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Research Article

Basic Education in the Era of Society 5.0: Opportunities and Challenges

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Abstract

In the context of technology integration in basic education in the Society 5.0 era, this research aims to explore the challenges, opportunities and impact on the curriculum, the role of teachers and the learning process. Through a qualitative literature study approach, we analyzed academic literature to understand how technology can influence curriculum development that is responsive to 21st century skills, the changing role of teachers as facilitators of digital learning, and the implementation of technology in interactive learning such as e-learning and game-based learning. The findings highlight the need for developing digital skills for teachers, as well as challenges related to technology accessibility and the digital divide among students. In conclusion, the integration of technology in basic education offers significant opportunities to improve the quality of learning, but requires cross-sector collaboration to ensure that all students can access technology equally to achieve inclusive and relevant education. Keywords: technology integration, basic education, Society 5.0, 21st century skills, digital learning.

Keywords: Challenges, Learning, Opportunities

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INTRODUCTION

Basic education is the main foundation in the formation of individuals and society in every era (Bespalov, Tarasiuk, Osetrin, Dorosh, & Pryimachenko, 2024; Kostochko & Grigorieva, 2024; Masood & Chaturvedi, 2024). In the Society 5.0 era which is characterized

by increasingly close integration between humans and technology, basic education becomes more important and complex in preparing future generations to face future challenges (Al-Waeli, Farzadfar, & Pourrrahim, 2024; Gajasinghe, 2024; Spiker, 2024). The Society 5.0 era is an evolution of the concept of a technology-based society which focuses on the unification of artificial intelligence, the Internet of Things (IoT), and humans to achieve inclusive social welfare. In the midst of these changing dynamics, basic education plays a vital role in providing a foundation of relevant knowledge, skills and values.

The development of digital technology has penetrated various aspects of life, including basic education (Gatea, 2024; Marukhlenko, Sidelnykova, Mazur, Kozachenko, & Aksonova, 2024; Nitsenko dkk., 2024). This digital transformation brings significant changes in teaching and learning paradigms. Today's children grow up in an environment surrounded by advanced technology such as computers, smartphones and the internet. The wide availability of information and increased accessibility allows them to learn outside the confines of the traditional classroom. However, along with opportunities, technology also presents new challenges that need to be addressed in the context of basic education.

One of the main challenges in basic education in the Society 5.0 era is the effective integration of technology into the curriculum. Learning is no longer just limited to textbooks and blackboards (Kisangala dkk., 2024; Mukabera, 2024; Schilling & Kastenholz, 2024). Teachers and students must be able to understand and use technology as a tool to enhance the learning experience. This requires training and skills development for educators so they can utilize technology optimally in the learning process (Li dkk., 2021). Apart from that, adequate technological infrastructure is also a prerequisite to support the effective use of technology in basic education.

Basic education in the Society 5.0 era also faces challenges in developing a curriculum that is relevant and responsive to future needs. Rapid changes in the economy and technology demand constant adjustments in learning content. The curriculum must be able to integrate 21st century skills such as digital skills, complex problem solving, creativity, and interpersonal skills (Asylkhan & Abdykarimova, 2024; Khalatur, Dovgal, Karamushka, Brovko, & Vodolazska, 2024; Mateiro & Benito, 2024). Basic education is not only about increasing academic literacy but also provision for life in an ever-changing world.

Apart from that, gaps in access to technology and education are also significant challenges in the Society 5.0 era. Although technology has opened the door to distance learning and digital learning, not all students have the same access to the necessary hardware and internet connectivity (Belykh, 2024; Mamirov dkk., 2024; Paulo & Kirchmair, 2024). This can exacerbate educational gaps between students from different economic backgrounds or in less developed areas. Greater efforts are needed to ensure that all children have a fair chance to access quality basic education in the Society 5.0 era.

