic is also a challenge for the world of education to be able to survive, so that the government itself has emerged

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various strategies and methods as a response to existing conditions. (WidyaMataram , 2020)

Indonesia has undergone digital transformation in the health sector. With the transformation in the field of kse23ehatan, it also affects the learning preferences of health students so that they can adapt to the process of health change towards digitalization because it will affect the readiness of health students to work in the world of work in the Society 5.0 era.

Job readiness is a complex common attribute that allows graduates to apply technical knowledge to identify and solve problems in the world of work. The general factors of student work readiness are (Jollandset al., 2012) social, psychological and competence. However, in the world of work, there is a (Agasi , 2021) knowledge gap caused by a lack of student understanding of some competencies. Competencies that are considered important in the world of work are (Cavanagh et al., 2015) interpersonal skills, problem-solving, listening skills, communication skills, personal motivation, and professionalism. (Phan et al., 2020) The initial professionalism of an accountant is related to the development of professional knowledge and skills. This aspect (O'Connell et al., 2015) is developed when pursuing accounting education at universities and other higher education providers. Accounting Education (O'Connell et al., 2015) ASIC Proceedings 2022 Volume 1. No.1, Year 2022 94 is internationally guided by IAESB standards operating under the auspices of IFAC (International Federation of Accountants). IAESB ((O'Connell et al., 2015) International Accounting Education Standards Board) assesses that the professional competencies that accountants must have consist of technical competence, professional ethics, and professional skills (IAESB, 2019). Professional skills according to IES 3 (International Education Standards 3) are broken down into Intellectual, Interpersonal and communication, personal and Organical (IAESB, 2019) .

Based on the above background, the researcher concluded that health students in the society 5.0 era must have job readiness supported by professional skills. Professional skills are the main focus because they are considered important to master. In addition, technical skills are abilities that must be understood by health students such as S1 students – Health Administration and Nursing.

Moreover, these technical capabilities have been adapted and integrated with technology as a support for automation in the Society 5.0 era. Therefore, the need to master other skills beyond technical skills is an urgency that needs to be further examined. This is what makes researchers interested in researching the level of work readiness with the research subjects of health students of the Health Administration and Nursing study program in Jakarta

Thus, the purpose of this study is to find out the readiness of students of the Health Administration and Nursing study program in Jakarta related to professional skills to face the world of work in the era of society 5.0. This research is expected to be a benchmark to create graduates of Health Administration and Nursing who have technical and non-technical expertise. In addition, the most important thing is that graduates are able to survive in the world of work in the Society 5.0 era.

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METHODS

This study is a crossectional descriptive research using a quantitative approach. The sample in this study is health students. The number of samples in this study is 161. Where the inclusion criteria in this study are active status, and health students and willing to be respondents in this study. The sampling method in this study is so that the population can be represented so that the division method (Non-probability sampling) is carried out with the sampling technique using this Quota Sampling Technique, which is to conduct research with samples used based on the selected quota and criteria that have been determined by the previous researcher so that the research results are more representative for the population to be studied. In this study, primary data is used. Primary data is data sourced from the results of filling out questionnaires by respondents. The primary data collection process is carried out by distributing online questionnaires, namely through the Gform application, given to students of the Health Administration and Nursing study program. The data analysis technique used in this study is with a coefficient of determination (R square) to see the strength of the relationship between work readiness and students' career intention in facing the Society 5.0 Era

RESULTS AND DISCUSSION

Table 1. Characteristics of Respondents (n = 361)

Respondent's characteristic	Frequency	Percentage
Age		
18- 21 years old	321	88,91
22-25 years old	40	11,09
Program Study		
Health Administration	58	16.1
Nursing Science	216	59.8
Physiotherapy	14	3.8
Diploma of Nursing	73	20.2

Based on Table 1, is an overview of the characteristics of students who are respondents in this study. The majority of respondents were 86.7% aged 18-21 years, and 11.09% were aged 22-25 years.

Table 2. Univariate Results of Intellectual Skills Variables in Health Students (n= 361)

No	Indicator	STM	TM	RR	M	SM	Mean	%
Intellectual Skills								
1	I am able to evaluate the lesson information I get from the lecturer	7	0	69	223	62	2.92	73
2	I am confident that I will be able to apply professional decisions as a health student graduate later	7	3	42	225	84	3.04	76
3	I was able to identify the right time to consult with my partner in my field of work	4	1	49	235	72	3.02	75.5
4	I am able to reason, critically analyze, and have thoughts	2	11	86	209	53	2.83	70.75

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No	Indicator	STM	TM	RR	M	SM	Mean	%
	Innovative							
5	I can recommend solutions related to health problems that I find	3	5	62	230	61	2.94	73.5
Average Intellectual Skills							2.95	73.75

Based on Table 2, it was found that the average intellectual ability or skill of health students was in the medium range, which was 2.95% in 73.75% of respondents.

