Character Education-Based Project: Need Analysis to Encounter Society 5.0

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Abstract: This research aims to formulate the need analysis of character education-based project. Character education has been considered and recommended for a wide variety of reasons. This research uses qualitative method. For collecting the data, the researcher uses questionnaire as the instrument. The questionnaires are distributed to elementary teachers in Muara Bungo. It analyses six indicators of content area in character education-based project. The finding shows that character education-based project is needed in this era. The key of character is positive action that students must have to build the self-protection to face the society 5.0 era. The research finds six need analysis: social skill and awareness, Personal Improvement and awareness, problem solving and decision making, self-identified as character education, explicit focus on values and ethics, and academic curriculum integration.Character education-based project modelis a learning model which combine the technology-based and character-based. This model aims to create the students have good emotional quotient intelligent (EQ) and good Intelligent quotient (IQ). By implementing character education-based project,it is expected the learning activities experienced by students will be very meaningful in their lives, where they will always remember the character values. By utilizing technology, it could help students in learning process..

1 INTRODUCTION

Character education is needed to face society 5.0 era in Indonesia. Society 5.0 as global trend that everyone has to struggle to facesociety 5.0. The concept of society 5.0 was explained as a new vision for Japan by the Japanese Prime Minister at the 2019 World Economic Forum Annual Meeting in Davos, Switzerland. The concept of society 5.0 is an information society by accessing data-based services on the internet. It emphasizes an integrated, easy and fast life(Triweko, 2020). It makes human life be practical and automatic. For example, the use of robots that can help restaurants, clean houses which could be controlled by computers and internet. Practical and automatic in human life is a concern which will cause the erosion of character values as a human being.

In Indonesia, society 5.0 must be anticipated by strengthening national education and culture so that there will be a mature transformation by mitigating the risk factors that can arise. To achieve this goal, there are two important factors, they are Education and Culture(Kemdikbud, 2022). Education is as a medium to prepare the intellectual aspects of youth, while culture is as a medium to strengthen aspects of "soft skills". In society 5.0, artificial Intelligence (AI) and the Internet of Things (IoT) are used as tools to help humans live a higher quality. It does not become human to be victims of technological sophistication, including symptoms that appear to be no longer able to think critically and fully believe in the capabilities

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73

of technology. This is the reason why character education is important.

Character education is all the actions performed by teacher, who is able to influence the learners' character. Teachers help to form the student character. This includes how the behaviour of the teacher, the way the teacher talks or deliver material, how does teachers do the tolerance, and various related matters other. Good character really needs to be formed from an early age. Early age is critical period for the formation of human character. The formation of human character must be carried out systematically and continuously involving aspects of knowledge, feeling, loving, and acting. It requires the practice of moral implementation continuously, not memorizing or just knowing, in order to become sturdy and strong. The success of character education must also be supported with an effort to provide the environment which has good education atmosphere and good socialization for students(Sukesi et al., 2020).

The realization of a good educational atmosphere must be supported by a curriculum design that contains character values. Starting from the academic year of 2022/2023, MBKM Curriculum is one of the options that can be chosen voluntarily by educational units or school. There are several advantages of the MBKM Curriculum(Ineu et al., 2022). First, it is simpler and more in-depth because this curriculum will focus on essential material and the development of student competencies in its phases. Second, teachers and students will be more independent because students can choose subjects according to their interests, talents, and aspirations, while for teachers, they will teach according to the stages of achievement and students' development. Third, schools have the authority to develop and manage curriculum and learning process in accordance with the characteristics of school and students. Fourth, learning based project activities will provide wider opportunities for students to actively explore actual issues, to support the development of the students' character and the competencies of the Pancasila Student Profile.

Team-based project method is one of the methods on the main performance indicators of MBKM curriculum(Seidel & Godfrey, 2005)(Lubis, 2015).The goal is to develop student characters and the competencies of Pancasila Student Profile. Based on the explanation, the researcher takes the important point that character education-based project is expected to be able to form the students' character. This is expected to eliminate the moral crisis in student, because good morals can lead students to be ready to face the era of society 5.0.

The character education-based project is a new design of learning model to face that era. Therefore,

a need analysis is needed to gather input from target situation and learning situation. This paper focuses on need analysis from teachers.Need analysis is carried out to answer the accuracy and suitability programs with students and curriculum.

