IMPLEMENTATION OF CHARACTER EDUCATION IN THE SOCIETY 5.0 ERA ON ACCOUNTING EDUCATION STUDENTS, UNIVERSITAS MUHAMMADIYAH SURAKARTA

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Abstract

The era of Society 5.0 is an era where humans are required to innovate, be creative, and be able to understand science and technology. Strengthening character education needs to be applied to form good morals based on national character in era of Society 5.0. The purpose of this study was to determine the implementation of character education in the Accounting Education Study Program, University of Muhammadiyah Surakarta. In addition, this study aims to determine the challenges in implementing character education in the era of Society 5.0. This type of research is qualitative research with a site data analysis research methods. The results of the study indicate that character education is important which is carried out by utilizing technology and information. Implementation carried out in the form of religious values, nationalism, integrity, independence, and mutual cooperation.

Keywords : Implementation, Era of Society 5.0, Character Education

1. Introduction

Education is something that must be obtained by someone in an effort to develop his life. Education can change a country through Human Resources. Education that can contribute to efforts to develop community character education in a country (Fahroji, 2020) . The development of education increasingly has an increasing meaning along with the development of technology and information.

The era of Society 5.0 which began with the Japanese government who wanted to make its people not only understand science and technology, but they were required to be able to carry out their functions as human beings as a whole (Rachmawati et al., 2021) . The development of the Society 5.0 era requires humans to always innovate, work creatively, and be able to solve their own problems by utilizing technology, information, and other intellectual abilities.

The development of the times in the era of Society 5.0 has had an influence both in terms of morals, humanity, and technological knowledge. The educated community and students have an important role in providing direction for the development of the era. The development of the times has great benefits as well as challenges (Fuadi et al., 2021) . Not a few people are carried away in an increasingly free association. Therefore, the role of various parties is needed to be able to supervise and help character growth.

Character education is very important in the development of the times, especially in the era of Society 5.0 . The community is expected to be able to keep up with the times that are moving without control. Despite being in a gentle Indonesian cultural environment, we are responsible for upholding moral values that are in decline and are increasingly showing signs of decline on social media. The more advanced the times when the progress of an increasingly materialistic and individualistic culture manifests itself, the greater the deviation, both overt and covert, from the noble cultural values of the nation.

The spread of cases of theft, burglary, drugs, drunkenness is increasingly showing its teeth. Even cases of father's rape of his biological child, murder of his biological child by his mother, hit and run, and even mass fights in various areas are indicators of the failure of character education in Indonesia. The term Indonesia as a barbaric country, the most disrespectful society, in terms of recent WA communications, has opened our eyes to the fact that character education must be re-examined.

Era Society 5.0 provides an opportunity where humans are required to solve their own problems (Kusuma, 2021) . These developments give influence for people to innovate, be creative, and able to solve their own social problems. However, the presence of Society 5.0 is expected not to change the role of teachers and lecturers to carry out the function of education, to maintain culture, which is beautifully packaged in learning activities. Teachers and lecturers have a role to remain as role models and moral knowledge to students (Rahayu, 2021) . As educators, teachers or lecturers have an influence in these developments.

Character education carried out by the Malaysian state uses Design Thinking (DT) which can promise to meet needs. DT will hone someone to think analytically and creatively (Kartawidjaja, 2020) . This ability can provide opportunities to work and create something new.

Character education in Indonesia is often seen only in Islamic schools (Muhammad et al., 2021) . The community considers that character education in Madrasah, Aliyah, or Islamic boarding schools is stronger. However, many schools or colleges have implemented character education. Universities are responsible for people to prepare Indonesia that is superior and has a noble personality as well as an effort to face the era of Society 5.0 . Therefore, this study will raise the title "Implementation of Character Education in the Era of Society 5.0 for Accounting Education Students at University of Muhammadiyah Surakarta" to find out the implementation and challenges of character education faced by the Accounting Education Study Program in the era of society 5.0.

The question to be answered is how to implement character education in the education process in the Accounting Education Study Program, FKIP UMS. Study program students are a reflection of all students in Indonesia. This study wanted to get an overview of the implementation process of character education in the entire curriculum-based learning process for students.

2. Method

Based on the research questions above, the type of research that is suitable is qualitative with an ethnographic design with a Naturalistic Inquiry character (Trisiana, 2021) . The method used in this research is descriptive analysis method, namely by describing the data obtained and then analyzed to obtain more detailed information about the implementation of Character Education in Era Society 5.0 . The object of the research is the students of Accounting Education at the University of Muhammadiyah Surakarta who are still active in lectures. The research subject is the implementation of Character Education which was carried out in the Accounting Education Study Program, Universitas Muhammadiyah Surakarta in Era Society 5.0 .