Table 3. Univariate Results of Interpersonal and Communication Skills Variables in Health Students (n= 361)

No	Indicator	STM	TM	RR	M	SM	Mean	%
Interpersonal and Communication Skills								
1	I was able to work in a team	0	1	17	191	152	3.37	84.25
2	I am able to communicate clearly and concisely	0	4	45	198	114	3.17	79.25
3	I was able to show that there are cultural and language differences.	2	1	46	216	96	3.12	78.00
4	I am able to actively listen and apply effective question-and-answer techniques	1	5	56	204	94	3.07	76.75
5	I am able to negotiate	0	2	54	208	96	3.11	77.75
6	I am able to give advice and consideration	0	5	64	211	81	3.02	75.50
7	I am able to give ideas and influence others	0	1	17	191	152	3.37	84.25
Average Interpersonal and Communication Skills							3.08	77

Based on Table 3, it was found that the average interpersonal and communication ability of health students in Jakarta was in the medium range, namely 3.08% in 77% of respondents.

Table 4. Univariate Results of Personal Skills Variables in Health Students (n= 361)

No	Indicator	STM	TM	RR	M	SM	Mean	%
Personal Skills								
1	I was able to demonstrate a commitment to lifelong learning	0	9	65	214	73	2.97	74.25
2	I am able to apply professional skepticism	0	10	89	212	49	2.83	70.75
3	I was able to set high standards of performance and control my own performance.	0	3	55	231	71	3.03	75.75
4	I am able to manage my time and utilize the resources available	0	6	47	220	88	3.08	77.00
5	I am able to anticipate challenges and plan potential solutions	9	7	70	211	73	2.97	74.25
6	I am able to think openly	0	7	38	212	204	3.14	78.50
Average Personal Ability							3.05	76.375

Based on Table 4, it was found that the average ability or personal skills of health students at STIKes in jakarta were in the medium range, namely 3.05% to 76.37% of respondents.

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Table 5. Univariate Results of Organizational Skills Variables in Health Students (n= 361)

No	Indicator	STM	TM	RR	M	SM	Mean	%
Organizational Skills								
1	I was able to complete the work according to the applicable rules and meet the deadlines.	0	6	35	205	115	3.19	79.75
2	I am able to review the work of myself and others by following the applicable quality standards	1	3	53	210	94	3.09	77.25
3	I am able to apply management skills to motivate and develop others	0	10	59	218	74	2.99	74.75
4	I am able to apply delegation skills.	0	8	78	222	53	2.89	72.25
5	I am able to apply leadership skills	2	7	67	208	77	2.97	74.25
6	I am able to use the right tools and technology	0	5	47	231	78	3.06	76.5
Average Organizational Ability							3.06	76.50

Based on Table 5, it was found that the average ability or organizational skills of health students in Jakarta were in the medium range, namely 3.06% in 76.50% of respondents.

Table 6. Univariate Results of Career Intention Variables in Health Students (n= 361)

No	Indicator	STM	TM	RR	M	SM	Mean	%
Intention Career								
1	I want to work in the health industry (clinics, hospitals, health centers, health offices, ministries of health, insurance and pharmaceutical companies, etc. in the health sector) after graduation	0	2	21	113	225	3.55	88.75
2	I want to pursue a career in the health industry (hospital clinics, health centers, health offices, ministries of health, insurance companies and pharmaceuticals etc. in the health sector)	7	18	47	114	175	3.2	80.00
3	I see my future in the health sector (clinics, hospitals, health centers, health offices, ministries of health, insurance companies and pharmaceuticals in the health sector)	3	8	35	132	183	3.34	83.50
4	I don't plan to have a career in a sector other than the health sector	101	60	74	67	59	1.79	44.75
5	I don't plan to work in the healthcare sector	151	67	52	50	41	1.34	33.50
6	I plan to have a career in the sector in addition to the happiness after graduation	39	42	95	95	90	2.43	60.75
Average Intention Career							3.55	88,75

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Table 7. Bivariate Results of Work Readiness Indicator Variables on Self-Efficacy of Health Students in Jakarta (n= 361)

Variable	r	Rsquare	P-Value
Intellectual Skills	0.178	0.032	0.001
Interpersonal and Communication Skills	0.198	0.039	0.001
Personal Skills	0.185	0.034	0.001
Organizational Skills	0.167	0.028	0.001

*Pvalue 0.005

Dissussion

Student readiness in facing the Socety 5.0 Era is important in the field of education. This is related to the readiness of superior human resources in facing competition in the world of employment. There are many challenges and changes that must be made in this era of society 5.0. In facing the era of society 5.0, the world of education plays an important role in improving the quality of human resources. In addition to education, several elements and stakeholders such as the government, community organizations and the entire community also participate in welcoming *the society 5.0 (Noorani, 2021)* era.

