

## Affective Education to Build Students' Character in the Era of Society 5.0



Unik Fepriyanti<sup>1</sup>, Moh. Roqib<sup>2</sup>

<sup>1,2</sup>State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, Indonesia.

**ABSTRACT:** This research uses a literature review method. Researchers use various reference sources that are relevant and necessary regarding research. In essence, affective education is education that aims at the ethical, moral, emotional, feeling and social development of students. Affective education is attitude education to shape students into good individuals and good social communities. Character also has a close relationship with the term morals or often referred to as budi character. The Society 5.0 era is an era where humans can live side by side with technological developments. This research discusses the importance of affective education in schools/madrasas to shape student character in the era of society 5.0.

**KEYWORDS:** Affective education, character, society 5.0 era.

### I. INTRODUCTION

The Society 5.0 era presents challenges in shaping student character so that effective educational programs are needed in every educational institution. Schools/madrasahs need to develop affective education programs as a solution in shaping students' character. This program is a mechanism to take advantage of opportunities and overcome the challenges of character education in the 5.0 era.

Individuals who are sufficiently educated will have good skills in solving various problems faced in a measurable, rational and systematic manner (Salman Rushdie, 2012). Education is defined as guidance, direction, or assistance provided by adults intentionally to students so that students become adults. Education is defined as an effort carried out by individuals or groups with the aim of guiding and directing each individual to become an adult so that they can achieve a higher livelihood or level of life in a mental sense (Salman Rushdie et al., 2019).

Education must proceed according to the times. Education plays an important role in forming a person's character. In fact, the main goal of education is to shape individual character so that they become better people. Character education aims to provide learning material about certain traditional values, namely good values that are accepted by the wider community as a basis for good and responsible behavior (Sukiyat, 2020).

Welcoming the era of society 5.0, various fields of human life are experiencing very rapid progress. This progress has given rise to social changes in society and has had a positive impact on human civilization. One of these positive impacts is progress in the field of science and technology which provides convenience for humans in carrying out their humanitarian duties, both in their efforts to fulfill their living needs or in living their lives as social creatures whose daily routine is to carry out social interactions in society.

Society 5.0 has an impact on people's life patterns that cannot be separated from the younger generation, not only that, but the industrial revolution also has an impact on individuals. Society 5.0 has a great influence on the character, morals and ethics of human relations. One of the negative impacts that arises is juvenile delinquency. Juvenile delinquency is an act that violates norms, rules or laws in society that is committed during adolescence or the transition from childhood to adulthood. Adolescence is known as the period of rebellion because at that time a person will experience puberty which displays various emotional turmoil, withdrawing from the family, and experiencing many problems at home, school and among friends (Uswatun Hasanah, 2021). To anticipate this, it is necessary to instill character values from an early age.

Other negative impacts include the entry of foreign cultures that are not in accordance with the national culture which is adopted and imitated as a lifestyle by Indonesian society today, advances in the field of information and communication technology that are misused, television media broadcasts from various parts of the world that are not appropriate. watched by underage children, and so on.

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The implementation of affective education in schools is needed in order to instill positive character values in students. Affective education at the elementary level of education is very important to build a strong foundation to shape students' noble morals. This must be implemented so that students understand noble values and have the awareness to always practice goodness in everyday life (Sofyan Mustoip et al., 2018). The development of character education in schools can be implemented or provided through various learning models and methods chosen contextually (Tutuk Ningsih, 2021). Character education does not only teach children what is good and what is not good or wrong, but actually character education is important for instilling habits (habituation) about goodness so that children understand goodness, can feel goodness, and want to do goodness (Ni Putu Suwardani, 2020). This can be interpreted as meaning that character education can be provided in the form of implementing affective education programs in schools. Through the implementation of affective education programs in schools, it is hoped that students can grow and develop within the framework of positive character values. Affective education is important for every individual because an individual's identity or nature will be dominated by the characters formed through affective education.

The affective education process really determines students' ability to act and behave in accordance with religious norms, legal norms and norms of politeness that apply in society (Tatik Safiqo, 2020). In fact, the essence of affective education is related to the formation of attitudes. In this context, affective education is the basic characteristics that must be present in the educational process to be effective in forming superior personalities (Maesaroh Lubis and Nani Widiawati, 2020). For this reason, schools as educational institutions are obliged to instill character education as early as possible in students so that they can grow and develop in good values, so that in the future they will become the nation's next generation with positive character who are able to bring this country even further forward in every aspect of life.

## **II. RESEARCH METHODS**

This research method is qualitative research that uses literature study or library research. Literature study is a research method used by collecting data and taking notes, reviewing literature or reading. There are four stages of library study in research, namely preparing the necessary equipment, preparing a working bibliography, organizing time and reading or recording research material. This data collection uses the method of searching for sources and constructing them from various sources, for example books, journals and research that has already been carried out. Library materials obtained from various references are analyzed critically and must be in-depth in order to support the propositions and ideas. This research uses various data sources, including relevant books and journal articles, and recent observations to support the author's arguments which are analyzed using analytical descriptive methods. The library sources used in preparing this literature review came from books, National and International Journal Websites such as DOAJ and Google Scholar.