2 RESEARCH METHOD

The research was conducted by using qualitative research design. The data collecting technique was conducted by Forum Group Discussion (FGD) of elementary teachers of one Public School in Bungo-Jambi, Indonesia. The questionnaire was distributed in the end of FGD session. The questionnaire was used to obtain the suggestion about the needs of character values in elementary students' school project. Needs analysis can be carried out through questionnaire as research instrument. The questionnaire consisted of the values which guided by religion, Pancasila, culture, and the goals of National Education. The data is suggestion from elementary teachers toward character education-based project as a new model design of teaching and learning. The qualitative data was analysed by using Miles and Huberman Model (Sugiyono, 2018). This model consists of data reduction, data presentation, and data conclusion.

In the data reduction process, the researcher shorted out and classified the data based on the indicator of need analysis about character education-based project, target situation analysis, and learning situation analysis. After that, researcher designed data presentation by using description and table. By the presentation of these data, the datawould be easier to understand. Final step was data conclusion to get the finding of the research.

3 RESULT AND DISCUSSION

This need analysis aims to analyse the character education-based project that will be implemented with the MBKM curriculum at elementary school. After that, the need analysis is divided into three parts: target situation, learning situation, and teacher analysis.

3.1 Character Education Based Project to Face Society 5.0

The character education-based project is a combination of team-based project learning method with character education content.Team-based project

is a learning method that uses projects or activities as learning tools. Teaching approach that is built on learning activities and real tasks that are challenged to students related to daily needs to be solved in groups. Project based learning has the main objective of providing training to students to be more able to collaborate, work together, and empathize with others(Prastyaningrum et al., 2018). Based on those objectives, the researcher would combine character education into team-based project method. Project based learning has the main objective of providing training to students to be more able to collaborate, work together, and empathize with others(Khotimahet al., 2021). The objectives of team-based project consists of moral content.

These moral contents are integrated into the society 5.0 era to create the good quality of students. In the Society 5.0 era, the students must not only be equipped by critical thinkingbut also,they must have high analysis skills and creativity.High Other Thinking Skills (HOTS) is a breakthrough in finding the concept of knowledge by practicing directly and experiencing how to deal with the problems in the environment(Miterianifa et al., 2021).In this era, the teachers and the students use cell phones and laptops in their daily activities. These two devices are the important tools that can be utilized in the current learning process.The internet network is an important support system in maximizing the transfer of knowledge to students.

Transformation of education to face society 5.0 needs to be carried out from learning infrastructure as well as ways to provide direction and knowledge to students.The character education-based project is an innovation offer in this educational transformation. this is a challenge for teachers to adjust to learning process that must be technology-based and character-based. The technology-based and character-based are combined into a learning model, it is called character education-based project model.

Character education-based project can be implemented in all subjects especially in elementary school. The students are given the simple project that relate with daily life, so they can develop their creativity and their emotional intelligence. By developing the emotional intelligence, the students are able to have good character. It is not only about student, but also teacher. Teachers must be able to develop their emotional intelligence and their creativity in implementing this model. Teacher as a role model of students, must be able to show the good behaviour and develop moral knowing, moral feeling, and moral action. The syntax of character education-based project as follow.

Table 1: Syntax of Character Education-based Project.

No	Learning Steps	Teacher Activities	Students Activities
1	Orientation of basic question	The teacher presents the topic and asks questions how to solve the problem.	Asking basic questions what students should do about the topic/problem solving.
2	Designing product plan integrated technology-based and character-based	The teacher ensures that each student in the group chooses and knows the procedure for making the project (product) that will be produced.	Students discuss preparing a plan for making a problem-solving project including the division of tasks, preparation of tools, materials, media, and resources needed.
3	Arrange a project schedule	Teacher and student make an agreement about the stages of making a project and collection.	Students arrange a project completion schedule by paying attention to the deadline.
4	Monitor the activity and progress of the project by using technology-based and character-based	The teacher monitors the activity of students while carrying out the project, monitors the realization of progress and guides if they experience difficulties.	Students make projects according to schedule, record each stage, discuss problems that arise during project completion with the teacher.
5	Test result	Teachers discuss project prototypes, monitor student involvement, measure achievement of standards.	Discuss the validity of projects that have been made and make product/work reports to be presented to others.
6	Evaluation of Learning Experience	The teacher guides the project presentation process, responds to the results, then the teacher and students reflect/ conclude.	Each student presents a report, other students provide feedback, and together with the teacher concludes the results of the project.

