

DECENTRALIZATION OF SCHOOL-BASED EDUCATION AND MANAGEMENT TOWARDS THE SOCIETY ERA 5.0

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Abstrak

The presence of technology and information today has really brought about a big change in aspects of human life where almost all of life is associated with digital use. The era of the industrial revolution 4.0 which was felt to be unresolved, but was surprised again by the presence of a new era, namely society 5.0. Life in the era of society 5.0 which is believed to also affect all aspects of life, including the education aspect. Teachers as the spearhead of education strive to be able to create superior students and be able to compete with existing changes. However, the efforts of teachers tend not to get maximum results if they are not supported by policies that provide flexibility for teachers to develop all the potential in students. One of the policies that can support teachers in carrying out their duties properly is the implementation of decentralization in the education line and implementing school-based management (SBM), so that they can build and develop new concepts in education management, such as how to manage, organize education, develop resources. human resources for the better.

Keyword – Society 5.0, Decentralized Education, School Based Management.

1. Introduction

The development of information technology has led to significant changes to date in aspects of human life, almost all of which are digitally oriented through smartphones, computers or similar electronic devices. In line with that, Fukuyama (2018) said that the rapid development of technology, information and communication has successfully led to digital transformations that have an impact on changes in industrial systems and various aspects of people's lives. Currently, Indonesia is busy pursuing and balancing the presence of the industrial era 4.0 which is so affecting various areas of people's lives.

In the era of industry 4.0, it is recognized through the development of technology that is so strong, with the existence of innovation and the opening of new markets and even being able to replace existing technology and replace existing markets. In this era, technology and information have an impact on human life such as providing convenience and practicality that can potentially weaken the human role in it. Meanwhile, humans are required to be able to compete with it so that it creates gaps in various aspects of people's lives, including the field of education.

The era of industry 4.0 which seems to have not been achieved well, however, the world is again shocked by the presence of the era of society 5.0. Unconsciously, at this time Indonesia has begun to enter the era of society 5.0, where this era is a continuation of the industrial era 4.0. Of course, this is an additional task for the Indonesian people to continue to strive to create an advanced, creative and innovative society in their fields. In the era of society 5.0, according to Salgues (2018), the real world and the virtual world are very well connected which are characterized as: 1) full use of information and communication technology, 2) the community is the center, 3) support from the community, 4) have values that are future-oriented, comprehensive, successful, and strong intelligence, 5) the existence of disturbances in the economic field. According to Wibowo (2021), the Indonesian people are challenged by these two eras, namely the industrial era 4.0 and the era of society 5.0. As stated by

Nastiti & Abdu (2020) that the presence of society 5.0 will affect all fields, including education. According to Faruqi (2019), people must be willing to live this new era.

Teachers as spearheads for the implementation of education will mobilize all their abilities in order to create superior students and be able to compete with existing changes. However, the efforts of teachers tend not to get maximum results if they are not supported by policies that provide flexibility for teachers to develop all the potential in students. One of the policies that can support teachers in carrying out their duties properly is the implementation of decentralization in the education line and implementing school based management.

Decentralization in education is an important issue to discuss, considering that achieving the goals of education cannot be separated from the policies issued by the authorities in this case the government. In connection with that, of course, the quality of education is an urgent issue in the midst of society. The existence of decentralization in education is expected to be able to prepare and fulfill all the interests of its citizens, considering that each region has different needs, potentials, competencies, and socio-cultural environment. Of course, various policies issued by the government determine success in achieving the goals of education.

So there are various kinds of problems that must be faced by the world of education today with various changes in every aspect of life, one of which is discussed in this paper, namely the era of society 5.0. Associated with the phenomenon that has been described previously, that every element involved in education must take and play its role in order to achieve the goals of the education. With the presence of the concept of decentralization of education by implementing school-based management, it is hoped that it will be able to realize a better direction of education, especially in this era of society 5.0.

2. Method

This paper discusses the decentralization of education and school-based management towards the era of society 5.0. The research method used is the analysis of the literature study (literature research). The literature study method is a method that collects data/information from books, articles, or from similar references that are relevant to the problem of the purpose of this research. This paper presents an analysis of the topic being discussed. There are several steps in this library study research, namely: 1) choosing a research topic, 2) collecting initial data, 3) collecting supporting data, 4) drawing a conclusion.

3. Result and Discussion

a. Era Society 5.0

Society 5.0 was originally intended to form a society that focuses on the human side, which can solve various challenges, improve the quality of life or be active and happy in living their lives. This is the initial goal of the Society 5.0 era that was initiated earlier. The strategy for achieving this era is a combination of virtual space and real space in order to be able to create quality data, based on that, new new things will be created to solve various problems or challenges from the industrial era 4.0. The concept of society 5.0 was formulated and started by the Japanese government. The state of Japan is not necessarily without reason in bringing up the idea of this society 5.0. Some of the reasons are the industrial era 4.0 which is believed to tend to lower human status, various internal problems within the country of Japan itself, such as the population that tends to age, the low birth rate, the declining level of the population of its citizens, as well as the aspiration to create a society centered on society man.

