

Learning Innovation Strategy of Social Studies in Elementary Schools in the Society 5.0 Era

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Abstract

The idea of society Humans are supposed to be able to use a variety of inventions and technology to tackle a wide range of issues and challenges in the "5.0" era. Through the development of scientific and technical advancements in many facets of life, Era Society 5.0 is used as a compassionate means of enhancing people's quality of life. This study employs the library study approach, which consists of a series of connected tasks such as gathering library data, reading, making notes, and creating research materials. The concept of the Society 5.0 era is an era where humans are expected to be able to solve various problems and challenges by utilizing various innovations and centering on technology. Era society 5.0 is used as a humane way of improving the quality of life by developing scientific and technological innovations in multiple aspects of life. This research uses the library study method, namely a collection of related activities by collecting library data, reading, taking notes, and designing research materials. This study discusses how social studies learning innovations in elementary schools face the society 5.0 era. In this era, humans are expected to understand and master technology well. Furthermore, the Society 5.0 era necessitates that humans think critically, creatively, and wisely. To prepare for the Society 5.0 period, the government has encouraged many people to continue developing themselves so that they are not governed by technology. Social studies learning for society 5.0 must focus on improving students' intellectual, emotional, cultural, social, and learning skills by the era's features. Teachers can use a variety of learning-centered learning methods to teach students, strengthening information and communication technology learning and making an important contribution to improving learning quality by always focusing on the characteristics together.

Keywords: Elementary school; Era society 5.0; Innovation; Social studies learning.

Introduction

Society 5.0 is a concept in which humans collaborate with technology (AI, IoT, and so on) in solving social problems towards a better life. Society 5.0 is here to integrate real-world life and cyberspace. The Society 5.0 era is one in which humans are expected to be able to handle numerous problems and challenges using various technological advances that existed during the 4.0 revolution. Society 5.0 is here to integrate real-world life and cyberspace. Not only that, Society 5.0 also aims to create conditions for society to be more prepared to solve various social challenges. The trick is to incorporate Industrial Revolution 4.0 innovations (such as AI, robots, and big data) into the social order. Society 5.0 is a human-centered society that integrates cyber and physical spaces. It aims to solve societal challenges through advanced technologies like AI, IoT, and big data, promoting a sustainable and inclusive future.

Moreover, Era Society 5.0 aims to increase human life quality by developing scientific and technological advancements in a variety of domains (Sugiono, 2020). Era 5.0 is a time when people coexist with technology that has the potential to improve their quality of life in the long run. In era 4.0, technology is just utilized as a machine to obtain various types of information; however, in the society 5.0 era, technology is integrated into people's daily lives. (Ellitan, 2020). Therefore, the process of innovation and novelty is an inevitable necessity to create services continuously. This is intended to realize and make people's lives more harmonious and sustainable. Human civilization will continue to grow and develop along with the progress of the times. With the concept of Society 5.0, it is hoped that it can create sustainable development. According to ISasikirana and Herlambang (2020), the Society 5.0 period arose as a change agent from the Industrial Revolution 4.0 era, in which human power was substituted by machine power to cut employment.

With the emergence of the Society 5.0 period, the difficulties that arose in the Industrial 4.0 era can be overcome and can remove the gap between communities for the next ten years. Industry 4.0 is an era in which technology is used to its full potential in order to achieve wealth, whereas in the era of society 5.0, technology is integrated with human/society production. That is the dramatic contrast between the two. Technology is employed to help people do their jobs, not to dominate an industry. It means that an industry makes use of a balance between capital-intensive and labor-intensive (Nurohmah et al., 2021).

Social sciences provide essential insights into human behavior, societal structures, and cultural dynamics. Understanding these elements is crucial for developing effective strategies in navigating the complexities of Society 5.0. The learning strategy is the design of an activity that incorporates approaches and strategies for learning. This demonstrates that the strategy was developed as a plan and has yet to be implemented (Syaharuddin & Mutiani, 2020). Effective learning strategies in social sciences include active learning, critical thinking, and collaborative projects. These methods encourage students to engage deeply with content and develop practical skills relevant to Society 5.0. Active learning involves hands-on activities that promote engagement and retention of knowledge. Techniques such as role-playing, simulations, and case studies are effective ways to explore social phenomena in Society 5.0. Fostering critical thinking is vital in the era of Society 5.0. Educators can implement strategies like debates, reflective writing, and problem-solving exercises to enhance students' analytical skills.