By implementing character education-based project, the learning activities experienced by students will be very meaningful in their lives, where they will always remember the character values. By utilizing technology, it could help students in learning process.

This model aimsto create the students have good emotional quotient intelligent (EQ) and good Intelligent quotient (IQ). It creates the human resource that have good quality for the future. In addition, by using this model will provide skills on how to become long-life education for students and teachers.

3.2 Target Situation Analysis

Analyse needs on target situationthat will use the character education-based project model is important part in need analysis. These analysis states: teacher responses and behaviours towards school situations; what is the scope of the material, who will use this learning model;what competencies must the teacher have to apply this learning model; whether this learning model can be applied in the MBKM curriculum. The situation of using the character education-based project model is expected to have an impact on a more enjoyable learning situation.

3.2.1 School Potential

This need analysis is not only focus in developing the learning model, but some aspect that support to get the achievement also must be analysed.Based on the FGD, the respondent said about the facilities that school has as a potential aspect which can support the implementation character education – based project learning model.

Table 2: School Potential.

No	Learning Facilities	Response
1	School building	The school building consists of: • classrooms, • library, • health unit room, • teacher room, • administrative office, • headmaster room, • musholla, • canteen
2	The facility and the media of learning	White board Books Sport equipment
3	Extracurricular	Scout Drumband

The result of school potential analysis, it shows that still has a lack of learning facilities, such as science laboratories, computer laboratories, sports fields, LCD, projectors, etc. For the extracurricular activities, there are still not many offers for interest and talent development activities.

3.2.2 Students' Potential

The potential of students affects the success of the implementation of this learning model. By Exploring students' potential makes them have chance to improve their soft skill in learning process. The soft skills are needed to develop students' character and moral. The respondents note some moral knowledge which students' need.

Table 3: Students' Character Potential.

No	Component of Character	Response
1	Moral knowing	• Moral awareness • Decision making • Self-knowledge • Perspective taking
2	Moral feeling	• Conscience • Self esteem • Empathy • Humility • Self-control
3	Moral action	• Competence • Will • Habit

The result of need analysis in students' potential aspect show that students must have moral awareness, decision making, self-knowledge, perspective taking in exploring students' moral knowing in learning process. Someone who has the knowledge of goodness not necessarily able to act based on his knowledge, if not trained to be habit of doing good. Character also includes the area of emotion and self-habit(Jusmawati et al., 2020). The area of emotion that students must develop includes conscience, self-esteem, empathy, humility, and self-control. After students develop their moral feeling, it is needed action. Moral action that students implement in learning process become students' soft skill

competences. These competences change into will. Moral will that students have implemented in daily activity become habit. So, it needs three a good component namely moral knowing (knowledge about morals), moral feeling (emotional reinforcement), and morals action (moral behaviour).

3.3 Learning Situation Analysis

The learning situation analysis is needed in developing character education-based project learning model. The learning situation that is analysed include school potential, students' potential, and teachers' potential.

3.3.1 Curriculum Potential

The developing of character education – based project learning model need analysis the school curriculum. Based on the FGD, the school use the MBKM curriculum for first grade and fourth grade. The MBKM is a new policy related to improving the curriculum issued by the Indonesian Ministry of Education and Culture for school learning. It is a more flexible curriculum, while also focusing on essential material and developing the character and competence of students(Kebijakan& Tantangan, 2022). The learning can be adapted to the learning needs and students' interests.

This curriculum aims to produce the millennial generation able to understand the material taught by the teacher quickly, not justremember the materials given by the teacher. Students are also expected able to utilize technology in the learning process(Amalia, 2022). Currently technology has animportant role in education such as the use of electronic media as a source of learning besides teachers, the emergence of new learning methods such as the blended learning method for facilitate the learning process, and the use of the internet for online learning. There are some activities in this curriculum designed to develop students' character to face society 5.0 era.

The curriculum consists of intracurricular activities, the project to strengthen the Pancasila student profile, and extracurricular. The project to strengthen the Pancasila student profile is carried out by training students to explore real issues in the surrounding environment and collaborate to solve the problem. The concept of MBKM curriculum include(Maulida, 2022):

- Project-based learning that aims to develop soft skills and character according to the profile of Pancasila students.
- Focus on essential materials, such as literacy and numeracy.

- The flexibility of the teacher to carry out differentiated learning based on the abilities of the students.