According to the Japanese Cabinet Office, (in Handayani & Muliastri, 2020) Society 5.0 is a human-focused society by balancing progress in the economy towards alleviating various social problems with arrangements that combine the virtual world and the real world. Society 5.0 is the answer to every problem that arises in the social environment and becomes something new for the community. In society 5.0, it is desired to create an artificial intelligence format, where the transformation of big data is combined with the internet in all areas of

life, which can give birth to new policies, with the desire to be able to develop the potential to create various opportunities for human welfare.

b. Education Decentralization

Decentralization, when examined from its origins, it says, consists of de which means free and centrum which means center or middle, so that it can be understood to break away from the center. According to Law No. 32 of 2004, in chapter 1 article 1 it is stated that decentralization is the transfer of authority/policy from the central government to regional governments (autonomous regions) to regulate and manage their territory within the unitary state system of the Republic of Indonesia. Decentralization can also be interpreted as transferring tasks, powers, and all the elements in it from the highest level of power, in this case the government, to regional governments. In the implementation of this decentralization, the government has its own goals, one of which is to give the regions the flexibility to manage their territory, which concerns the welfare of the people in economic, social, cultural matters, and education is no exception. So with the introduction of decentralization in a region, it can bring up autonomy in regional government (Hidayat & Machali, 2012).

The decentralization policy has been explained in Law No. 22 of 1999 concerning regional autonomy. With the enactment of the Law, it indicates various possibilities in various regional or regional developments in more supportive conditions and with more democratic knowledge. In this case, it is also possible to increase and organize in the field of education, thus a transition in the arrangement in the education sector which previously adhered to a centralized system towards a decentralized one (Chan & Sam, 2007). Decentralization in the education sector is intended to improve the quality of education, especially in its management. With this, it can usher in changes for the better in education itself.

So with the implementation of decentralization in education, each region is racing against each other in realizing a better education. Starting from the Act, there are many interpretations regarding the decentralization of education. Therefore, decentralization and education management have a close relationship. Education decentralization is a form of management in achieving development in the field of education based on diversity. It can also be understood that the decentralization of education is the transfer of policies in education with an

increasingly larger scope. In this case, schools and communities also have the authority to manage their education. This can have a good effect because it creates strong collaboration between school stakeholders in efforts to improve quality and equity in education.

c. School Based Management

The existence of school management in Indonesia began with various programs from the government that were planned to have a good impact on improvements in education, but were not realized properly, meanwhile participation and concern from the community for education was weakened. After being observed and analyzed this is due to an inappropriate arrangement in education. Starting from there, the concepts of education management that provide freedom for schools to manage and implement various policies firmly and independently. Over time, this concept is known as school based management (SBM).

The concept of SBM was originally popularized by developed countries around the 80s. Then in the following years it was developed to countries in Southeast Asia. The concept of SBM is almost the same as the concept of decentralization which gives great authority/policy and responsibility for schools, in this case all school stakeholders, including the surrounding community, participate in improving the quality of schools based on the authority of national education and applicable regulations.

School based management is a plan in order to improve the quality of education carried out by local governments which were previously given a policy by the center, where each school with all its components has supervision and a major role in achieving educational goals. According to Mulyasa (2003), SBM is a concept that offers autonomy to schools in determining school strategies to improve quality, equity in the education sector and its efficiency to be able to protect the expectations of the surrounding community and foster good collaboration between schools, the government and the community. The implementation of education management through SBM is aimed at increasing accuracy, quality and generalization in the field of education.

d. Decentralization of Education and SBM towards the Era of Society 5.0

The presence of technology and information today has contributed to the field of life, including education. Currently, the existence of technology has

changed the various methods or approaches of teachers in teaching, where this technology really makes it easier for teachers to deliver teaching materials. With advances in technology and information, there have been many changes in the field of education with the aim of supporting renewal in the learning process, increasing performance in various ways such as creating, utilizing and regulating or managing effective and efficient implementation.

Through decentralization of education with the implementation of school-based management (SBM) will be able to create positive synergies in education, because in this case schools have been given the authority to regulate and manage the course of education in the school, such as the management structure is more free in terms of preparing and implementing educational strategies. in the shadow of the era of society 5.0. In the era of society 5.0, the direction of the task tendency of education practitioners is efforts to improve the quality of human resources (HR), which of course involves all elements, be it central, regional, as well as elements in society, such as mass organizations and so on. In this new era, the direction of education is directed to four focus skills, namely creativity, critical thinking, communication, and cooperation.

As mentioned earlier, nowadays the implementation of education is in digital form, or similar devices. The existence of technology and information has gradually become the basis for carrying out the learning process. In the era of society 5.0, the teacher's role can be replaced by robots that have previously been equipped with artificial intelligence with large amounts of data, which is predicted to improve the quality of education itself. Related to this, the teacher's task is reduced or can no longer play a role because they have to share roles with the presence of robots. Therefore, in this case, how can the teacher make good use of the technology, such as being an operator/person who runs the technology.

With that, schools must be able to manage their personnel in order to develop their human resources. Not only teachers must be able to adapt to the era of society 5.0. In decentralized education based on the SBM pattern in the era of society 5.0, there are several ways of learning that must be possessed by students, such as: 1) critical thinking, 2) creative, 3) innovative, 4) able to work together, 5) socially qualified. Therefore, in leading to the era of society 5.0, teachers must be able to achieve optimization of the learning process using learning methods that create meaningful learning for students, improve their quality, and how to manage

their human resources so that they do not overlap with the existence of information technology.

4. Conclusion

Society 5.0 is a concept that was introduced to build a more humane order of life that puts forward the humanities aspect in alleviating various human problems. The need, in this case, the Indonesian people to adapt to the existence of society 5.0 in all fields, without exception in education. which leads to the importance of adjusting the learning model in accordance with technological developments that are so advanced in order to get ready to enter this new era. The presence of this new era is also a big challenge that should not be left alone, but must take part in it. Associated with the arrival of this new era known as the era of society 5.0, in the world of education, and with the implementation of decentralization in education by implementing school-based management (SBM) can build and develop new concepts in education management, such as how to manage, organize education, develop human resources in a better direction in accordance with the direction of sustainable technological development.

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