This study collects data through primary data and secondary data. Primary data sources were obtained directly through the interview process with Accounting Education Students, Universitas Muhammadiyah Surakarta and observation techniques. In addition to primary data sources, this study also collects data through secondary data sources, namely by collecting documentation as another alternative. Secondary data is obtained to strengthen primary data which is indirect data.

The data collection technique used is the interview process, observation technique, and documentation. Interviews were conducted with Accounting Education Students, Universitas Muhammadiyah Surakarta as the object of research which is expected to be a resource person who is able to provide good information. Interviews were conducted with an in-depth interview process so that the informants were able to provide information and opinions clearly. In addition, interviews were also conducted with unstructured interviews so that the interviewees could provide more open information,

The reliability of the data used lies in the triangulation of sources, i.e., collecting information from different data sources. Resource triangulation is done by including more than three resources in the interview process and comparing the interview results. In addition, resources are triangulated by comparing observational data with interviews and documents.

Appropriate data analysis is data organized in a site that is carried out concurrently with data collection. The data analysis process begins with coding, grouping based on the same code, then personal and source triangulation is carried out, from valid data meaning is carried out. When we find the same meaning, we will combine it, when we find meaning that has a coherent tendency, we will build a proposition (Hidayati et al., 2020) . When we find several similar propositions, we will present a research hypothesis.

3. Result and Discussion

Implementation of Character Education

Based on observations, it is known that every Tuesday the entire academic community wears the batik uniform of the curriculum. This is one of the implementations that the nationalist character is carried out proudly

wearing domestic products. Lecturers and students are required to wear batik uniforms that have become the hallmark of the study program, which has a distinctive style and color. Character education is education that instills values, especially moral values. A student should be able to gain knowledge as well as moral education and emotional intelligence (3, nd) . At Surakarta Muhammadiyah University, the practice of character education and accounting education is carried out with religious, nationalist, blameless, independent values and values of mutual cooperation. This application is designed to retain and build students with good moral values and cognitive skills.

The era of society 5.0 gave positive and negative influences to various parties. The positive influence of the era of society 5.0 is to do work more flexibly and save time. However, a negative impact will be obtained if people are lulled by technological sophistication, so that people will find it difficult to focus, a sense of laziness arises, and character changes occur (Integration et al., 2022) . Based on Hastuti (2017) the main characters that must be implemented are honest, intelligent, and queued. The implementation of these values must not leave the cultural values of the ancestors.

Character education in higher education functions to stem the degradation of morality or morals and shape character to become a solid foundation in facing the era of society 5.0 (Japar & Nur Fadhillah, 2018) . With the creation of students who have good cognitive abilities and moral values are maintained, it will create a good nation. These values can be applied if there is cooperation from various parties that will have a positive impact on life. This is in line with Widodo & Chandrawaty (2021) who think that character has a very large dominance in a nation. A nation can progress and prosper because of its strong character. The role of the character of a nation greatly determines the quality of development itself.