To effectively address difficulties in the period of society 5.0, educators, particularly teachers, need to gain an early awareness of the contemporary era. It is not enough to teach kids numeracy, reading, and writing abilities; it is also necessary to provide various approaches or models of learning that are communicative, creative, think critically, and participate in the learning process. Collaborative learning encourages teamwork and the exchange of ideas. Utilizing group projects and peer feedback not only builds social skills but also prepares students for real-world challenges in Society 5.0. Integrating technology into social science education enhances learning experiences. Tools like virtual simulations, online discussions, and educational apps can provide immersive learning opportunities relevant to Society 5.0. Assessing student learning in the context of Society 5.0 requires innovative methods. Utilizing formative assessments, digital portfolios, and peer evaluations can provide a comprehensive understanding of student progress. The future of social science learning will necessitate adaptability and innovation. Educators must continuously evolve their strategies to meet the demands of an ever-changing society and technological landscape. The old model of delivering social studies at school is often boring and difficult to understand. The teacher prioritizes achieving the curriculum over the

process of learning (Wulandari et al., 2018). Teachers in this period must be adept at designing innovative learning methods, particularly for social studies courses. Social science is a crucial topic in basic education.

Social science integrates scientific disciplines to investigate persons and their social context. Social science provides a comprehensive view of society rather than a narrow focus on a specific topic. Learning patterns are changing along with the high demand for the Internet. In the era of Society 5.0, learning models need innovation to keep up with technological developments. (Susanto., A.M., Epriliyana, N.N., Utama H.H., 2024). Social studies learning might be boring for students. To address this issue, modifications must be made to make social studies more enjoyable and engaging. A joyful educator can help pupils accomplish their learning goals and achievements. When studying, one item that must be planned is a learning strategy (Wijiastuti, 2013). Meaningful social studies learning can occur when students can connect new concepts to their existing knowledge. That is, the educational materials must be appropriate for students' abilities and cognitive growth (Faslah, 2017). A social science learning strategy is a broad plan for gathering a collection of materials and learning methods that teachers and students can employ during the learning process (Solihatin, 2012). The learning of knowledge, facts, and concepts is prioritized in social science. According to Uge et al. (2019), social studies learning in schools prioritizes using available literature, with the teacher serving as the primary pioneer in the learning process. Students are expected to understand and memorize the material on their own.

Method

This study employs a literature review. Sugiyono (2015) defines literary research as theoretical studies and references that explore values, culture, and norms in social circumstances. This research is inextricably linked to literature. A literature review is used as a research method. Zaluchu (2021) defines a literature review as a compilation of theories and knowledge about study topics used to solve difficulties. According to Setiawan (2018), qualitative research involves data analysis, interpretation, and gathering rather than statistics. Result and Discussion: This study uses reputable reference sources from the last four years (2019-2023), including trusted journals published by experts. This study analyzed five journals on social studies learning innovations in primary schools during the Society 5.0 era.

Social Science Learning in Welcoming Society 5.0.

A new paradigm known as "Society 5.0" is one in which society and technology coexist. The focus of this age is on human-centered solutions that improve people's lives. It is essential for social science education and adaptation in our quickly changing environment to comprehend the ramifications of this change. Human interactions and cyber-physical systems are combined in the concept of "society 5.0." By using data and technology to address complicated societal problems, it seeks to build an inclusive, sustainable society.

