A Study of IPS Teachers Facing the Challenges of Diffusion of Learning Innovations Based on The Era Of Scoety 5.0

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Abstract : The era of society 5.0 is a continuation of the industrial revolution 4.0 era which emphasizes humanism in solving social problems including education by integrating virtual and reality. This research aims to analyze government policies on teacher development in the era of society 5.0. Basically learning and learning is a change in a person's behavior in achieving a goal. Social studies is a discipline that studies social life. Not only as social science. This research is a study of the challenges of social studies teachers in the diffusion of learning innovations based on ERA SCOETY 5.0. This research uses Systematic Literature Review (SLR). The SLR method is used to identify, review, evaluate and interpret all available research with the topic area of the phenomenon of interest, with specific relevant research questions. It is important to keep in mind that Society 5.0 is a constantly evolving idea, and how it is applied may vary in different countries and environments. When one analyzes a learning system that fits Society 5.0, they must consider the social, economic, and technological changes taking place in modern society. Teachers as the driving force in the education sector, are expected to be able to develop learning and learning processes that are in accordance with the characteristics of the learners, not just developing the challenges of social studies teachers in the future will be more complex and must be ready for a future based on scoety 5.0 in terms of learning and learning.

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Introduction

Education is one of the important fields where the younger generation in it forges education to increase knowledge as well as strengthen the skills of students and students in an effort to face the era of globalization as a dynamic form of education by the times. Education is a systematic process carried out by responsible people to ensure that students have the characteristics and character of their educational ideals. Therefore, educational institutions must have the ability to provide the best education for all citizens of education in order to increase the progress and competitiveness of an educational institution. Orientation to students about knowledge and technology must be carried out by educational institutions so that students become more superior and independent (Ridho et al., 2022).

The development of the industrial revolution 4.0 has a significant influence, especially in the field of education, vulnerable from 2019 to 2022 digital-based learning is a special attraction for teachers and students in carrying out learning and learning. The Industrial Revolution 4.0 is an era of disruptive innovation, where this innovation is developing very rapidly, so that it can help create new markets. Facing these great challenges, the world of education is required to change and improve for the better in creating a generation that is ready to face the challenges of changing times (Aransyah A, et al, 2023). The 21st century is a century characterized by the rapid development of science and

technology. As a result, all aspects of life experience progress and acceleration, which is characterized by the fusion of time and space factors due to the use of technology (Yulkifli, n.d. 2023).

Along with the times, the 4.0 era is slowly transitioning into the Scoety 5.0 era which is currently taking place globally, which is a sign that humans coexist with technology. In this Scoety 5.0 era, all community activities are not only human-centered but also technology-based (Susilawati & Khaira, 2021). This era shift is certainly due to the development of information and communication technology, especially the emergence of various artificial intelligence that provides convenience for the community, moreover, the role of humans is starting to be replaced by robots.

Globalization encourages a global revolution that causes a lifestyle based on the principle of competition which causes many groups of people and organizations in it to continue to adapt. The era of globalization provides a new sensation in the world of education because people are forced to develop their abilities and skills to the maximum in order to increase their potential and human resources (Ridho et al., 2022). The era of society 5.0 is a continuation of the era of the industrial revolution 4.0 which emphasizes humanism in solving social problems including education by integrating virtual and reality. This research aims to analyze government policies on teacher development in the era of society 5.0 (Hermawan, 2020). The learning process is essentially a process that is organized and structured in such a way according to certain steps so that in its implementation it can achieve the expected results and basic competencies can be achieved effectively (Madaniyah, 2020). Teachers are the driving force in the learning and learning process for students, teachers should be able to play an active, creative and collaborative role in improving their professionalism as teachers.

Learning and learning is a process from not knowing to knowing, (Saputra et al., 2023) founda "Learning is the process of an individual striving to achieve new behavioral changesas a whole as a result of his own experiences in interacting with the environment. The learning process also occurs in interactions between teachers and students.. In the process of teaching and learning according to its development, teachers act not only as informants but also as planners and coordinators., and encourage students to learn effectively. The next role is to assess the entire teaching and learning process".