The development of character education in educational institutions must be guided by the principles of character education, so that its implementation is effective and efficient (Mislia et al., 2016) . There are several principles of character education. First, prioritizing basic ethical values as the basis of character. Second, identify the character comprehensively as a result, including thoughts, feelings, and conduct. Third, use a sharp, aggressive & effective approach to build character. Fourth, build a caring school community. Fifth, provide opportunities for students to show good conduct. Sixth, it has a curriculum that is meaningful, challenging, and respects all students. Seventh, shape the characters of the students and help them succeed. Eighth, try to increase students' self-motivation. Ninth, the functioning of all school staff into a moral community that shares the responsibility for character education and engages in the same core values. Tenth is the division of moral leadership and broad support for the formation of character training initiatives. Elderly, family, and community members to make friends to build character and assess the character of schools, teachers, and school staff. It is also about creating a positive character for student life.
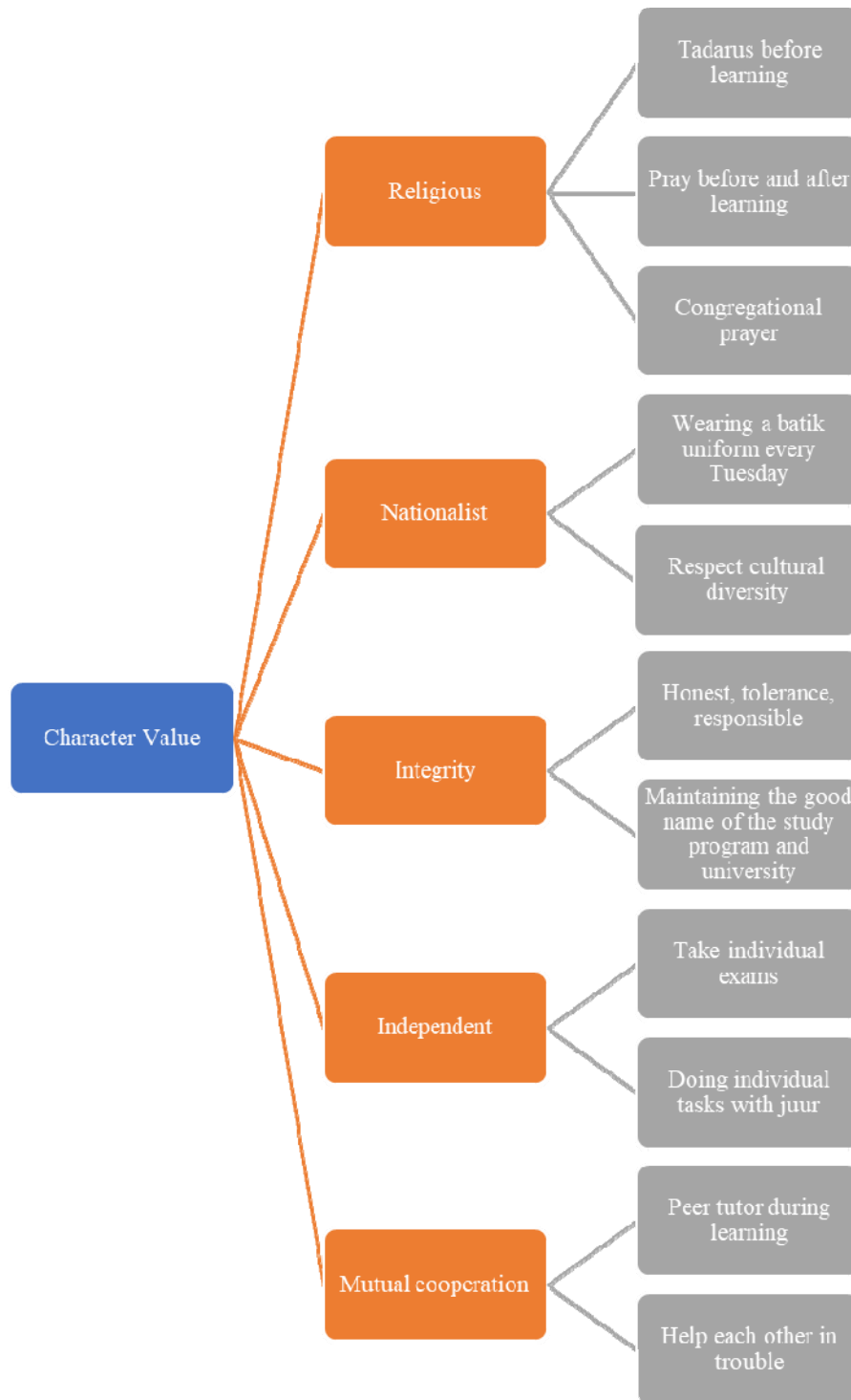
Figure 1. Implementation of Pancasila Character Values

The implementation carried out by the Accounting Education Study Program is in the form of religious values, nationalism, integrity, independence, and mutual cooperation. Religious values that are carried out are by applying tadarus before learning begins. This application will keep students from remembering Allah and getting used to reading the Koran every day. In addition, before and after learning, lecturers and students pray first. In the era of society 5.0 , not a few people are lulled and are expected to maintain religious values within themselves.

The next implementation of character values is nationalist values. The implementation of nationalist values is the implementation of the values of Pancasila as the ideology of a nation in the midst of the development of society 5.0 (Anggraini & Kusniarti, 2016) . The Accounting Education study program maintains nationalist values by wearing batik clothes every Tuesday. The batik used is the typical uniform of the Accounting Education Study Program. This shows that the Accounting Education Study Program maintains the nation's culture and is proof of love for domestic products.

The value of integrity instilled in the Accounting Education Study Program is to keep students honest, tolerant, care about others and the environment, and maintain the good name of the Study Program. Students and Lecturers implement an honest attitude when giving and doing assignments as well as during exams. In addition, tolerance is also given to all parties, even tolerance to friends of different religions. Learn to respect the opinions of others and keep the environment clean by disposing of garbage in its place. The value of integrity is very much needed to face the era of society 5.0 (Hidayati et al., 2020) .

The next character value is the independent value. Accounting Education students are required to be independent in terms of doing assignments, taking exams, and in finding additional information. Students are prohibited from using jockeys or services to do assignments. In addition, students are also given access to find out information related to lectures and other opportunities to develop themselves. The development of independent character, especially in the era of society 5.0 , will be a provision so that graduates can later develop in the wider world (Aisyah AR, 2014) .

