

Implementation of Character Education through Experiential Learning Program in Society 5.0 Era

¹Maha Dewi Afifah Nurhadi, ²Deden Akbar Izzuddin
^{1,2}Universitas Singaperbangsa Karawang

Article Info

ABSTRACT

Article history:

Received 10 14, 2024
Revised 11 15, 2024
Accepted 11 22, 2024

Keywords:

Implementation
Character Education
Experiential Learning
Era Society 5.0

Implementation of character education through experiential learning programs in the era of Society 5.0. Implementation is an important action in achieving educational goals, which involves implementing plans to improve the quality of learners, especially in character education. Character education, which includes moral education, morals, and noble values, is an essential component in the education system. Experiential learning is an experiential learning method that encourages students to learn actively through four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. In the era of Society 5.0, where humans are at the center of technological innovation, character education has a crucial role in shaping human resources who are able to overcome social challenges by utilizing technology. The research method used in this study is qualitative with a literature review approach. This study aims to understand how the implementation of character education through experiential learning programs can help create students who have awareness, commitment, and concern for virtue. Thus, character education is expected to produce students who are competent independently and able to apply moral values in daily life in accordance with the demands of the digital era and Society 5.0.

Corresponding Author:

Maha Dewi Afifah Nurhadi
afifahnurhadi99@gmail.com

INTRODUCTION

Implementation is the action and implementation of a plan that has been prepared carefully and in detail (Kardinus, 2022). In the Big Indonesian Dictionary (KBBI) implementation can be interpreted as an implementation or application, meaning that every activity that will be carried out is the actual implementation in achieving goals (Yaumi, 2016). Several experts expressed their opinions, one of which was Nurdin and Usman 2004, saying that implementation is an act of expanding mutually adjusting activities (Mokodompit et al., 2023). Therefore, implementation is very important as a foundation in achieving educational goals (Febriantina et al., 2021). This goal is the first step in developing students who are ready to face the modern world and improve the quality of character education (Darmiaturun, 2013).

Character education is the most important part in realizing the goals of a quality education system (Rohmah et al., 2023). Character education does not only carry out formal education, but basically provides moral education, morals, character, and values that shape the character of students (Qurbi et al., 2021). Character education is not a new thing, character education has existed since the beginning of independence until now with different frameworks, forms and names (Mentari et al., 2021). According to the father of Indonesian education Ki Hajar Dewantara, education is an effort to improve the character of students. According to the father of Indonesian education Ki Hajar Dewantara, education is an effort to grow the character, mind and body of students, so that students grow perfectly (Julaiha, 2014). Therefore, character education cannot be separated from the content of education, the importance of character education always provides and builds character in learning (Sari, 2017). In character education, an experiential learning program is needed to achieve learning objectives.

Experiential learning is an experience or practice-based learning system (Rahmawati & Yuliasitrid, 2019). Experiential learning is a method in teaching and learning that encourages students to be active in every activity so that their experience takes the form of knowledge, develops a skill and defines an attitude (Rodliyah et al., 2020). According to research conducted by Faturrahman 2015, it states that experiential learning is a learning

process, a process of change that uses experience as a medium of learning or learning not only sourced from material or educators. While research conducted by Silberman 2014, suggests that experiential learning is the involvement of students in activities that make them able to experience what is being learned and can reflect on these activities. Therefore, with experiential learning in character education, learning based on direct experience as the main point in learning so as to achieve the goals of the results of education in the future or the current era of society 5.0 (Zamroni et al., 2023).

Along with technological developments, the dynamics of globalization transformation are very clear in the era of society 5.0 because the 4.0 revolution gave rise to the current era of society 5.0 (Alfikri, 2023). The 5.0 revolution focuses more on efforts to place humans at the center of innovation (human centered). Character education has become very developed in the era of society 5.0 aimed at increasing the regeneration of human resources (HR) (Yosep Belen Keban, 2022). According to research conducted by Subandowo 2022, said that the era of society 5.0 focuses on the ability of humans to overcome various obstacles and social problems using the 4.0 revolution and refers to technology (Arip et al., 2023). Based on this, this research raises a very important discussion, namely the implementation of character education through experiential learning programs in the era of society 5.0.