Basically learning and learning is a change in a person's behaviour in achieving a goal. Social studies is a discipline that studies about social life. Not only as a social science. Social studies education also provides learning about character education and value education that has to prepare students to become good citizens who care about their social environment. Therefore, it is necessary to develop an educational curriculum in schools that combines aspects of knowledge, attitudes, values, morals and skills, for which social studies learning materials are designed and arranged to introduce related concepts in the social environment. For that social studies teachers must adhere to the 5 principles of learning, namely meaningful learning, integrated learning, learning that has a challenge, active learning, and value-based learning. So that social studies learners can create a conducive and productive learning atmosphere, so as to provide a good learning experience and will ultimately lead to positive effects and in accordance with the objectives of character building learning through social studies education (Galih Arya Mulyadi, Firman, 2021).

The challenges of the learning process certainly have a big influence, especially for teachers as facilitators of learning, with the appointment of Nadim Makarim as Minister of Education and Culture and the establishment of changes to the 2013 curriculum to become an independent curriculum, there is a stigma that the implementation of an independent curriculum seems to be forced for a group of teachers. The implementation of the independent curriculum actually provides fresh air for teachers, especially in changing classical teaching patterns into modern teaching patterns. The problem of the teaching and learning process at the education unit level often experiences problems, especially in the transfer of knowledge from teacher to student, this incident is certainly influenced by teacher methods that tend to be clasical, where learning resources are still centred on the teacher. Teachers unconsciously have a very big influence on the development of students' knowledge, in the field of teachers asking students unconsciously do not provide space for students to mind set out the book. Observations of social studies teachers at SMP N 2 Jatiagung, the main obstacle to the problem of the

lack of knowledge of the social science discipline of students is located in the methods and learning styles of teachers who tend to facilitate learning at the knowledge stage, and introduction, the lecture method as one of the teaching methods of social studies teachers applied in the classroom, is the most frequent method given, students listen, read, memorise is a method that tends to make students not develop, not to mention students are given the task of making a conclusion on the material studied, then learning media tend to never be given, students are only given textbooks and LKS as a source for learning. These problems make the learning system not creative, innovative and fun.

The tendency of teachers to apply these learning methods is certainly inseparable from the inability of teachers to keep up with the times, not to mention that teachers rarely participate in training programs, conduct social research, and design their own learning. We know that teachers are comfortable with the results of copy and paste teaching tools that are widely spread on the internet. This situation is an urgency that should be considered, especially with the development of scoety 5.0 which is characterized by the emergence of artificial intelligence (AI) applications. The results of these observations are certainly a problem that must be resolved immediately. The influence of the eruption of innovation division has a significant impact on anyone, including the world of education, the presence of technological media that tends to be swift can certainly provide alternative social studies teachers of SMP N 2 Jatiagung in responding to problems from learning methods and developments in learning that suit the needs of students.

The characteristics of students who are familiar with technology should be matched by teachers in designing learning in the classroom. The use of technological media is not only located in the world of education, but in all aspects of life. The presence of the industrial revolution is certainly an initial capital for teachers to develop more advanced, especially in their learning methods, not only as implementers, teachers are also required to be able to design, create and implement their creations or works, especially in the field of education. For this reason, this study aims to present the results of a study of the challenges of diffusion of ips teacher learning system innovations in facing the scoety 5.0 era.