Based on these concepts, the character education-based project learning model can be applied to the MBKM curriculum. This learning model combines the project-based instructions that integrated the implementation of character values. Character education in elementary schools must get more attention to form a strong foundation of noble character for students(Fajri et al., 2007). Optimization in education shape the personality of students who are good at sorting and selecting associations, actions, and actions in accordance with applicable norms. This implementation is expected to be able to produce a superior generation for golden Indonesia in 2045. The content of character values in the MBKM curriculum can be seen in the dimensions of Pancasila student profile(Kemendikbudristek, 2022).

Table 4: The Dimensions of Pancasila Students profile.

No	Dimension	Element
1	Believe Allah the Almighty, have noble character	• Religious moral • Personality moral • Humanity moral • Moral to Nature • Patriotic moral
2	Global diversity	• know and appreciate culture • Interculturalcommunication and interaction • Reflectionand responsibility for the experience of diversity • Social justice
3	Work together	• Collaborate • Care • Sharing
4	Independence	• Self-understanding and situation • self-regulation: management of motivation, goal setting, and evaluation of goal achievement • Critical reasoning
5	Critical reasoning	• Acquire and process information and ideas • Analyse and evaluate reasoning • Reflect and evaluate their own thinking
6	Creative	• Generate original ideas • Produce original works and actions • Have the flexibility to think in finding alternative solutions to problems

The result show that character values in the dimension of Pancasila students' profile have the achievement at the beginning of elementary school. Students can recognize the symbols of Pancasila and the Garuda Pancasila State Emblem. Implement Pancasila values in the daily life when do the school project(Trisnawati et al., 2022). Project based learning is implemented in cocurricular activity. There are two types activity, namely cross-subject learning and contextual and authentic learning (Rosidah & Pramulia, 2021).

Cross-subject learning consists of the project integrates the core competencies learned from each subject.The main learning objective is to achieve the Pancasila Student Profile(Jupriani et al., 2020). It is designed accordingly the developmental stage of the students.

Contextual and authentic learning is more flexible and more informal learning.The project is designed based local content. Therefore, the project also is designed based on the conditions and resources of the school and surrounding environment, issues that are currently developing, and according to students' interest. Teachers must be able to teach from exploring confidence in each student's ability to learn.

By simple projects that are appropriate to the ability level of elementary school students, creative and innovative products will be produced. The goal is not only to produce products, but how students interact in completing their products by implementing character education values. Character values are also applied by the teacher in Action, so that students see the behaviour of their teacher as an example.

There are three stages of character education: knowing stage, acting stage, and habit stage. The knowing stage consists of components of good character, namely moral knowing and moral feeling. The acting stage consists of academic curriculum integration. Habit stage consists of moral action. These stages become the indicators in character education-based project model for the MBKM curriculum in elementary school(Zahir et al., 2022). It also prepares students' soft skill to face society 5.0 era. So, the students' project must be integrated in character-based and technology-based.

Society 5.0 era requires people to be able to solve social problems or dynamics by utilizing technology, such as the Internet of Things (IoT), Artificial Intelligence (AI), robot technology, or even big data(Balti, 2021). Therefore, the students need to improve their soft skills in order to be able to improve skills in order to become good quality human resources in the future.Students gain knowledge that is integrated with the implementation of character values and utilize the technology in learning process. It becomes a habit for students.

4 CONCLUSION

The character education-based project model is an adaptation of the development of the team-based project method. This learning model fills in the character values on student projects. the project given to students is a project related to daily activities. Through this model, students are expected to have good character traits so that they become living capital to face the era of society 5.0.The character education-based project is an innovation offer in this educational transformation. this is a challenge for teachers to adjust to learning process that must be technology-based and character-based.

Need analysis of the character education-based project model was carried out at an elementary school in Muara Bungo. researchers analysed the target situation and learning situation. In the target situation analysis, the researcher observed school potential and students' potential. school potential is related to the readiness of learning facilities at school, while students' potential is related to the moral potential of students to be developed. In the learning situation analysis, the researcher observed the MBKM curriculum that had been implemented at the elementary school in grades 1 and 4.

Based on this analysis, the character education-based project could be tried out at these schools. There are six need analysis in developing character values of students: 1. social skill and awareness, 2. Personal Improvement and awareness, 3. problem solving and decision making, 4. self-identified as character education, 5. explicit focus on values and ethics, and 6. academic curriculum integration.By implementing character education-based project, it is expected the learning activities experienced by students will be very meaningful in their lives, where they will always remember the character values. By utilizing technology, it could help students in learning process.

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