METHODS

The methodology in this research uses a qualitative type with a library research approach (Judiani, 2010). This research aims to find out the implementation of character education through experiential learning programs in the era of society 5.0. According to Sugiyono 2017, says that qualitative research methods are methods used to research on natural objects, (as opposed to experiments) where the researcher is the key instrument and interprets the phenomena that occur (Sugiyono, 2013). In this study, it starts by exploring sources that will be used as a discussion or as a theory, then analyzed and conclusions are drawn based on the formulation of the problems to be studied (Judiani, 2010). The collection of information from the literature review was obtained from various electronic media in the form of books, papers, journals, and articles according to keywords. The data was collected, sorted and discussed to draw conclusions (Hendriyani, 2018).

RESULT AND DISCUSSION

In character education through experiential learning programs in the era of society 5.0. requires educators to arrange or plan a series of activities that can make experiences for students (Saptorini & Putri, 2022). The stages of designing experiential learning are divided into 4 phases in accordance with research conducted by David Kolb, 2014 (Nurdiah et al., 2024) (1) Concrete Experience At this stage students are provided with a stimulus that encourages them to do an activity directly. (2) Reflective Observation At this stage learners observe the experience of the activities carried out using the five senses. (3) Abstract Conceptualization At the concept formation stage, learners begin to conceptualize a theory from the experience gained and integrate it with previous experiences. (4) Active Experimentation At this stage, learners are given the opportunity to apply the knowledge, skills, and understanding they gain from concrete experience and reflection to new situations or different contexts (Dewi Irfianti et al., 2016). which can be seen in the figure below.

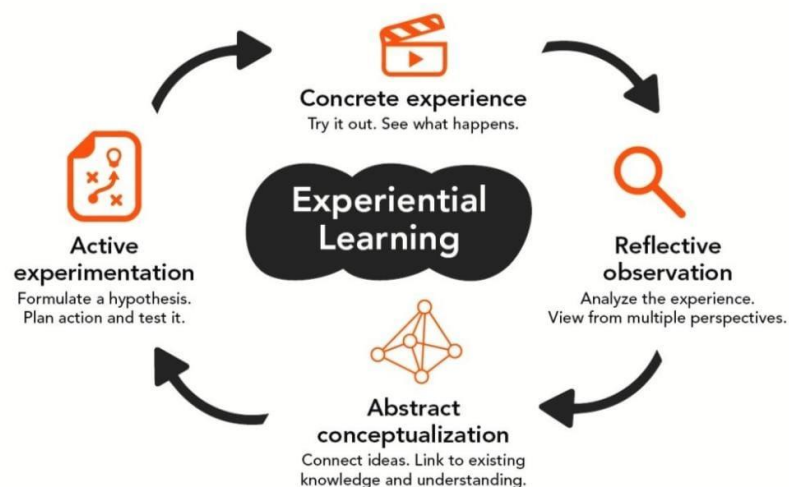


Figure 1. Stages of Experiential Learning Model

In this learning method, it is necessary to be based on the belief by students that the best learning is when in experiential learning, but also ideas and principles must be discovered by the learner first (Kamarudin et al., 2023). Below are the differences between experiential learning and content-based learning (Purnami & Rohayati, 2018).

Table 1. Differences between Experiential Learning and Content-Based Learning

Experiential Learning	Content-Based Learning
• Active • Based on self-discovery • Participation from multiple directions • Learning to do • Balance • Open ended • Encouraged to discover	• Passive • Based on experts • Based on one direction • Learning to listen • Structured • Predetermined scope • Focused learning goal

Society 5.0 character education has a higher meaning than moral education, because character education is not only fixated on right or wrong, but how to form habits about a good thing in carrying out life, so that students have a high understanding and awareness, as well as commitment and concern for implementing virtues in everyday life (Made et al., 2022). The purpose of character education is to build the quality of educational processes and outcomes that refer to the character and character education of students in an integrated, whole, and balanced manner in line with the desired educational standards (Ramadhan, 2024). With character education, students are expected to be competent to independently improve and apply their knowledge, study, and personalize character education values and noble morals so that they are created in daily activities (Supranoto, 2015).

CONCLUSION

The conclusion of this discussion emphasizes the importance of implementing character education through experiential learning programs in the era of Society 5.0. Implementation is the key to achieving quality education goals, especially in shaping students' characters. Character education not only emphasizes moral education, but also moral development and fundamental values. Through the experiential learning approach, students are invited to learn from direct experience, which consists of four main stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. This experiential learning encourages students to apply knowledge and skills in new situations, resulting in a deeper understanding of the concepts learned. In the context of Society 5.0, character education plays an important role in preparing students to face the challenges of the digital era and global transformation in a human-centered way. Therefore, effective character education in this era is expected to produce students who are not only intellectually intelligent, but also have a high commitment and concern for virtuous values in everyday life.