Research Methods

This scientific article was prepared using the Systematic Literature Review (SLR) method. The SLR method is used to identify, review, evaluate and interpret all available research with the topic area of the phenomenon of interest, with specific relevant research questions. In using the SLR method, a systematic review and identification of journals can be carried out. To complete this research, researchers collected journal articles from Google Schoolar, SINTA, DOI. The keywords in this research are the diffusion of educational innovations, System

Results and Discussion

Results

In general, innovation is defined as an idea, practice or object that is considered as something new by an individual. Rogers provides a limitation that is meant by innovation is an idea, practice, or object that is seen as new by a person or group of other adopters.4 The word "new" is very relative, it can be because someone just knows, or it can be because it is just willing to accept Rogers (1983) states that innovation is "an idea, practice, or object perceived as new by the individual". (an idea, practice, or object perceived as new by the individual).

There are several important things to note in learning innovation. Firstly, the biggest challenge in innovation is when a new idea is launched. Naturally, it is almost certain that every new idea, especially in learning, will get strong challenges from various parties. An innovation in learning can threaten the establishment of a group of people in an institution that has been established. Second, to be effective, the success of a learning innovation is generally determined by the socialisation of precise and comprehensive ideas, the participation of all components and human resources in an educational organisation, and the commitment of top leaders to direct the transformation or change of knowledge, attitudes and behaviour in accordance with the expectations and goals of innovation to improve the

quality of learning. Third, innovation is not a one-shot effort and then all components in the organisation will submit to follow it well. Many efforts of persuasion, discussion, socialisation, guidance, and training must be done in order for the innovation process to be successful (Madaniyah, 2020).

Here are some literature reviews related to the challenges of diffusion of IPS teacher learning system innovations in facing the scoety 5.0 era.

Author Name and Year	Research Title	Research Results
Raikhan, 2019	Innovation and Diffusion in the National Education System Case Study of National Curriculum Implementation	It was found that there are four factors of weakness in the diffusion process: First: the national policy but not based on a proportional academic paper, the conceptualized thematic approach does not reflect the philosophy of integrative thematic or interdisciplinary but multidisciplinary, so it seems forced. so it seems forced. And on the other hand, the paradigm of the interdisciplinary approach is still not many practitioners who are able to implement it in the learning process. Second; Communication Aspects; Indonesia's diversity on the one hand brings grace, but on the other hand, this difference is not always able to be fulfilled by policy makers, in this case the government, so that in the process of communicating K-13 innovations there are many difficulties due to the many differences. Third: Time, In no more than two and a half years from its inception as policy and its eventual suspension, the innovation of K-13 has been fantastic. Seeing how fast K-13, which can be said to be instant, how difficult it is to say that it has successfully implemented K-13 will be successful. Fourth: Social system, the inevitability that Indonesia's education workforce is still weak even though the need for a competency-focused learning process in the era of competition is one of the right solutions by reducing the burden of teaching materials and emphasizing the exploration of potential and all characteristics However, the communication process and time are so fast, it is not wrong if many say that the K-13 policy is too hasty and seems forced (Raikhan, 2019).

Anggelika Permata Sari, 2013	Education Innovation in Today's Information Technology	Educational innovation is innovation to solve problems in education. Educational innovation includes matters related to the components of the education system, both in a narrow sense, namely the level of educational institutions, and in a broad sense, namely the national education system. In order for the world of education to be more innovative, teachers who are competent and have high creativity are needed. Teachers must have a way of delivering learning so that learning is interesting and easy to understand. The role of teachers in innovation in schools is inseparable from the learning arrangements carried out in the classroom.
		Information technology is a technology that can be used to produce quality information, namely information that is timely, accurate and relevant, which is used for individual, industrial, and public fields and is strategic information in the context of decision making through data processing, including obtaining, processing, compiling, manipulating data, and storing in various ways.(Sari, 2013)
Harun, Muhammad Nasrudin, Alfauzan Amin, 2022	Multicultural Education Innovation in a Plural Society.	Multicultural education can be said to be a response to the phenomenon of cultural, social, and ethnic conflicts that arise in a multicultural society. The research aims to explain Pluralism and Islam as inseparable entities. They can be conceptually differentiated but cannot be separated in reality. The method used in this research is library research, or can be used in library materials as a source of information to answer problems about educators in education. Islam and Religious Education Pluralism make religion a concept to create a sense of unity in the realm of ukhuwah basyariyah in advancing and improving the quality of education; Therefore, it is the education system that makes religion a moral value and not the formal institutions that are formed.(Harun, Muhammad Nasrudin, 2022)