Despite the challenges, basic education also offers significant opportunities in the Society 5.0 era (Massoi & Saruni, 2024; Rassadnikov, 2024; Thomson, 2024). Technology integration can enable greater personalization of learning, where each student can learn at their own pace and learning style. Artificial intelligence and data analysis can be used to assess individual student needs and provide timely feedback to educators. This allows teachers to design more engaging and effective learning experiences.

Basic education also plays an important role in developing crucial social and emotional skills in the Society 5.0 era. Even though technology dominates various aspects of life, the ability to collaborate, communicate and empathize remains the foundation of human relationships (Feng dkk., 2024; Rashidova dkk., 2024; Vasyltsiv, Melnyk, Leshchukh,

Fleychuk, & Ilyash, 2024). Basic education must integrate this learning in the curriculum to prepare students to become competent and caring global citizens.

Apart from that, basic education in the Society 5.0 era can also utilize technology to develop global connections and promote cross-cultural understanding (Amaral, Albino, & Rodrigues, 2024; Holz, Fleschenberg, Jansen, & Khan, 2024; Xu dkk., 2024). Collaboration between students from different countries and cultures can be enhanced through digital platforms, allowing them to learn from each other and broaden their perspectives. This creates an inclusive learning environment and prepares students for life in an increasingly connected global society.

In this context, the role of teachers in basic education becomes increasingly important in facilitating this transformation (Ibda, Wijanarko, Azizah, Amnillah, & Ro'uf, 2024). Teachers are not only teachers but also learning facilitators, mentors, and role models

They must continue to develop their skills to manage diverse and dynamic learning environments and utilize technology wisely (Erden, Bakay, Katirci, & Güven, 2024; Güncan & Çelik, 2024; Ojong & Mhandu, 2024). Teacher and educator education is also key in ensuring that Society 5.0's vision for social progress through education can be realized well.

Overall, basic education in the Society 5.0 era faces various complex opportunities and challenges. Integrating technology in the learning process, developing relevant curricula, overcoming access gaps, and developing 21st century skills are the main focuses in preparing future generations (Franco, Sar, & Solórzano, 2024; Kiiski & Hyytiäinen, 2024; Seidu, Okyere, & Ahinkorah, 2024). With a holistic and collaborative approach between educators, government and society, basic education can play a key role in creating an inclusive, competitive and technology-oriented society in the ever-changing era of Society 5.0.

In this research, the focus will be given to an in-depth analysis of the challenges and opportunities of basic education in the Society 5.0 era. This era is characterized by increasingly close integration between humans and advanced technology such as artificial intelligence, the Internet of Things (IoT), and data-based computing which influences various aspects of life, including the education system ("Madrasah Accountability in Increasing the Interest of New Students in Continuing Education," 2022). This research aims to understand how developments in digital technology affect basic education, both from a teaching and learning perspective. Finally, this research will present recommendations for stakeholders in the education sector, including teachers, educational institutions, and the government, regarding concrete steps to improve basic education in the Society 5.0 era (Paul-Binyamin & Haj-Yehia, 2019). These recommendations will be based on in-depth analysis of research findings and will be designed to support an inclusive, technology-oriented transformation of basic education and prepare future generations to face future global challenges (Hixon, 2009).

RESEARCH METHOD

The research method used in this qualitative literature study will involve collecting and in-depth analysis of literature and information sources related to the challenges and opportunities of basic education in the Society 5.0 era (Chitando, 2024; Isola, 2024). The first step is the identification of relevant theoretical and empirical sources through academic databases, scientific journals, books and related policy documents. The research will focus on qualitative text analysis to understand expert views and research findings regarding the integration of technology in basic education, the role of teachers in digital contexts, and the impact of technology on the curriculum and learning process. This method will include stages of critical reading and synthesis of information to identify patterns, themes and trends that

emerge from the literature reviewed. Qualitative analysis will be used to describe in depth the complex dynamics between technology and basic education, as well as to explore different viewpoints in the existing literature (Liang, Deng, Ma, Cheng, & Lin, 2020). Finally, the findings will be synthesized to construct a comprehensive understanding of the challenges and opportunities of basic education in the Society 5.0 era, with the aim of providing in-depth insights and recommendations for future developments in this field.

