ANALYSIS OF SCHOOL LITERACY POLICIES IN THE FACE OF THE SOCIETY ERA 5.0

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Abstract. Industry 4.0, also known as the disruptive period, stresses increasing efforts to place humans at the center of innovation (human-centered) while technical developments are used to improve the quality of life, social responsibility, and sustainability in all disciplines, including education. In light of the 5.0 social media age, the purpose of this study is to examine school literacy policies. This study uses qualitative analysis in conjunction with a library study and the Society 5.0 concept approach to literacy policy. Journals, articles, books, and other pertinent references were used as data sources for this study. Using library studies and documentation, data collection strategies are used. The findings revealed that in the period of society 5.0, literacy policies based on old literacy (basic literacy) must be replaced with new literacy based on the internet, technology, and social media.

Keywords. policy, literacy, society 5.0

A. INTRODUCTION

Industry 4.0 has ushered in a dramatic shift in the evolution of human life. Humans have been affected by digital technology in a variety of ways, including economic, social, political, and even personal life. Because industrial relations 4.0 and society are reciprocal interactions that must be maintained and developed, Industry 4.0 does not exist independently of a society that continues to learn and improve. As a developed country known for developing advanced technology, Japan has coined the term "Society 5.0," which refers to a society that has progressed to the point of being able to use information to better its well-being (Usmaedi, 2021). The notion of "Society 5.0" is a vision of a future society that the Japanese government aspires to. According to the Japanese government, the Era of Industry 4.0 focuses more on the manufacturing process, whereas Society 5.0 emphasizes efforts to put humans at the center of innovation (human-centered), while technological advancements are used to improve quality of life, social responsibility, and sustainability (Umar al Faruqi, 2019).

In Society 5.0, the concept of big data technology collected by the Internet of Things (IoT) (Hayashi) is changed by Artificial Inteligence (AI) (Na'immatur Rokhmah & Saputra, 2019) into something that can help people so that life becomes better (V. Ozdemir, 2018). Society 5.0 will have an impact on every aspect of life, including health, urban planning, transportation, agriculture, industry, and education (UUD, 2003).

Currently, education in Indonesia is entering the era of 4.0. Indoneia's current education trend is online learning (Ahmad, 2018), which uses the internet as a liaison between teachers and students. The development of technology seems to offer a business opportunity in the field of education by establishing online-based bibel. In addition, the development of technology has also changed the order of education in Indonesia. As an example, 1) Since 2013, the national exam system has shifted from paper-based tests to online-based tase (Pakpahan, 2016); 2) the

admission system for new learners in Indonesia has been conducted entirely online, from registration to admission announcement (Daulay, 2018).

In the period of the Industrial Revolution 4.0, the role of teachers or teachers must be cautious. Educators should stress character education, values, and openness in addition to their responsibility for the transfer of knowledge. This is due to the fact that technology can replace knowledge transfer. On the other hand, the application of soft and hard abilities, on the other hand, cannot be replaced by advanced tools and technology (Eko Risdianto, 2019). With the emergence of society 5.0, technology in the field of education is expected to develop technology that does not affect the function of instructors or teachers in teaching moral education and transparency for learners.

The quality of educators, such as teachers, determines a country's performance in the face of the industrial revolution. 5.0. Teachers must learn new skills and adapt to changing technology and global concerns. In this situation, every educational institution must prepare new educational materials and literacy tests. New literacy, such as data literacy, technology, and human resources, must be prepared to supplement old literacy, which is based on reading, writing, and mathematics. The capacity to read, evaluate, and use data in the digital environment is known as data literacy. The ability to comprehend mechanical and technological systems in the workplace is referred to as technological literacy. The capacity to engage well, not rigorously, and with character is referred to as human resource literacy (Arjunaita, 2020).

To prepare for the Industrial Revolution 5.0, education is required to develop a generation that is creative, innovative, and competitive. One method to accomplish this is to maximize the use of technology as an educational instrument that can provide outputs that can keep up with or change the times for the better. Indonesia, like the rest of the world, needs to develop digital technology literacy so that the learning process is in line with the society 5.0 era and qualified graduates are produced. The purpose of this paper is to understand more about school literacy policies in the period 5.0 of society.

B. METHOD

This is a qualitative study using a library study approach and the Society 5.0 concept approach to literacy policy. This study's data sources include journals, papers, and books about literacy movement programs, digital era learning, education in the 5.0 revolution age, and Indonesia's readiness to meet the era of society 5.0. With library studies and documentation, data collection approaches are used. The process of retrieving data and arranging, classifying, categorizing, and grouping acquired documentation studies is known as data analysis. Data analysis is performed with the goal of reducing data gathering to an unintelligible embodiment through logical and systematic descriptions, so that data information may be linked to school literacy policies in the face of society 5.0's issues.