"Society 5.0" refers to a new paradigm where technology and society cohabit. This era emphasizes human-centered solutions that enhance people's quality of life. Understanding the effects of this transformation is crucial for social science education and adaptability in our ever-evolving environment. In "society 5.0," human interactions and cyber-physical systems are merged. It aims to create an inclusive, sustainable society by tackling complex societal issues with data and technology. A new paradigm known as "Society 5.0" is one in which society and technology coexist. The focus of this age

is on human-centered solutions that improve people's lives. It is essential for social science education and adaptation in our quickly changing environment to comprehend the ramifications of this change. Human interactions and cyber-physical systems are combined in the concept of "society 5.0." By using data and technology to address complicated societal problems, it seeks to build an inclusive, sustainable society. Society 5.0 represents a new paradigm where technology and society converge. This era emphasizes human-centered solutions that enhance quality of life. Understanding the implications of this shift is crucial for social science learning and adaptation in our rapidly evolving world. Society 5.0 is a concept that integrates cyber-physical systems with human interactions. It aims to create a sustainable, inclusive society that leverages data and technology to solve complex social issues. Because of this change, social scientists must modify their methods and learning. Analyzing human behavior, societal trends, and the ethical implications of technology are all crucial tasks for the social sciences in the framework of Society 5.0. They offer perspectives on how technology impacts both human lives and societal institutions, directing innovation and policy. Educational frameworks must adapt to change. Using interdisciplinary methods that blend social science theories with technology is one way to do this. Teachers should emphasize critical thinking and problem-solving techniques to get pupils ready for problems in the future. In social science teaching, the use of digital resources improves comprehension and involvement. Virtual reality and data analytics are two examples of technologies that offer immersive experiences that let students investigate intricate social problems firsthand. Because of this change, social scientists must modify their methods and learning. Analyzing human behavior, societal trends, and the ethical implications of technology are all crucial tasks for the social sciences in the framework of Society 5.0. They offer perspectives on how technology impacts both human lives and societal institutions, directing innovation and policy. Educational frameworks must adapt to change. Using interdisciplinary methods that blend social science theories with technology is one way to do this. Teachers should emphasize critical thinking and problem-solving techniques to get pupils ready for problems in the future. In social science teaching, the use of digital resources improves comprehension and involvement. Virtual reality and data analytics are two examples of technologies that offer immersive experiences that let students investigate intricate social problems firsthand. This shift requires social scientists to adapt their learning and methodologies. In the context of Society 5.0, social sciences play a pivotal role in analyzing human behavior, societal trends, and the ethical implications of technology. They provide insights into how technology affects social structures and individual lives, guiding policy and innovation. To embrace change, educational frameworks must evolve. This includes integrating interdisciplinary approaches that combine technology with social science theories. Educators should focus on critical thinking and problem-solving skills to prepare students for future challenges. The use of digital tools in social science education enhances engagement and understanding. Technologies like virtual reality and data analytics provide immersive experiences that allow students to explore complex social phenomena in a hands-on manner. As we adopt Society 5.0, moral considerations become crucial. Social scientists need to talk about issues like the digital divide, data security, and privacy. Fostering a responsible technological environment requires an understanding of these issues. Students are encouraged to collaborate in order to solve real-world problems when collaborative learning settings are established. This method encourages teamwork, empathy, and communication—all of which are critical abilities for negotiating the challenges of Society 5.0. Global perspectives must be incorporated into social science education in order to comprehend the ways in which Society 5.0 affects many communities and civilizations. In an increasingly international society, this expands students'