REFERENCES

- Alfikri, A. W. (2023). Prosiding Seminar Nasional Pascasarjana Peran Pendidikan Karakter Generasi Z dalam Menghadapi Tantangan Di Era Society 5.0. *Prosiding Seminar Nasional Pascasarjana UNNES*, 21–25. <http://pps.unnes.ac.id/pps2/prodi/prosiding-pascasarjana-unnes>
- Arip, A., Wijayanti, S., Rahmatillah, A. F., Bara, H., & Astuti, T. P. (2023). Implementasi Pendidikan Karakter di Era Society 5.0 Pada Siswa SD Muhammadiyah Purwodiningratan Yogyakarta. *Prosiding Hasil Pelaksanaan Program Pengenalan Lapangan Persekolahan*, 1936–1943.
- Darmiatun, S. D. (2013). *IMPLEMENTASI PENDIDIKAN KARAKTER DI SEKOLAH* (H. Bintaro, Ed.; 1st ed., Vol. 1). GAVA MEDIA.
- Dewi Irfianti, M., Khanafiyah, S., & Astuti, B. (2016). PERKEMBANGAN KARAKTER PEDULI LINGKUNGAN MELALUI MODEL EXPERIENTIAL LEARNING. *Unnes Physics Education Journal (UPEJ)*, 5(3), 73–79. <http://journal.unnes.ac.id/sju/index.php/upej>
- Febriantina, S., Anggrayni, D. R., Aprilia, L., & Ukhfiya, S. (2021). Implementasi Pendidikan Karakter pada Siswa Sekolah Dasar. *Jurnal Pedagogik Pendidikan Dasar*, 8(1), 16–26. <https://ejournal.upi.edu/index.php/ppd/index>
- Hendriyani, T. (2018). IMPLEMENTASI PENDIDIKAN KARAKTER DALAM KONTEKS PEMBELAJARAN FORMAL. *Prosiding Konferensi Pendidikan Nasional*, 220–228.
- Judiani, S. (2010). Implementasi Pendidikan Karakter di Sekolah Dasar Melalui Penguatan Pelaksanaan Kurikulum. *Jurnal Pendidikan Dan Kebudayaan*, 16(3), 280–289.