Intellectual skills are an important factor in preparing students to become prospective graduates who are ready to work and work in the health sector. In the 21st Century, the competencies that students are expected to possess are to have the ability of 6 Basic Literacy (numeracy literacy, science literacy, In the development of sustainable educational reform, students are increasingly participating in activities outside the classroom. Organizations are people with common goals or interests who meet regularly and take part in common activities. Students who are able to divide their time between organizing and participating in learning will have a balance between learning in the classroom and the social life of their institution (Doskarayev B., Iskakova A. 2023). The theory put forward by (Tinto V 2020) Posing that individuals need to cultivate subcultures that are consistent with their respective institutions through adequate social interaction in at least one organization to meet the need for a sense of belonging. From the perspective of empirical research, organizational activities are conducive to increasing students' sense of belonging. Students who have a sense of belonging to their organization have stronger academic motivation and efficacy than those who do not participate in the organization, and they invest more time and energy in their studies (Tinto V 2020) However, in real life, there are many problems with the current situation of student participation in organizations. In addition, too active or passive participation in organizational activities is not conducive to the development of students' comprehensive abilities (Zumbrunn S., McKim C., Buhs E. 2014). Several students join several organizations at the same time, and participation and preparation for various organizational activities will take a lot of time. In addition, it is not uncommon for students to be absent from class in order to participate in organizational activities and take care of organizational affairs in the classroom so that it has a bad impact on student learning. On the other hand, students who fail to actively participate in organizational activities are less likely to apply what they have learned in other areas outside the classroom and connect theory with practice (Fredricks JA 2006).

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Organizations often face the problem of lack of participants even though they hold active activities (Li, L., Huang, H., Jia, Y., Yu, Y., Liu, Z., Shi, X., & Wang 2019). This not only lowers the enthusiasm of the organizers of the activity, but also causes a waste of funds. In addition, their interest and enthusiasm slowly fade over time, so they stop participating in the organization's activities or even leave the organization, which significantly reduces organizational cohesion and complicates organizational management. In addition, if an organization holds activities passively, this can cause many students to stop participating in activities, thus not meeting their extracurricular needs.

This research is important for campus practice at three levels: (a) individual level, (b) collective level, and (c) institutional level. Researchers will define these three levels before discussing their practical relevance. On an individual level, this includes teacher counseling to parents and students, including tutoring, homework support, etc. This is important because it precedes other actions at the individual level. Counseling for parents can include performance, behavior, self-regulation, homework, or other things, depending on the occasion. Students receive counseling in the form of performance feedback. Referring to the results of VERA-8 (German, mathematics, English; Schult and Wagner 2019) (Wagner 2019) for example, these results should be discussed at the individual level in accordance with the administrative regulations of the Ministry of Culture on learning surveys. The collective level includes the development of groups of students in certain areas of competence. Competencies in special and cross-curricular subjects can be improved, especially in German, English and mathematics. Cross-curricular competencies include learning, social, and problem-solving skills (Klieme Eckhard 2014). Participation in support groups depends on several factors: class conference approval, parental approval, student performance (Kinder 2019), and diagnostic tests.

The era of society 5.0 brings many challenges and changes that must be overcome, including the role of the education unit as the main gate in preparing superior human resources. In 2019, the Japanese government launched the concept of a super-smart society (*Society* 5.0) in response to the disruption of the industrial revolution 4.0 that creates complex and ambiguous uncertainties (VUCA). This change is feared to erode the values of human character that have been maintained so far. In the era of society 5.0, education plays an important role in improving the quality of human resources. Various parties, including the government, community organizations, and all elements of society, are enthusiastic about welcoming the upcoming era of society 5.0. To prepare for the society 5.0 era, education units need to change the learning paradigm. For example, teachers should reduce their role as material presenters and focus more on inspiring students' creativity. Teachers must also play the role of facilitators, educators, inspirers, and true learners who motivate students to "Freedom of Learning".