perspectives and equips them to interact with a variety of people. As we adopt Society 5.0, moral considerations become crucial. Social scientists need to talk about issues like the digital divide, data security, and privacy. Fostering a responsible technological environment requires an understanding of these issues. Students are encouraged to collaborate in order to solve real-world problems when collaborative learning settings are established. This method encourages teamwork, empathy, and communication—all of which are critical abilities for negotiating the challenges of Society 5.0. Global perspectives must be incorporated into social science education in order to comprehend the ways in which Society 5.0 affects many communities and civilizations. In an increasingly international society, this expands students' perspectives and equips them to interact with a variety of people. As we embrace Society 5.0, ethical issues become paramount. Social scientists must address concerns related to privacy, data security, and the digital divide. Understanding these challenges is essential for fostering a responsible technological environment. Creating collaborative learning environments encourages students to work together on solving real-world problems. This approach fosters communication, empathy, and teamwork, essential skills for navigating the complexities of Society 5.0. Social science education must embrace global perspectives to understand how Society 5.0 impacts different cultures and communities. This broadens students' horizons and prepares them to engage with diverse populations in a globalized world. Researchers must embrace cutting-edge techniques that use technology to collect and analyze data in the Society 5.0 era. Machine learning and big data analysis are two methods that can improve our comprehension of social dynamics. Students need to learn future-ready skills, including emotional intelligence, flexibility, and digital literacy. Because technology and human connection are so closely entwined in Society 5.0, these competencies are essential for success. Students need to learn future-ready skills, including emotional intelligence, flexibility, and digital literacy. Because technology and human connection are so closely entwined in Society 5.0, these competencies are essential for success. In the era of Society 5.0, researchers must adopt innovative methods that leverage technology for data collection and analysis. Techniques such as big data analysis and machine learning can enhance our understanding of social dynamics. Students must acquire future skills such as digital literacy, adaptability, and emotional intelligence. These competencies are vital for thriving in Society 5.0, where technology and human interaction are deeply intertwined. Students must acquire future skills such as digital literacy, adaptability, and emotional intelligence. These competencies are vital for thriving in Society 5.0, where technology and human interaction are deeply intertwined. There are still obstacles in the way of social science education adaptation, despite the opportunities. Change resistance, resource allocation, and accessibility are some of the problems that can impede advancement. For the shift to Society 5.0 to be effective, several issues must be resolved. In order to successfully navigate the intricacies of Society 5.0, social science education must adapt to change. By encouraging creativity, teamwork, and moral behavior, we can equip the next generation to prosper in a technologically sophisticated world. Despite the opportunities, challenges remain in adapting social science education. Issues like accessibility, resource allocation, and resistance to change can hinder progress. Addressing these challenges is essential for a successful transition into Society 5.0. Embracing change in social science education is crucial for navigating the complexities of Society 5.0. By fostering innovation, collaboration, and ethical practices, we can prepare future generations to thrive in a technologically advanced society. Strategies to Enhance the Image of Meaningful Social Science Learning in the Age of Society 5.0. Finding strategies to provide innovative social studies education in the face of the modern world is the main goal of this study. 5.0. According to this study, educators

should develop cutting-edge teaching strategies that complement the era of society 5.0. We are aware that in the fifth civilization, knowledge is present in every aspect of life, especially in technology and education. Accordingly, the teacher is expected to have a unique method before implementing the learning process in this study. A teacher must be able to provide innovations that are sufficient to pique students' interest and subsequently improve the quality of their learning because life has changed so rapidly in the era of Society 5.0, especially in the major purpose of this research, which is how to identify approaches to produce social studies learning innovations in facing the era of society. 5.0. This study suggests that teachers should build innovative learning approaches that align with the period of society 5.0. We know that in the era of civilization 5.0, we can find all knowledge in all sectors of life, particularly in education and technology. So, in this research, the teacher is expected to have an original technique before carrying out the learning process. Life in the period of Society 5.0 has changed so quickly for a teacher that they must be able to deliver innovations that are sufficient to capture their students' interest and later increase the quality of their learning, particularly in social studies. In promoting students' proficiency in learning, creativity, technology use, and media literacy, these educators are recognized as trailblazers. According to UNESCO's "The Four Pillars of Education," which include learning to know, learning to do, learning to live together, and learning to be, education should follow these principles in the era of society fifth. Teachers in this area are regarded as pioneers in fostering students' competence in learning, innovation, technology use, and media literacy. In the period of society 5.0, learning should adhere to UNESCO's "The Four Pillars of Education," which includes learning to know, learning to do, learning to live together, and learning to be. In the Society 5.0 era, teachers might use a student-centered learning paradigm that emphasizes active learning and technology-based learning to enhance social studies education. This learning paradigm aims to promote students' critical thinking skills, problem-solving abilities, access to current information, creativity, collaboration, and innovation. As said by Susanto., A.M., Epriliyana, N.N., UtamaN.N., and (2024), learning innovations of Society 5.0 consist of learning model innovations, innovations, innovations, innovations, and aninnovations, which had an effect on student creative thinking skills at higher education. Learning innovations in Society 5.0 is a part of the concept of integrating and bintegrating logical development with social problems (Wannesia et al., 2022). Weti Sri Nuryani Jamilah and Lili Halimah (2024) identified that the integration of Artificial Intellartificial)intelligencein Social Studies (Isocialustudiescan enhance effectiveness and student engagement through personalized learning, data analysis, and interactive simulations. Proposed innovative strategies include the use of AI platforms for automated assessment, the development of adaptive materials, and the integration of AI into the Social Studies cusocialustudiesnological innovations that are increasingly developing greatly affect the social life of individuals. Learning innovations in Society 5.0 provide one solution so that learning activities in the classroom always provide comfort to students and train students to be able to think creatively. Based on the results of observations and interviews done by Susanto.,A.M., EpSusanto, A.M., Utama H.H. N.N., and),, the influenc(2024)arning innovation in Society 5.0 variables on creative thinking skills is due to several indicators, including: (1) learning innovations in Society 5.0 carried out by lecturers use several digital technologies that become a stimulus for students to be active in class during learning activities; (2) in managing the class, lecturers always invite students to discuss so that the classroom atmosphere becomes lively; (3) Lecturers use variedlecturers methods and learning strategies to provide a stimulus for students to be active in class; (4) student activeness during Society 5. 0 shows that students understand the meaning of the material presented by the lecturer; (5) because students understand the