RESULTS AND DISCUSSION

Basic education is experiencing a significant transformation in the Society 5.0 era driven by the integration of advanced technologies such as artificial intelligence, the Internet of Things (IoT), and data analysis (Vasconcelos, 2020). This transformation provides complex challenges as well as great opportunities in curriculum development, learning processes and the role of teachers. In these results and discussion, three main aspects will be discussed regarding the challenges and opportunities of technology integration in basic education, as well as their implications in facing future needs (Davis, 2009)

Curriculum development is crucial in the Society 5.0 era where technology plays a central role in the transformation of basic education. Traditional curricula which tend to be static and focused on academic literacy need to be adapted to the demands of the times which emphasize 21st century skills (Granić & Marangunić, 2019). The main challenge in integrating technology in the basic education curriculum is ensuring that students are not only equipped with knowledge, but also with relevant skills to face global changes and challenges.

A Curriculum Responsive to 21st Century Skills

Basic education curricula in the past often focused on theoretical academic learning. However, with the emergence of Society 5.0, where digital technology and artificial intelligence increasingly influence everyday life, curricula must adapt to teach skills that are practical and fit the needs of the future job market (On behalf of the Mucositis Study Group of the Multinational Association of Supportive Care in Cancer/International Society for Oral Oncology (MASCC/ISOO) dkk., 2019). It covers digital skills, complex problem solving, creativity, media literacy, as well as the interpersonal skills required to work in multidisciplinary and global teams.

The use of technology in the curriculum can broaden the scope of learning, enable access to a wider and more diverse range of resources, and support project or problem-based learning that requires collaboration and innovation (Amram, 2022). However, the main challenge is to integrate these elements into the existing curriculum without sacrificing core learning such as mathematics, languages and science.

Changing Teaching Paradigms

Technology integration not only influences what is taught in the curriculum, but also how it is taught. The traditional one-way teaching paradigm (teacher-centered) is starting to shift towards a more collaborative and interactive approach (learner-centered). Teachers are no longer just the primary source of knowledge, but as learning facilitators who guide students in exploration, experimentation, and the use of technology as a tool to deepen their understanding.

The use of technology also allows for personalization of learning, where each student can learn at their own pace and learning style. This can be done through the use of adaptive learning platforms that use artificial intelligence to adjust material and difficulty levels based on each student's abilities and level of understanding.

The Role of Teachers in a Digital Context

The role of the teacher has undergone significant evolution with technological advances in basic education. Teachers are not only expected to master subject matter, but also to utilize technology as a tool to improve teaching and learning.

2.1. Learning Facilitator and Digital Mentor

In the Society 5.0 era, teachers act as learning facilitators who facilitate student exploration and learning through the use of technology. They must be able to integrate digital tools such as learning applications, e-learning platforms, and simulations to enrich students' learning experiences. Teachers also act as digital mentors who teach students about digital ethics, online safety, and responsible use of technology.(Misrha, 2006)

2.2. Teacher Digital Skills Development

One of the main challenges in integrating technology in elementary education is the preparation of teachers with the skills and knowledge necessary to use technology effectively in their teaching. This involves ongoing training for teachers in the development of technical skills, such as the use of learning software, analysis of learning data, and integration of technology in their lesson plans.

Apart from that, teachers also need to develop skills in managing diverse classes in a digital context, including how to empower students to become independent learners who use technology for exploration and collaboration.

The Impact of Technology on the Learning Process

Technology has changed the way students learn and the way teachers teach in primary education, by offering a variety of new and interactive learning methods.

3.1. Technology Based Learning

Technology-based learning such as e-learning, simulations, and game-based learning have become popular methods for teaching complex skills and concepts. E-learning allows access to educational content from anywhere and at any time, allowing students to study independently and adapt learning to their schedule.