Lifthihah Anis Ma'rufah, Meilan Arsanti, 2022	Learning Innovations and Strategies to Face the Era of Society 5.0	The purpose of this study is to reveal various appropriate learning strategies and innovations that are in line with developments in the era of society 5.0. The method used in this research is descriptive qualitative by collecting data from various literatures. The results of this study can show learning innovations and strategies to face the era of society 5.0. The existence of innovations and strategies can produce students who actively explore, discover, discuss, think critically, and innovatively. (Lifthihah Anis Ma'rufah, 2022)
Syamsul Bari, 2022	Concept of Islamic Education Learning in the Era of Society 5.0	Revitalisation of the learning system, education units, elements of students and educators and education personnel all play a role in the effectiveness of PAI learning in line with the idea of Islamic religious education. If all important components in PAI learning education are able to keep up with the times, especially towards the use of digital, then the implementation of PAI learning education will become more digital, creative thinking, more imaginative, and dynamic. In the era of society 5.0, when almost all activities, including education, rely on advances in technology and information, to compete in the utilisation of technology and information in learning activities, PAI learning processes are needed. As a leader in the field of education, an educator must be able to use digital learning applications such as e-learning. Zoom, Google Meet, Discord, gSuite for edu, edmodo, kahoot, and home learning, as well as the selection and application of appropriate learning methodologies, are intended to make PAI learning more compatible and able to produce superior and capable Muslim generations. (Chalim, 2022)
Sulastri Harun, 2021	Learning in Era 5.0	21st century skills consist of three main types of skills, namely: (1) life and career skills, (2) learning and innovation skills, and (3) information media and technology skills. The 21st century skills socialized by the Director General of

		Education and Culture of the Ministry of Education and Culture (2017) consist of four types of skills, namely: (1) critical thinking and problem solving skills, (2) communication skills, (3) creativity and innovation, (4) collaboration. These 21st century skills competencies need to be taught to students in schools in order to face the challenges and demands of life in the era of society 5.0. Learning 21st century skills competencies can be done by using constructive, learner-centered and experiment-based learning models, namely: inquiry training, inquiry jurisprudence, group investigation and project-based learning. The purpose of this paper is as a means of sharing information with educators to carry out continuous professional development activities so that their professional competence remains in accordance with the development of science, technology, arts and culture, so that educators can create creative and innovative learning and develop quality learning models relevant to the needs of the times. This paper contains two main topics, namely civilization society 5.0, and the learning model for civilization society 5.0 which is in line with 21st century competencies. (Harun, 2021)
Reni Husniati, Iwan Kresna Setiadi, Dewi Cahyani Pangestuti, Siwi Nugraheni, 2022	Teacher Challenges in Organizing Learning in the Era of	This webinar aims to increase teachers' knowledge and insights about the competencies that teachers must have in welcoming the 21st century, and provide knowledge of what attitude choices teachers must have in facing the 21st century to junior high school teachers in Bogor Regency, successfully providing motivation and understanding of what teachers must have in carrying out learning in the industrial era 4.O and society 5.O. A significant increase of 15% in teachers' interpersonal skills, namely realizing that acting as a mediator when there is a commotion in the classroom is something that is needed as an educator and in the ability to think critically and innovatively on the problem that teachers should be able to

provide topics or issues that are raised in learning, increased by 20% after providing motivation provided in the webinar material. The significant increase in the knowledge of the community service participants shows that we were quite successful in motivating the teachers to get out of their comfort zone so that they can provide better for their students. Changing other people's perceptions is not an easy thing, but with the community service participants asking us to come periodically to provide knowledge in other topics shows that we have succeeded in changing their thinking in a more developed direction.(Reni Husniati, Iwan Kresna Setiadi, Dewi Cahyani Pangestuti, 2022)