material provided by the lecturer, when doing the posttest, many questions are answered correctly, causing high student posttest scores; (6) students are active in classroom discussion activities to discuss learning materials. So the results of the study of Susanto., A.M., Epriliyana, N.N., and Utama H.H. (20N.N., and can be concluded (2024), it learning innovations in Society 5.0, which consist of learning 5.0, model innovations, learning media innovations, learning strategy innovations, and assignment innovations, have significant innovations in creative thinking skills. The learning paradigm can enhance the quality of learning. Using cutting-edge technology to access information is crucial for assisting education, particularly in social studies, as we approach the era of society 5.0. The use of information technology can enhance pupils' intellectual growth by allowing them to build memory habits like envisioning and thinking swiftly. E-literacy can help teachers access relevant information to create engaging social studies learning initiatives. The internet allows for indirect or face-to-face interactions between teachers and students, as well as video-based learning or discussion on free sites. Waters and Hensley (2020) emphasize the need of providing educators with research-based solutions to bridge gaps in the literature and improve the effectiveness of social science learning in respective disciplines. (Waters & Hensley, 2020). This study concludes that educators, particularly teachers, can create innovative learning methodologies for students, particularly in social studies. Innovative learning methods can enhance social studies education quality. Teachers should implement learning innovations to address future societal challenges. The concept of e-literacy learning is applicable in the period of civilization 5.0, where technology, particularly the internet, allows for rapid reaction. Teachers can benefit from e-literacy since it provides them with fascinating learning concepts. E-literacy enhances students' digital reading and writing skills. Teachers in the period of society 5.0 can employ a learning model that actively focuses on student-centered learning while also centering technology and information-based learning, which can increase the quality of learning, particularly social studies learning for students.

Development of Technology-Based Learning Media in Social Studies Learning in Facing the Era of Society 5.0.

This study explores effective learning mediums for social studies in the context of Society 5.0, taking into account the increasing use of technology in everyday activities. This study suggests that digital learning media, including digital books, digital play, and digital comics, can enhance social studies learning in the era of society 5.0. The study concludes that technology-based learning media plays a crucial role in supporting education in the Society 5.0 era. Teachers in social studies education must create material that encourages critical thinking, problem-solving, creativity, and other abilities required for success in the Society 5.0 era. Teachers must be proficient in using ICT and media to enhance teaching and learning. Teachers must adapt to Society 5.0 and its impact on the development of human resources. Education should educate students about the challenges and changes of Society 5.0, which includes the use of technology and new learning mediums. To face the problems of civilization 5.0, it's crucial to update the field of technology by creating a unique and engaging learning medium. Meaningful learning can enhance competencies such as critical thinking, reasoning, creativity, communication, collaboration, and problem-solving. In the Society 5.0 age, learning media options include digital books, game-based learning, and digital comics. Using interactive learning media helps improve students' critical thinking, problem-solving, and creativity. To meet the challenges and changes of the Society 5.0 era, education must be able to adapt and produce innovations in the use of technology and media.