## **III. RESULTS AND DISCUSSION**

### **Affective, Personality, and Morals**

The term affective comes from the word *affecto*, meaning a state of being touched, moved. Affective is related to feelings that influence mental conditions (Haidar Putra Daulay, 2010). The affective domain is related to individual attitudes and values (Kunandar, 2013). Affective is everything related to the interests, emotions, character, attitudes, behavior and values that exist in a person or individual. Affective involves the feelings and attitudes of a person or individual. In the educational context, individual emotional aspects include self-confidence, interest, motivation, empathy, and emotional management. Understanding the emotional aspects of individuals is key in creating a meaningful and inclusive learning atmosphere and environment. In the world of education, the affective domain is used to determine students' behavior and attitudes in all interactions while studying at school (Evandri Papatungan and Frezy Papatungan, 2024). The realm of affective education is a field related to values and behavior. The affective domain includes behavioral characteristics related to values, attitudes, interests, desires, interests, feelings and emotions. An individual's behavioral improvement can be predicted if he or she masters high-level cognitive abilities. Affective learning achievements are visible in every student's behavior (Suliswiyadi Suliswiyadi, 2020).

The affective domain includes all aspects related to a person's emotions, such as motivation, interests, feelings, appreciation, values, enthusiasm and attitudes. The affective domain is grouped into 5 parts, namely receiving, responding, assessing, organizing and characterizing (Nurhasnah, 2023). The term affective is very popular in the world of education in Indonesia, related to students' experiences at school/madrasah.

Furthermore, Hilgard and Marquiz explained that personality is a social stimulus, an individual's ability to present themselves impressively (Alwisol, 2018). Morals are teachings about goodness and badness that originate from God's universal revelation.

Morals are interpreted the same as decency, good manners. Morals are an inner picture of human nature and also a picture of human outward form which includes facial expressions and overall body movements. In fact, morals are a condition or trait that is integrated in the soul and becomes a personality (M. Yatimin Abdullah, 2007).

Morals according to al-Ghazali are something that remains in the soul and appears in actions easily without requiring prior thought. Morals are not actions, strength, and *ma'rifah*. Morals are "*haal*" or the condition of the soul and its spiritual form. The moral criteria are: the power of knowledge, anger controlled by reason, the power of lust, and the power of justice. By placing

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knowledge as the initial criterion, al-Ghazali linked morals and knowledge. This is a development of Ibn Maskawaih's ideas in the classical era, and is in accordance with the opinions of modern Westerners such as Kohlberg, John Dewey and Emile Durkheim.

Moral knowledge is knowledge that comes from the Qur'an and hadith which is very necessary for human life. The science of morals explains the good and bad of a person's behavior. Morals are divided into two, namely good morals and bad morals. Good morals are morals that are in accordance with the Qur'an and hadith, bad morals are morals that are not in accordance with the Qur'an and hadith (Abdullah, 2007).

### **Affective Education**

Education is an effort by society and the nation to prepare the next generation so that they can continue the sustainability of society and the nation better for the future (Famahato Lase et al., 2022). Education is a human effort to grow and develop all physical and spiritual potential that is possessed in accordance with the culture and norms that apply in society (Sofyan Tsauri, 2015). In fact, education can also be interpreted as a human effort to maintain the continuity of life, both physical and physical as well as the quality of soul and civilization. This means trying to improve the quality of culture through education. The implementation of education in question is education by parents to children which occurs naturally, education by the community to the next generation as well as education carried out by educational institutions known as schools, both formal and non-formal (Aas Saraswati et al., 2022).

Affective education is defined as education that aims to develop students' ethics, morals, emotions, feelings and social individuals (Irwan Satria, 2017). In essence, affective education is attitude education to shape students into good individuals and good social communities. In the affective education process, there are five aspects of affective characteristics that must be understood, namely: values, attitudes, morals, interests, adjustments, self-concept, and appreciation (Lili Sholehuddin, 2016). Affective education is an approach that can be used as an alternative model in the learning process so that learning is more meaningful and can be carried out more effectively as an effort to form positive character or noble morals, a good personality of students according to the expectations and needs of society, namely the creation of attitudes, behavior, and commendable values in accordance with the norms of life and the foundation of Sharia law, namely the Qur'an and Sunnah (Octavian Umayah). The application of affective education in the curriculum aims to strengthen students' psychological aspects, encourage positive attitudes in students, and develop the noble values of religious teachings (Eva Ramdiani, 2023). Through the development of attitudes, morals, ethics, feelings and beliefs, affective education functions to overcome the moral crisis occurring in society today (Sholehuddin, 2016). Moral education in schools is expected to provide benefits that can be accepted by society. Moral education in schools must be able to direct students to be able to understand, appreciate and implement values (Thomas Lickona, 2020). According to Islam, the purpose of implementing education is to foster or educate humans so that they are able to carry out their functions as creatures of Allah and His caliphs on this earth to build civilization in accordance with Allah's decrees and in line with the message of Islam (M. Quraish Shihab, 2014).