Simulation and game-based learning offer interactive experiences that allow students to apply their knowledge in practical contexts. For example, in medical simulations, students can practice surgical skills without risk on real patients, while in game-based learning, students can learn math or science through engaging challenges and scenarios.(Pangestu & Rahmi, 2022)

3.2. Accessibility Challenges and the Digital Divide

Although technology offers various opportunities to improve the quality of learning, a significant challenge is the gap in technology accessibility. Not all students have the same access to hardware such as computers or tablets, as well as stable internet connectivity. This can exacerbate educational gaps between students from different economic backgrounds or in less developed areas.

Basic education must strive to ensure that all students have equal access to educational technology to ensure that no student is left behind in learning. Initiatives such as hardware subsidies, Wi-Fi access in schools, or the development of learning platforms that work offline can help overcome these challenges.

The integration of technology in basic education in the Society 5.0 era offers great potential to improve the quality and relevance of education in facing increasingly complex global challenges. However, to optimize its benefits, collaborative efforts are needed between governments, educational institutions, the technology industry, and society to address challenges such as developing relevant curricula, updating teacher skills, and increasing technology accessibility. By utilizing this opportunity wisely, basic education can become a

strong foundation for the formation of future generations who are ready to face global changes in the Society 5.0 era.

CONCLUSION

The integration of technology in basic education in the Society 5.0 era is a big challenge and an opportunity that cannot be ignored. In this article, three main aspects related to the integration of technology in the context of basic education have been discussed in depth: challenges in curriculum development, the role of teachers in the digital era, and the impact of technology on the learning process.

First of all, a major challenge in integrating technology in elementary education curricula is ensuring that the curriculum not only covers traditional academic literacy, but also prepares students with essential 21st century skills. The Society 5.0 era demands digital skills, complex problem solving abilities, creativity, media literacy, and strong interpersonal skills. A curriculum that is responsive to these changes must be able to adapt to rapid technological developments and changes in the needs of an increasingly connected global society. (Bower, 1996)

Apart from that, technology integration also requires a paradigm shift in teaching. Teachers are no longer just distributors of information, but as learning facilitators who inspire and guide students in using technology as a tool to deepen their understanding. With this approach, teachers play an important role in creating a learning environment that is collaborative, interactive, and relevant to students' lives in this digital era.

The next challenge that arises is the development of new skills for educators. Teachers must be empowered with the technological knowledge and skills necessary to adopt and integrate technology in their learning. Ongoing training and adequate support are crucial to ensure that teachers can use technology effectively to enhance students' learning experiences and achieve set learning goals.

Apart from the challenges, the integration of technology in basic education also has a significant positive impact on the learning process. Technology-based learning methods such as e-learning, simulations, and game-based learning offer students a more interactive, interesting, and effective learning experience. E-learning allows access to learning materials from anywhere and at any time, while simulation and game-based learning allow students to learn in real and relevant contexts.

However, this positive impact is also offset by challenges related to technology accessibility and the digital divide. Not all students have the same access to the hardware and internet connectivity necessary to benefit from learning technology. This can exacerbate educational gaps between students from different economic backgrounds or in less developed areas. Therefore, efforts to ensure equal access to educational technology for all students are critical.

In conclusion, the integration of technology in basic education in the Society 5.0 era does offer great opportunities to improve the quality and inclusiveness of learning. However, to be able to optimize the potential of this technology, a holistic approach is needed that involves all stakeholders, including government, educational institutions, the technology industry and the general public.

The government needs to develop policies that support the integration of technology in the basic education curriculum and ensure equal accessibility of technology for all students. Educational institutions must invest in training and professional development for teachers so that they can effectively adopt technology in their teaching. The technology industry can play a

role in developing innovative technology solutions that support better and more inclusive learning.

Finally, society needs to support this transformation by understanding the importance of integrating technology in basic education to prepare future generations to face increasingly complex global challenges. With collaboration and commitment from all parties, basic education can become a strong foundation for the development of individuals, communities and nations in facing a future that is increasingly connected and driven by technology.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.

CONFLICTS OF INTEREST

The author(s) declare no conflict of interest

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