Based on learning skills, early elementary schools use a social studies learning strategy.

The results of the study indicate that every facet of education needs to be adaptable enough to evolve with the times if a nation wants to show the rest of the world that it exists. Society 5.0, a collaborative process that is both technology-based and human-centric, is the era in which we currently live. Education in the "Society 5.0" period is centered on assisting individuals in becoming intelligent, moral, and logical beings with the support of modern technological advancements. As a result, a learning strategy that could aid in people's adaptation to technology and others is needed. When competency learning approaches are used before students are taught, teachers are another important component that must be altered. Both teachers and the maybe altered. They must be adaptable. According to the study's findings, for a country to demonstrate its existence to the rest of the world, every aspect of education must be flexible enough to change with the times. We are living in the age of Society 5.0, a collaborative process that is both technology-based and human-centric. With the aid of contemporary technological developments, education in the era known as "Society 5.0" focuses on helping people grow into rational, knowledgeable, and moral creatures. Thus, a learning approach that may help people adjust to technology and other people is required. Teachers are another crucial element that needs to change when competency learning practices are implemented before pupils are taught. Teachers must adjust, and instructional materials must likewise be flexible.

Empowering Young Minds: Social Studies Learning Strategies for Society 5.0 in Elementary Education

As is well known, a human-centered strategy that makes use of cutting-edge technology like AI and IoT is what defines Society 5.0. This change in society highlights the value of teamwork and innovation, two qualities that are necessary for students to succeed in a world that is changing quickly. Students who study social studies are more likely to think critically and participate in civic life. Young students can cultivate a feeling of identity and responsibility towards their communities and the wider world by comprehending historical contexts and cultural variety. Student engagement is increased by implementing interactive learning techniques like role-playing and simulations. As known, Society 5.0 is characterized by a human-centered approach, leveraging advanced technologies like AI and IoT. This societal shift emphasizes the importance of collaboration and creativity, which are essential skills for students to thrive in a rapidly changing world. Social studies education fosters critical thinking and civic engagement among students. By understanding cultural diversity and historical contexts, young learners can develop a sense of identity and responsibility towards their communities and the world. Incorporating interactive learning strategies, such as role-playing and simulations, enhances student engagement. Through active participation in their education, these approaches help young students develop a greater comprehension of social dynamics and community roles. PBL gives pupils the tools they need to solve real-world issues. Working on group projects helps kids learn critical abilities like communication, problem-solving, and cooperation while also growing awareness of societal challenges. By enabling young students to actively engage in their education, these approaches provide a greater comprehension of social dynamics and community duties. Students are empowered to address real-world issues through Project-Based Learning (PBL). Students learn vital skills like communication, problem-solving, and cooperation while working on group projects and gaining awareness of social issues. These methods allow young learners to actively participate in their education, fostering a deeper understanding of social dynamics and community roles. Project-Based Learning (PBL) empowers students to tackle real-world problems. By working on collaborative projects, students develop essential skills like teamwork, communication, and problem-solving, all while gaining insights into societal issues. Learning