C. RESULTS AND DISCUSSIONS
1. Policy on School Literacy

Literacy is a skill associated with reading, thinking, and writing activities that aims to develop the ability to critically, creatively, and reflectively interpret information (Suyono, Titik Harsiati, 2017). In concept, literacy is understood to be more than just reading and writing, but includes thinking skills using sources of knowledge in print, visual, digital, and auditory forms. It is in line with the Prague Declaration in 2003, mentioning that literacy also includes how a person communicates in society (UNESCO, 2003).

The literacy movement in Indonesia began to be encouraged both in schools, universities, and communities; both in schools, colleges, and in the community. The government has supported this literacy movement by paying more attention to the development of libraries to implement a literacy culture. According to Article 4 Point C of Law No. 3 of 2017 on the Book System, the goal of implementing the book system is to improve the literacy culture of all Indonesian residents (UUD, 2017). In reality, the Ministry of Education and Culture (Kemendikbud) has already published Ministerial Regulation (Permendikbud) Number 23 of 2015 on the Development of Budi Pekerti through the Habit of Reading for 15 Minutes Before Studying (Permendikbud, 2015). It is a literacy policy that has a vision of building learners' ethics through the culture of the school ecosystem represented in the School Literacy Movement, so that students become lifelong learners in accordance with the mission of the laws and regulations and the Ministry of Education and Culture. While the application of the School Literacy Movement Policy is to civilize students in school to read non-textbooks for at least 15 minutes every day.

In the application of the School Literacy Movement program as presented by Silva & Djuanda (2017), GLS has 3 stages in running literacy programs: the habituation stage, development stage, and learning stage as described above. The first stage is the habituation stage. Because at this stage, it is an important stage to foster a culture of literacy in children. Literacy activities in the habituation stage include two types of reading activities for pleasure, namely reading in the heart and reading by filtering information by teachers. In general, both reading activities have a purpose, among others, of increasing the love of reading outside of lesson hours, improving the ability to understand reading, increasing confidence as a good reader, and developing the use of various reading sources (Fidafatul Hidayati, Ma'as Shobirin, 2020). The existence of this habituation activity is to foster the reading interest of school residents so that they can develop the literacy skills of learners with a literacy culture in order to become lifelong learners. In addition, the extension of literacy habits must be supported by a good climate so that the literacy movement that has been established in schools can run effectively and efficiently.

Stage 2 development focuses on instilling a love of reading and improving literacy abilities. Through activities to respond to reading, literacy activities at this level aim to build the ability to interpret reading and relate it with personal experiences, critical thinking, and communication skills creatively.

Stage 3 learning, Literacy-based education Through activities reacting to enrichment reading materials and books, literacy activities at the learning stage aim to increase the ability to understand texts and relate them to personal experiences, critical thinking, and creative communication abilities (Aprilia, 2017). These three stages are needed in order for literacy carried out in basic schools to be implemented optimally. School literacy is very helpful and expands the knowledge of learners, developing a reading culture for the community, as well as making the time used more useful.

The targets of literacy covered by several people or main agencies are as follows: Primary/MI schools, libraries, government and the public (private, LPM or individual) (Teguh, 2017). Furthermore, the literacy of school components is as follows:

a. Early literacy, Learners' experience of talking in their mother tongue serves as the foundation for fundamental literacy development. This ability to listen to, understand spoken language, and communicate through imagery and voice is established through experience interacting with his social environment at home.

b. Basic literacy, or the capacity to listen, talk, read, write, and compute, is linked to analytical calculation skills (calculating). Perceive, communicate (communicate), and describe (draw) facts based on your own understanding and inference.

c. Library literacy entails knowing how to distinguish between fiction and nonfiction readings, using reference and periodic collections, comprehending the Dewey Decimal System as a classification of knowledge that facilitates the use of libraries, comprehending catalogs and indexing, and comprehending information while writing, researching, working, or solving problems, among other things.

d. Media literacy is the capacity to understand the purpose of various forms of media, such as print media and electronic media (television, radio, and internet media), and to know how to use them.

e. Technology literacy is the capacity to understand all aspects of technology, including hardware (hardware), software (software), and technology ethics and etiquette.

f. Visual literacy is a more advanced kind of media literacy and computer literacy that focuses on developing learning abilities and needs through the critical and dignified use of visual and audiovisual information. The interpretation of unstoppable visual material, whether in print, auditory, or digital form (multimodal text is a combination of the three), must be properly managed. After all, there is a great deal of deception and entertainment in it. Ethics and appropriateness must be used to filter the proper thing (Suragangga, 2017).