Society 5.0 is a society that can overcome various social challenges and problems by applying innovations developed during the industrial revolution 4.0, such as the Internet of Things (IoT), artificial intelligence (AI), big data, and robotics. Society 5.0 is also known as the concept of a human-centered and technologically advanced society. To survive in the era of civilization 5.0, six basic literacy skills are needed, including data literacy, namely the ability

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to read, analyze, and utilize big data in the digital world. In addition, there is technological literacy, which includes an understanding of machine functions and the application of technology (coding, AI, machine learning, engineering principles, biotechnology). Finally, human literacy, which includes humanities, communication, and design. As educators in the era of civilization 5.0, teachers must have digital literacy and creative thinking skills. According to (Fres 2022), Director of Hafecs (*Highly Functioning Education Consulting Services*), educators are expected to be more imaginative and active in the classroom in the era of society 5.0.

Educators must implement three strategies in the Society 5.0 era, namely using the Internet of Things (IoT), virtual/augmented reality, and Artificial Intelligence (AI) in education to understand students' learning needs. In addition, educators must have 21st-century skills such as leadership, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship, teamwork, and problem-solving. In 21st century education, the focus of expertise is known as the 4Cs: creativity, critical thinking, communication, and cooperation. Educators in the Society 5.0 era must encourage teachers to prioritize students, initiate change, innovate, and take sides with students. Nonetheless, there are questions about whether technology can replace the role of teachers, which are still necessary for direct interaction, emotional bonding, character building, and role modeling. Optimization of education, according to (Donaldson, L., & Davis 1989), contributing to the happiness and well-being of the community and reflecting progress, peace, and a focus on constructive traits. Education also affects culture and habits, in accordance with the 1945 Constitution which lists educating the nation's life as an important burden to achieve virtue for the Indonesian government.

According to Gürdür Broo and colleagues (2021), the development of education is increasing rapidly along with technological advances, supported by learning systems and methods in the digital world. This development is in line with the era of globalization. Fukuda (2020) stated that globalization is reflected in the era of society 5.0, which is a continuation of the industrial revolution 4.0. Society 5.0 refers to a society that adapts the needs to the lifestyle of each community and provides high-quality products and services for everyone. Sundari di Dewadi stated that Indonesia has entered the era of digitalization and automation, although not all elements of society are aware of the impact. The era of society 5.0 is expected to overcome concerns related to the replacement of human labor by technology, which can reduce employment. Educators need to have 21st-century skills such as leadership, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship, teamwork, and problem-solving, in line with the current focus of expertise known as the 4Cs, which are creativity, critical thinking, communication, and cooperation in 21st-century education.

Educators in the 5.0 era society must be a driver for teachers, prioritizing the interests of students over personal interests, taking the initiative to change the approach to students, acting without being asked, constantly innovating, and supporting students. While there are questions about whether technology can replace the role of teachers, the teacher's position cannot be replaced by technology, including direct interaction in the classroom, emotional

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relationships with students, character building, and examples shown by teachers. The success of a country in facing the industrial revolution 5.0 also depends on the quality of educators, especially teachers, who must develop new skills and adapt to technological developments and global issues. Educational institutions need to develop new directions and literacy, strengthening traditional literacy based on reading, writing, and mathematics with new literacy such as data literacy, technology, and human resources. Data literacy refers to the ability to understand, evaluate, and use data from the digital environment, while technological literacy refers to the ability to understand work-related mechanical and technological systems, and human resource literacy refers to the ability to connect effectively, flexibly, and with integrity. To prepare for the industrial revolution 5.0, education must produce a creative, innovative, and competitive generation by optimizing technology as an educational tool. Education 5.0 is a response to the needs of the fifth industrial revolution, where humans and technology work together to create new opportunities. Fisk in Arjunaita explains that the new learning vision encourages learners to learn not only the skills and knowledge needed, but also to identify the sources to acquire those skills and knowledge (Togo & Gandijanwa 2021) Identify nine trends in education 5.0:

1. Flexible location- and time-based education, allowing students to learn in unusual places and times, including through e-learning.
2. Individualized education, in which students learn through adaptive learning tools, faces more difficult tasks while improving their competencies.
3. Learning options are tailored to the student's preferences, although the learning objectives remain the same for each subject.
4. Project-based learning, preparing students for the work environment by adapting to projects.
5. Field experiences that enable effective domain-specific learning, through technology that supports hands-on interaction and skill development of students.
6. The use of computer technology to replace manual analysis, including data analysis and forecasting future trends.
7. Diverse assessments, not only relying on traditional questions and answers, but also evaluating the ability to apply knowledge in field projects.
8. Student participation in the development of teaching materials or curriculum.
9. Assistance or guidance that is important in the development of students' independent learning skills.