experiences in social studies are improved by incorporating technology. By enabling students to investigate historical events and cultural practices, tools such as virtual reality and digital storytelling enhance learning and robots critique big data. In order for pupils to evaluate material and develop their own perspectives, it is essential to foster critical thinking. Debates, discussions, and other engagement events help students assess other viewpoints and hone their analytical abilities. Involving kids in civic engagement initiatives, such as local governance projects or community service, helps them comprehend their place in society. Young students benefit from these experiences by feeling more empowered and responsible. Teaching cultural sensitivity is crucial in today's worldwide society. Diversity-celebrating events, such as cultural fairs, foster an appreciation for many backgrounds, and integrating technology in social studies enhances learning experiences. Tools like virtual reality and digital storytelling allow students to explore historical events and cultural practices, making learning more immersive and impactful, critical thinking. Encouraging critical thinking is vital for students to analyze information and form their own opinions. Activities like debates and discussions evaluate different perspectives and develop their analytical skills, especially in engagement activities. Involving students in civic engagement activities, such as community service or local governance projects, helps them understand their role in society. These experiences foster a sense of responsibility and empowerment among young learners. Teaching cultural awareness is essential in a globalized world. Activities that celebrate diversity, such as cultural fairs or exchange programs, help students appreciate different backgrounds and promote inclusivity. It's crucial to use a range of assessment strategies in this situation. Effective student learning evaluation requires the use of a variety of assessment techniques. Teachers can assess student knowledge and modify their teaching strategies by incorporating formative evaluations, peer reviews, and self-reflection. Embracing innovation and adaptability is key to the future of education. By giving young people the information and abilities they need, we enable them to successfully navigate and make valuable contributions to Society 5.0. In conclusion, fostering the development of knowledgeable, responsible citizens requires empowering young minds through efficient social studies teaching techniques. We can equip kids for the challenges of Society 5.0 by incorporating technology, encouraging civic engagement, and fostering critical thinking. Using a variety of assessment strategies in this matter is quite important. Utilizing diverse assessment strategies is crucial to evaluate student learning effectively. Incorporating formative assessments, peer reviews, and self-reflection allows educators to gauge student understanding and adapt their teaching methods accordingly. The future of education lies in embracing innovation and adaptability. By equipping young minds with the necessary skills and knowledge, we prepare them to navigate and contribute positively to Society 5.0. In conclusion, empowering young minds through effective social studies learning strategies is vital for developing informed, responsible citizens. By integrating technology, promoting critical thinking, and fostering civic engagement, we can prepare students for the challenges of Society 5.0.

Social Studies Learning Strategy in Early Grade Elementary Schools Based on Learning Skills

The results of the study show that every element of education needs to be adaptable enough to alter as time goes on. We are living in the age of Society 5.0, which is a technologically driven yet human-centered collaborative process. Education in the "Society 5.0" age is centered on assisting individuals in becoming aware, moral, and logical 2021 beings with the assistance of modern technology. Therefore, a method of instruction that can assist individuals in acclimating to technology and other people is needed. Another important component that must alter when competency learning approaches are used before students are taught is the teachers. According to the study's findings, all aspects of education must be

flexible enough to change over time. We are currently in the era of Society 5.0, a collaborative process that is both technology-based and human-centric. With the aid of contemporary technological developments, social studies in the era known as "Society 5.0" focuses on helping people grow into rational, knowledgeable, and moral 2021 creatures. Thus, a learning approach that may help people adjust to technology and other people is required. Teachers are another crucial element that needs to change when competency learning practices are implemented before pupils are taught. The study's conclusions show that all facets of education must be flexible in order for a nation to justify its existence in the eyes of the international community. This collaborative process, which is both technology-based and human-centric, is referred to as Society 5.0. Therefore, a teaching approach that might assist individuals in acclimating to technology and other people is needed. When implementing competency learning approaches, teachers must also make adjustments prior to teaching pupils. The study's conclusions show that all facets of education must be flexible in order for a nation to justify its existence in the eyes of the international community. This collaborative process, which is both technology-based and human-centric, is referred to as Society 5.0. Therefore, a teaching approach that might assist individuals in acclimating to technology and other people is needed. When implementing competency learning approaches, teachers must also make adjustments before teaching pupils. The study's findings demonstrate that for a country to assert its existence in the eyes of the world, every aspect of education must be able to change throughout time. The current period is known as Society 5.0, and it is a collaborative process that is both technology-based and human-centric. As a result, we require a teaching method that can help people adjust to technology and other people. Teachers must also adjust when putting competency learning methodologies into practice before instructing students.