Discussion

The Japanese government first introduced Scoety 5.0 as an evolution of previous societies, including agriculture-based society (Society 1.0), industrial society (Society 2.0), information-based society (Society 3.0), and information technology-based society (Society 4.0). The goal of Society 5.0 is to create a human-centered society by using advanced technologies such as robotics and artificial intelligence.The study of learning system in Society 5.0 can cover several important aspects:

1. Technology-based Education: Society 5.0 demands that the education system incorporate high technology in the learning process. The use of online learning platforms, augmented reality (AR), virtual reality (VR), and artificial intelligence to create a more interactive and personalized learning experience is one example.
2. Lifelong Learning: Society 5.0 emphasizes that learning should take place throughout life. With flexible training programs, ongoing certification, and easy access to educational resources, research can find ways to encourage people to continue learning throughout their careers.
3. Industry and Education Partnerships: Society 5.0 supports cooperation between businesses and educational institutions. To ensure that schools, universities and businesses work together to ensure that the curriculum and training provided meet the needs of the labor market, studies can be conducted.
4. Digital Skills and Emotional Skills: The development of digital skills such as programming, data analysis and digital literacy should be the focus of the Society 5.0 learning system. In addition, studies can consider the importance of developing emotional skills such as effective communication, teamwork and leadership.
5. Interdisciplinary Approach: Studies can investigate how interdisciplinary approaches can be used in the educational process to solve complex problems in Society 5.0. For example, how computer science and social science can be combined to solve problems such as social issues or climate change.
6. Eco-friendly and Sustainable Education: Society 5.0 also emphasizes sustainable development. As a result, research can look for ways to incorporate sustainable education and environmental awareness into lessons and curricula.

7. Inclusive Education: Education should be inclusive and accessible to all. This includes thinking about how technology can help students with different levels of ability and needs receive an inclusive education.

It is important to remember that Society 5.0 is a constantly evolving idea, and how it is implemented may vary in different countries and environments. When one analyzes a Society 5.0 compliant learning system, they must consider the social, economic, and technological changes taking place in modern society.

The teacher as the spearhead in the implementation of education is a very influential party in the teaching and learning process. The expertise and authority of the teacher determine the continuity of the teaching and learning process in the classroom and its effects outside the classroom. Teachers must be good at bringing students to the goals to be achieved. Thus, in educational reform, teacher involvement from planning educational innovation to its implementation and evaluation plays an important role in the success of educational innovation. The forms of innovation that teachers can do in innovating in the era of information technology today are various. In educational innovation, in general, two new innovation models can be given, namely the Top-down and Bottom-up Models.

Top-down model, which is an educational innovation created by certain parties as leaders/superiors who are applied to subordinates, such as the educational innovations carried out by the Ministry of Education and the Ministry of Religious Affairs so far. Bottom-up model is a model of innovation and creation from below and implemented as an effort to improve the implementation and quality of education. Innovation models that are created based on ideas, thoughts, creations and initiatives from schools, teachers or communities are generally called Bottom-Up Innovation models. There are innovations that are also carried out by teachers, called Bottom-Up Innovation. This model is rarely done in Indonesia because it is centralized. (Rusdiana, 2014: 55-56).

Teachers as the driving force in the education sector, are expected to be able to develop learning and learning processes that are in accordance with the characteristics of the learners, not just developing the challenges of social studies teachers in the future will be more complex and must be ready for a technology-based future in terms of learning and learning.

Conclusions

In order for the world of education to be more innovative, teachers who are competent and have high creativity are needed. Teachers must have a way of delivering learning so that learning is interesting and easy to understand. The role of teachers in innovation in schools is inseparable from the learning arrangements carried out in the classroom. Teachers must still pay attention to a number of student interests, in addition to paying attention to an act of innovation.

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