Literacy activities have several components that must be applied in education both inside and outside the classroom. Educators and education personnel certainly have a moral obligation as role models in terms of literacy. In order to be more effective, literacy programs involve public participation from parents, community leaders, and professionals.

2. **Education Society 5.0**

Society 5.0 became the concept of a new order for society. Through the concept of society 5.0 people's lives are expected to be more comfortable and sustainable. Society 5.0 was inaugurated on January 21, 2019 and created as a solution to the Industrial Revolution 4.0 which is feared to degrade humanity. In the era of society all technology became an important part of human life. Human needs on the Internet are increasingly important for life. Society 5.0 is significant in the development of technology and the role of society in response to the Industrial Revolution 4.0 (Suherman, Musnaini, Hadion Wijoyo, 2020).

In anticipation of worldwide trends as a result of the Industrial Revolution 4.0, the Japanese government created and adopted the idea of Society 5.0. The birth of the Industrial Revolution 4.0 must have triggered the rise of Society 5.0. Various advancements in the industrial world as well as society in general have resulted from the Industrial Revolution 4.0. Society 5.0 is a response to the problems posed by Industrial Revolution 4.0, as well as the disruptions brought on by a world marked by upheaval, uncertainty, complexity, and ambiguity.

Society 5.0 is a society that can solve a variety of social challenges and problems by leveraging various innovations born during the Industrial Revolution 4.0 era, such as the Internet of Things (internet of everything), Artificial Intelligence (artificial intelligence), Big Data (large amounts of data), and robots to improve the quality of human life. The sensation of cyberspace is the same as that of physical space. In contrast to the industrial revolution 4.0, more emphasis on business and in the era of society 5.0, created a new value that will eliminate social, age, gender, and language barriers and provide products and services

designed specifically for the diverse needs of individuals and the needs of many people (Faulinda Ely Nastiti, 2020).

Education has significant implications for the education system in the era of Society 5.0, which is marked by technological disruption. The education system of the 5.0 era describes a number of methods for incorporating cyber technology into learning, both directly and indirectly. This is a significant step forward from industry 4.0 education. Education 4.0 entails the integration of neuroscience, cognitive psychology, and educational technology through the use of web-based digital and mobile devices, including applications, hardware, and software (Arjunaita, 2020). Education in today's society 5.0 is a phenomenon that occurs in response to the needs of the fourth industrial revolution, in which humans and machines collaborate to find solutions, solve issues, and create new innovative possibilities for the enhancement of modern human existence.

The contemporary era of education 5.0 is a solution to the needs of the fourth industrial revolution, in which humans and technology collaborate to generate new creative and inventive chances. Among the several issues that education will confront in the future are the following: (1) the implications of the Industrial Revolution 4.0 to 5.0; (2) environmental issues; (3) advances in information technology; (4) the convergence of science and technology; (5) knowledge-based economics; (6) the revival of creative industries and culture; (7) shifting world economic power; (8) the influence and impact of technology on science; and (9) quality, investment, and transformation in education (Nyoman et al., 2020). This is where educators, who are no strangers to the digital world, must continue to upgrade the educational competencies of the society 5.0 era and learners, who are no strangers to the digital world, must utilize its potential through various methods, media, and learning processes. Learners will be able to face challenges as they transition from the industrial era 4.0 to the era of society 5.0 and will produce graduates who are prepared for the era of society 5.0. Furthermore, against the educational 5.0 trend, which needs individuals and communities to build a more comprehensive set of competencies, skills, and knowledge, as well as to fully realize their creative potential.

3. **School Literacy Policy in the Face of a 5.0 Society**

In the industrial era 4.0, Indonesia has not finished with the hustle and bustle of this era and has been surprised by the era that has a new concept, namely society 5.0. 21st century life skills are the answer to the challenges that exist in the era of industry 4.0 and society 5.0. The focus of expertise in the field of education in the 21st century today includes creativity, critical thinking, communication, and collaboration, also known as the 4Cs (Eko Risdianto, 2019). In today's world of disruption, education must be prepared to provide students with 21st-century abilities. Learners with these skills can think critically and solve issues, be creative and imaginative, and successfully communicate and collaborate.