Application of Differentiated Social Science Learning to the Independent Learning Curriculum

The purpose of this paper is to investigate the differentiated application of social studies instruction. This essay shows that the teacher has successfully applied differentiated education. Take the distinction between product, process, and content as an example. Differentiated learning results are advantageous for everything from corporate development to school management to the core responsibilities of administration. The principal is also able to pursue education in this role. The principal is in charge of the school and has a big say in how it grows. Principals need to be very skilled in directing the growth of the educational institutions in their charge since they are the ones who decide whether a school is successful in achieving its vision, purpose, and goals. Finding out how social studies instruction is applied in a differentiated manner is the aim of this writing. This writing indicates that the teacher has implemented differentiated instruction successfully. As an example, consider product, process, and content distinction. From the fundamental duties of administration to corporate development to school management, differentiated learning results are beneficial. Additionally, this position gives the principal the freedom to pursue independent education. As the school's top leader, the principal plays a significant part in determining how the institution develops. Because they are the ones who determine whether a school succeeds in fulfilling its vision, mission, and goals, principals must be very competent in guiding the ever-evolving educational institutions under their supervision. Differentiated learning can enhance educational inclusiveness, raise learning quality, and improve student learning outcomes in primary schools. To better respond to students' learning requirements, teachers must first identify those needs before implementing differentiated learning. The teacher then develops appropriate learning techniques to address the learning needs of the students based on the findings of the assessment that was conducted. Since the autonomous curriculum is a relatively new curriculum and many teachers and school

principals have yet to adopt it, the findings of a literature study are necessary to persuade educators to use differentiated instruction. Concerning several sources and the findings of several parties' studies, it is known that implementing differentiated instruction in elementary schools can enhance student learning outcomes. Teachers can create learning strategies that take into account variations in students' skills, interests, and learning preferences by utilizing differentiated learning techniques like cooperative learning, project-based learning, independent learning, blended learning, and the use of media and learning technology. Extreme variations in student abilities, the principal's managerial skills, the teacher's lack of knowledge and expertise in creating and implementing differentiated learning, and time and resource constraints are the field's obstacles. Therefore, strong coordination amongst all parties involved is required, as is appropriate training and support for principals and instructors. The implementation of individualized instruction in primary schools has been shown to enhance educational inclusion, enhance learning quality, and increase student learning outcomes. Teachers can use differentiated learning strategies to create lessons that take into account the unique learning styles, interests, and abilities of each student. This study looks at how the Society 5.0 era has affected social studies education in primary schools. People in this day and age are expected to understand and be adept in technology. Additionally, individuals in the Society 5.0 era must possess greater critical, creative, and logical thinking skills. The government has encouraged many people to continue developing themselves in order to become tech-independent in the face of the Society 5.0 era. In light of Society 5.0, self-improvement has a big influence on education, especially in elementary school. This study looks at how, in the context of Society 5.0, social studies education has evolved in elementary schools. People are expected to understand and be skilled with technology in this day and age. In the Society 5.0 era, people must also be able to think more critically, creatively, and logically. In light of the Society 5.0 era, the government has encouraged many people to continue developing themselves in order to become tech-independent. Education, notably primary school education, is greatly impacted by self-improvement in the face of Society 5.0. Using instructional methodologies and educational resources, teachers must be able to offer content at this level and in the modern era. When teachers better understand technology and teaching tactics, students will be smarter and have an easier time understanding the material. The government makes various efforts to enhance education so that teachers are not unfamiliar with using technology in the classroom, according to a number of studies that have been published in journals. By putting the results of their training into practice in addition to the government, teachers in a number of schools are trying to implement government-provided programs. In social studies, for example, several teachers apply the results of their training through the use of digital books, UNESCO-compliant learning model strategies, learning skills, and individualized instruction.

Conclusion.

In the Society 5.0 Era, humans are expected to use various inventions and technology to tackle various issues and challenges. This era aims to improve people's quality of life by developing scientific and technological innovations in various aspects of life. This study uses the library study approach to explore how social studies learning innovations in elementary schools can adapt to the Society 5.0 era. The era requires humans to understand and master technology well, think critically, creatively, and wisely. The government encourages people to develop themselves to avoid being governed by technology. Social studies learning for Society 5.0 should focus on improving students' intellectual, emotional, cultural, social, and learning skills. Teachers can use various learning-centered learning methods to teach

students, strengthening information and communication technology learning and contributing to improving learning quality. Society 5.0 is a human-centered society that integrates cyber and physical spaces, aiming to solve societal challenges through advanced technologies like AI, IoT, and big data. Innovation and novelty are necessary to create services continuously, making people's lives more harmonious and sustainable.