- Julaiha, S. (2014). IMPLEMENTASI PENDIDIKAN KARAKTER DALAM PEMBELAJARAN. *Jurnal Dinamika Ilmu*, 14(2), 226–239.
- Kamarudin, Irwan, B. F., Suardin, Suarti, Gawise, Agus, J., & Sukmawati, D. (2023). Urgensi Penguatan Pendidikan Karakter Menghadapai Era Society 5.0. *Journal of Human And Education*, 3(2), 252–256. <https://jahe.or.id/index.php/jahe/index>
- Kardinus, M. (2022). *IMPLEMENTASI PENDIDIKAN KARAKTER DALAM MEMBANGUN SIKAP KEPEDULIAN SOSIAL* (H. Almumtaza, Ed.; 1st ed., Vol. 1). CV. Literasi Nusantara Abadi.
- Made, N., Handayani, A. P., Wiandha Putri, P., Juniantari, R., & Arnawa, K. (2022). PENTINGNYA PENDIDIKAN KARAKTER DI ERA SOCIETY 5.0 BAGI GENERASI Z UNTUK MEMAJUKAN BANGSA. *Prosiding Webinar Nasional Pekan Ilmiah Pelajar (PILAR)*, 280–292.
- Mentari, A., Yanzi, H., & Sutrisno Putri, D. (2021). Implementasi Pendidikan Karakter di Perguruan Tinggi. *Jurnal Kultur Demokrasi*, 10(1), 1–8. <http://jurnal.fkip.unila.ac.id/index.php/JKD/index>
- Mokodompit, M., Wullur, M. M., Pasandaran, S., & Rotty, N. J. V. (2023). *IMPLEMENTASI KEBIJAKAN PENDIDIKAN KARAKTER* (S. J. J. Lengkong, Ed.; 1st ed., Vol. 1). PT. Literasi Nusantara Abadi Grup.
- Nurdiah, R. F., Budiyanto, M., & Alima, S. A. (2024). Pembelajaran Aktif: Implementasi Pendekatan Experiential Learning Pada Pembelajaran IPA untuk Meningkatkan Hasil Belajar. *PENDIPA Journal of Science Education*, 8(2), 164–170. <https://doi.org/10.33369/pendipa.8.2.164-170>
- Purnami, R. S., & Rohayati, D. (2018). IMPLEMENTASI METODE EXPERIENTIAL LEARNING DALAM PENGEMBANGAN SOFTSKILLS MAHASISWA YANG MENUNJANG INTEGRASI TEKNOLOGI, MANAJEMEN DAN BISNIS. *Jurnal Penelitian Pendidikan UPI*, 13(1), 98–104. <https://doi.org/10.17509/jpp.v13i1.3511>
- Qurbi, A., Diswantika, N., & Putri, E. (2021). Implementasi Pendidikan Karakter dan Budi Pekerti Peserta Didik. *LENERA: Jurnal Ilmiah Kependidikan*, 14(2), 525–538.
- Rahmawati, A., & Yuliasitrid, D. (2019). PERAN EXPERIENTIAL LEARNING DALAM PENINGKATAN PENDIDIKAN BERKARAKTER BAGI PJOK. *Jurnal Kesehatan Olahraga*, 7(2), 405–410.
- Ramadhan, Y. M. (2024). Implementasi Pendidikan Guna Membangun Karakter Di Sekolah Pada Era 5.0. *Jurnal Pendidikan Dan Kesehatan*, 1(1), 50–56. <https://j-edu.org/index.php/edu>
- Rodliyah, I., Saraswati, S., & Sa'dah, N. (2020). *Strategi Experiential Learning Berbasis Karakter (Teori dan Praktik)* (D. N. Rahmawati, Ed.; 1st ed., Vol. 1). LPPM UNHAS YEBUIRENG JOMBANG.
- Rohmah, F. A., Darmiyanti, A., & Ferianto. (2023). IMPLEMENTASI PENDIDIKAN KARAKTER MELALUI KETELADANAN DAN PEMBIASAAN (STUDI KASUS DI SD NEGERI PURWAMEKAR II KARAWANG). *Jurnal Pendidikan Islam*, 12(1), 140–154. <https://doi.org/1055403>
- Saptorini, Y. D., & Putri, T. A. (2022). STRATEGI PENDIDIKAN KARAKTER ANAK USIA SD DI ERA SOCIETY 5.0. *Jurnal Pendidikan Dan Pengajaran*, 5(1), 29–36.
- Sari, A. (2017). IMPLEMENTASI PENDIDIKAN KARAKTER DI SEKOLAH MELALUI KEGIATAN PEMBIASAAN DAN KETELADANAN. *TARBAWI*, 3(2), 249–258.
- Sugiyono. (2013). *METODE PENELITIAN KUANTITATIF KUALITATIF DAN R&D* (19th ed.). ALFABETA. <https://id.scribd.com/document/391327717/Buku-Metode-Penelitian-Sugiyono>
- Supranoto, H. (2015). IMPLEMENTASI PENDIDIKAN KARAKTER BANGSA DALAM PEMBELAJARAN SMA. *Jurnal Pendidikan Ekonomi*, 3(1), 36–49.
- Yaumi, M. (2016). *PENDIDIKAN KARAKTER LANDASAN, PILAR & IMPLEMENTASI* (B. Nuraeni, S. F. S. Sirate, & N. Ihsan, Eds.; 1st ed., Vol. 1). KENCANA.
- Yosep Belen Keban. (2022). PENTINGNYA PENDIDIKAN KARAKTER DI ERA SOCIETY 5.0. *JURNAL REINHA*, 13(1), 56–67. <https://doi.org/10.56358/ejr.v13i1.123>
- Zamroni, A. D. K., Sirait, E., Sarjono, M. T., Handayani, P. T., Safitri, S. N., & Marini, A. (2023). ANALISIS HUBUNGAN ANTARA PENERAPAN METODE EXPERIENTIAL LEARNING DALAM PEMBELAJARAN DENGAN HASIL BELAJAR IPS SISWA. *Jurnal Pendidikan Dasar Dan Sosial Humaniora*, 3(1), 45–56. <https://bajangjournal.com/index.php/JPDSh>