Meanwhile, in the 21st century, the competencies expected of these students are to have the 6 basic literacy skills (numeracy literacy, science literacy, information literacy, financial literacy, cultural literacy, and citizenship) as well as a variety of other skills, such as the capacity to think critically, reason, be creative, communicate, collaborate, and solve issues (At the General of PAUD, Dikdas, 2021). Likewise, the opinion (Nyoman et al., 2020) states that the demands of competence are combined with existing challenges, both nationally and globally, so it is appropriate if one must learn and master new literacy to face the industrial era 4.0 and society 5.0, new literacy is included as follows:

a. Data literacy: the ability to read, analyze, and apply information (big data) in a digital environment.
b. technological literacy: understanding how machines work, technological applications (coding, artificial intelligence, machine learning, engineering principles, biotech, etc.).
c. Human literacy includes the humanities, communication, and design. If some of these literacy skills are incorporated, it is fitting that humans are required to learn throughout their lives, or learn throughout their lives.

School literacy policies in the era of society 5.0 must be improved by replacing face-to-face literacy with new literacy based on the internet, technology, digital, and IT. This literacy is used to understand and obtain information from a variety of sources presented through computers. This is where students are required to have a critical campaign to distinguish the information obtained. Furthermore, society 5.0 envisions a "Super Smart Society," which is highly unlikely to be realized in our society. The problem is that educators are still dominated by old products that stutter technology. This is where the important location of teachers in the literacy era of society 5.0 is based on IT: to build a generation of character, competence, and have IT-based literacy skills and high-level thinking skills. Educators become the main key to success in the success of literacy society 5.0 so that learners do not stutter and become competent in technology and continue to update in accordance with the times so that teachers can access it by using technology and minimize the impact of technology-based literacy.

Modern-day education Leadership, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship, problem solving, and teamwork are all necessary skills for 5.0 in the twenty-first century (At PAUD's General Assembly, Dikdas, 2021). To be successful, education in Indonesia must be approached in a variety of ways, the first of which is to examine infrastructure. Because, as we all know, not all regions of Indonesia are currently connected to the internet, the government must work to increase development equality and internet connectivity to all regions of Indonesia (Handoyo, 2019).

Second, in terms of human resources, teachers must possess digital abilities as well as the ability to think creatively. According to Zulkifar Alimuddin, Director of Hafecs (Highly Functioning Education Consulting Services), instructors must be more imaginative and active in the classroom in the era of Society 5.0 (Society 5.0) (Alimuddin, 2019). Third, the government must be able to synchronize education and industry so that subsequent graduates from colleges and schools can work in fields that match their interests and meet industry's criteria, lowering Indonesia's unemployment rate. Fourth, using technology as a tool for teaching and learning activities. Furthermore, in the period of society 5.0, education is required to be able to utilize the utilization of three technologies, namely artificial intelligence, IoT, and augmented reality, to prepare students to face the challenges of the society 5.0 era, create qualified graduates, and have ready-made competencies in the industrial world (Faulinda Ely Nastiti, 2020).

Based on the exposure related to school literacy and society 5.0, it can be seen that Indonesia has faced an era of all-technology even though, in reality, Indonesia has not been able to apply it, so the state must still prepare its people to adapt to the new civilization of society 5.0. Today, science and technology are familiar to the community, and even science and technology provide benefits for the community. To avoid the risks that will arise from social problems, there are several components to be applied in education. The component prepares learners to be ready to face Society 5.0 (Suherman, Musnaini, Hadion Wijoyo, 2020). To realize or prepare for Society 5.0 in the field of education, it is not enough for children just

to understand or be given a theory. This is not enough to prepare learners to face Society 5.0, but rather a way of thinking. This way of thinking will familiarize learners with adapting in the future.

In the era of society 5.0, school literacy policies are expected to use technology optimally for learners; at the very least, learners must be able to apply digital literacy. This is a technological era that necessitates the use of all technologies. The quality of educators, such as teachers, determines school literacy success in this era. Teachers must learn new skills and adapt to changing technology and global concerns. Furthermore, they require government and community support in order to continue to meet the difficulties of education in the period of Society 5.0.

D. CONCLUSIONS AND SUGGESTIONS
Conclusions

School literacy policies in the era of society 5.0 using old literacy, namely numeracy literacy, science literacy, information literacy, financial literacy, cultural literacy, and gender face-to-face, need to be improved with new literacy based on the internet, technology, digital, and IT, and provides students with 21st-century skills. These are the abilities of students who can think critically and solve issues, be creative and imaginative, and successfully communicate and collaborate.

The quality of educators, such as teachers who must master competence, adaptability to new technologies, and global challenges, is critical to the achievement of technology-based or digital literacy in the face of the period of society5.0. In addition, there is support from the government and the community so that education can keep up with the times.

Suggestions

Following the age of Society 5.0, school literacy must be increased by optimizing the roles of teachers as educators, government, and society. In the face of the challenge of society 5.0, there must be cooperation between the three so that learners are able to face the challenges of all-technology, and here there needs to be supervision from parents related to literacy in society 5.0 so as not to fall into negative things.

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