Gotong royong is a reflection of a cooperative attitude to solve a problem. The implementation of mutual cooperation in Accounting Education is by having peer tutors to help each other regarding lecture material. This attitude is very well implemented, especially in the era of society 5.0 where the individualist attitude is getting stronger (Muhammad Sulhan, 2018) .

Students have the highest character strengths in kindness, spiritual values, love, forgiveness, hope, and humor while the students' highest character strengths are kindness, humor, love, honesty, and gratitude (Ramadhani et al., 2021) . In addition, student attitudes both in real life and on social media also show good character. This is shown in Jokowi's Instagram account which shows that the public is able to be polite and courteous in commenting (Prayitno et al., 2019) . This attitude is very well applied to anyone and anywhere.

The application of character education in the era of society 5.0 is in accordance with (Rasmuin & Widiani (2021) . This is done by involving the role of parents, strengthening character education in schools and creating a characteristic environment. These three elements are interconnected and work in harmony. Each element has a role for other elements, so they can remind each other and go hand in hand. Implementation of character education is not only done in formal education, so it can motivate and get used to getting character education.

In addition, the government also carries out a character education program, namely the Strengthening Character Education (PPK) program (Sukarno, 2020) . The Ministry of National Education seeks to not only strengthen theoretical education, but also character education based on national character. With character education, it will help all elements of education to be ready to face the era of Society 5.0.

Challenges of Implementing Character Education

The implementation of character education on campus has challenges to the personality of the students themselves. The character values possessed by students are obtained from culture or developments in their environment (Hidayati et al., 2020) . Honesty should be improved continuously to maintain the nation's successors who have good morals. The role of lecturers in implementing character values is difficult for students

to accept because students' thinking already has its own principles (VanderWeele, 2022) . The role of parents in the home environment has an influence on children's development (Ratih et al., 2021) . However, this does not close the lecturer's enthusiasm to continue to improve morale and activate character education.

The development of the era of society 5.0 has an influence on the moral development of students. Increasingly sophisticated technology and changes in western culture that easily enter Indonesia have a distinct impact on the character of students. The ease of access received provides a change in the character that has been taught (Letshwene & du Plessis, 2021) .

This study shows how the learning process in the Accounting Education Work Program FKIP UMS is done by applying character training. This is done to maintain student morale in the midst of society 5.0 era . The implementation requires the role of various parties, both from the home environment and the academic environment in universities.

There is research that discusses character education. The research entitled " Strategy and Implementation of Character Education in Era of Society 5.0 " uses an approach and type of library research and data analysis using descriptive analysis (Rasmuin & Widiani, 2021) . The results obtained are that character education in the Society 5.0 era can be done by moving the role of parents, strengthening character education in schools, and forming an environment of character. These three elements are interrelated and work in harmony. Each element has a role for the other elements, so they can remind each other and go hand in hand. Implementation of character education is not only done in formal education, so it can motivate and get used to getting character education.

The next research entitled "Character Education Based on Local Wisdom Lampung in Era Society 5.0" by Muhammad Candra Syahputra. The noble values and local wisdom in Ulun Lappung 's philosophy of life can be used as the basis for character education (Mislikhah, 2020) . The value of existing character education can be implemented in the teaching and learning process in schools and universities. Local wisdom still has a high value despite the development of the times until the era of Society 5.0 . Cultural values that have existed for a long time can be used as the basis for implementing character education in the increasingly rapid development of the era through technology and information in education.

Further research by Hanif et al (2021) entitled "Analysis of Strengthening Character Education in Welcoming Era 5.0 for Students at SDN 4 Kenanga, Sumber Subdistrict, Cirebon Regency." Activities carried out at SDN 4 Kenanga are by increasing intracurricular and extracurricular activities. These activities are carried out by taking into account the interest of children in their abilities so that they can develop their abilities. The characters formed in these activities are religious, nationalist, integrity, independent, and mutual cooperation. This research uses qualitative research with data analysis process through interviews, observation, and documentation.

4. Conclusion

The Accounting Education Study Program implements Character Education in all academics, both lecturers and students. Implementation is carried out during learning in the classroom and outside the classroom. The character values carried out are religious values, nationalist values, integrity values, independent values, and mutual cooperation. However, in implementing these values, there are several challenges in the form of student habits that have existed since childhood, the development of the times, and the influence of culture and technology in the era of society 5.0 . Therefore, it is necessary to have a role from various parties to implement character values to the maximum. The cooperation of various parties will produce the desired output, including the role of the government, universities, lecturers, and parents.

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