In 21st century education, it is important to focus on the 4Cs: creativity, critical thinking, communication, and cooperation. Educators need to encourage teachers to prioritize students more, initiate change, innovate, and take sides with students. Nonetheless, the role of teachers in direct interaction, emotional bonding, character building, and example remains irreplaceable. Optimizing education contributes to the happiness and welfare of the community and reflects progress, peace, and focus on constructive characteristics, in accordance with the 1945 Constitution on educating the life of the nation (Togo & Gandijanwa 2021)

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Education in Indonesia has undergone significant changes in the last two years, moving from the era of the industrial revolution 4.0 to the era of society 5.0(Duan et al. 2024). The development of information technology is considered a milestone of a new civilization in this era, reflected in the shift in social functions towards the function of information technology in various aspects of life, including education. The use of learning media and online learning is a characteristic of the social 5.0 education era, which supports the current educational function. Education is an integral part of civilization, including in society 5.0. Article 3 on the National Education System aims to develop the potential of students as a whole, including physical, psychological, spiritual, and social aspects. The Minister of Education seeks to facilitate the development of unique students so that they have superior values in meeting the social needs of the community. Society 5.0 as a pioneering concept aspires to overcome these challenges, however, significant improvements especially in technology are urgently needed. The quality of human resources is the key in building an integrated system that is in accordance with the requirements of this era. The role of education is very important in improving the quality of human resources in the era of Society 5.0, and related parties welcome this period by developing 21st century skills, or the 4Cs (Creativity, Critical Thinking, Communication, Collaboration).

In the 21st century, students are expected to have 6 basic literacy skills, such as numerical literacy, science, information, finance, culture, and citizenship. In addition, they are also expected to have critical thinking, reasoning, creative, communicating, collaborating, and problem-solving skills. No less important is to have behaviors that reflect the character of Pancasila, such as curiosity, initiative, perseverance, adaptability, leadership, and social and cultural skills.

Society 5.0 is a society that is able to overcome various social challenges by implementing innovations from the industrial revolution 4.0, such as the Internet of Things, artificial intelligence, Big Data, and robotics. This society is human-centered and technologically advanced. In the 20th century education era, the focus of education was information from books, more local and nationally oriented. However, 21st century education is more inclusive, where every young generation becomes a member of a learning community. Learning occurs through a variety of channels, including the internet, technology, and the global curriculum.

As educators in society 5.0, they must have digital literacy and creative thinking. This approach is important in teaching in this era, by applying technologies such as the Internet of Things, virtual/augmented reality, and artificial intelligence in education to meet the learning needs of students (Duan et al. 2024).

Based on research World Economic Forum (WEF) in 2020, there are ten key skills that are important for success in the era of the Industrial Revolution 4.0 and Society 5.0. These skills include complex problem-solving skills, critical thinking, creativity, people management, teamwork, emotional intelligence, decision-making, service orientation, negotiation, and cognitive flexibility. Educators need to create an environment that encourages students to explore the concepts of knowledge and creativity by using various learning models such as exploratory learning, projects, problems, and inquiry. *Hybrid/blended learning* is an effective

Jurnal Eduhealth
Volume 15 , Number 04, 2024, DOI 10.54209/eduhealth.v15i04
ESSN 2808-4608 (Online)
https://ejournal.seaninstitute.or.id/index.php/healt

alternative learning in this era, especially in dealing with the Covid-19 pandemic. In addition, Higher Education provides support to the world of education through online learning platforms and training for lecturers (Duan et al. 2024).

The concepts of Industry 4.0 and Society 5.0 have similarities in the focus on the development and utilization of technologies such as IoT, AI, and Big Data. Industry 4.0 is more oriented towards productivity and business processes, while Society 5.0 focuses on improving the quality of people's lives. Society 5.0 seeks to achieve the Sustainable Development Goals (SDGs) and encourages educational institutions, such as universities, to increase productivity in the fields of research, service, and innovation, as well as strengthen national and international cooperation in producing graduates who meet current and future needs (Duan et al. 2024)

CONCLUSION

The development of needs based on the Society 5.0 Era, it is necessary to prepare prospective graduates of students to have inlectual skills, personal skills, interpersonal and communication skills, and organizational skills. Even a student must be able to develop himself in order to be able to adapt to the rapid development of the technological era. The need for users for prospective graduates who have complete skills to support solving problems at work is urgently needed. The role of educators, and other factors to support and create prospective graduates who have good job readiness and good self-efficacy.

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