Affective education has several important reasons why it is considered crucial in the education system: First, Emotional Well-being. Affective education helps students understand and manage their emotions better. This is important because good emotional well-being helps students be happier, more stable, and better prepared to learn. Second, Healthy Social Relationships. Through affective education, students learn social skills such as effective communication, teamwork, and empathy. This strengthens their interpersonal relationships and helps them interact with others in a positive way. Third, Character and Moral Development. Affective education helps students develop moral awareness and positive values. This includes building a sense of responsibility, integrity, and empathy towards others. Fourth, improving academic performance. Students who have good emotional well-being tend to be more focused and better able to learn. Affective education helps create a conducive and supportive learning environment. Fifth, Effective Conflict Resolution\*\*: By understanding their own emotions and the emotions of others, students can learn how to resolve conflicts peacefully and constructively. Sixth, Preparation for the Real World. In an increasingly complex and globally connected world, affective skills such as the ability to work in teams, adapt to change, and understand different cultural perspectives are becoming increasingly important in work environments and everyday life.

Overall, affective education helps create a more holistic learning environment, where students' emotional, social, and moral needs are recognized and valued on par with their academic needs.

There are many concrete examples of affective education that can be applied in an educational environment, including the following: 1) Social Skills Program. Schools can integrate social skills programs in their curriculum, which help students learn about effective communication, conflict resolution, working in teams, and managing emotions. 2) Leadership Training and Character Development. Programs designed to develop student leadership and character, such as school clubs, student organizations, or special courses, help students understand moral values, responsibility, and integrity. 3) Peer Counseling or Mentorship Program. These programs involve older or more experienced students mentoring younger or less experienced students, providing emotional support, advice, and assistance in dealing with personal or social problems. 4) Global Citizenship Education. Through learning about global citizenship, students can gain a better understanding of cultural differences, human rights, social issues, and global challenges, all of which contribute to the development of empathy and social understanding. 5) Project Based Learning. Through projects oriented

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towards solving problems or social issues, students can learn directly about social responsibility, empathy, and how to contribute positively to society. 6) Character Development and Ethics Program. Schools can adopt programs dedicated to helping students understand and apply ethical and moral values in their daily lives, such as anti-bullying programs, character building, or positive behavior reward programs. 7) Emotional Education. Direct teaching about emotion management, increased emotional awareness, and relaxation techniques can be included in the curriculum to help students develop healthy emotion regulation skills. Affective education can help create an educational environment that supports students' emotional, social and moral development, and helps them become more balanced and empathetic individuals.

### **Character**

Character is interpreted as psychological traits, character or morals that differentiate one individual from another in character and character (Syafaruddin et al., 2012). According to Piliang, character is an endless process of becoming in the ups and downs of social, political, economic and cultural change. Building national character means changing bad characters to good, positive, constructive and productive characters (Lina Meilinawati Rahayu, 2011). Character is also defined as mental traits, character, character (Juriah Ramadhani et al., 2020). Character is a combination of good or positive traits that a person or individual has which become their daily life behavior, as a form of awareness in carrying out their duties, functions and roles in carrying out their mandate and responsibilities in life (Erie Sudewo, 2013). Thus it can be concluded that a person's character will determine his life behavior. A person's life behavior determines his quality both as a creature created by God and as a citizen of a nation who lives within the limits of norms. The meaning of character is also close to the term morals, morals themselves are often referred to as manners or mannerisms that are inherent in a person's personality or soul which then gives rise to spontaneous actions or behavior that is unpretentious, easy, and does not require thought. If the behavior or actions that appear are good behavior or actions, then it indicates that someone has good morals. On the other hand, if the behavior or actions that appear easily without being fake are bad behavior or actions, then he has bad morals (Ningsih, 2021).

Various complex problems in the 21st century have many negative impacts on human civilization. For this reason, strong people with high character and integrity are needed to welcome the 21st century. Every individual who has noble character will be able and strong to face changes in various aspects of life which are very fast at this time (Heru Kurniawan, 2018).

Character education is essentially a learning process that has the aim of forming an individual's personality through character education. The individual's character can be seen directly and can be seen in their behavior in their daily life. (Ningsih, 2021). Character education is actually moral education. Character is defined as the good character possessed by humans. Characteristics are a collection of traits that influence human mentality, attitudes and behavior (Sita Acetylena, 2018). Therefore, effective strategies are needed so that character development in an educational institution is carried out well, effectively and systematically (Doni Koesoema, 201).

In simple terms, character education can be defined as efforts made by adults (teachers or parents) seriously and consciously to teach good values to students or children. It is important to give character education to children as early as possible so that the values of character education can be well embedded in children in their daily lives so that children have sufficient provisions to be able to behave positively in life in society, nation and state.

Character education is actually a fundamental part of a good education process. There are eighteen character education values according to the Ministry of National Education, namely: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, sense of nationality/nationalism, love of the country, respect for achievement, communicative, love of peace, likes reading, social care, environmental care, and responsibility.

Of the eighteen values of character education according to the Ministry of Education and Culture, there are at least ten affective education that must be applied by elementary level students to form positive character, namely:

- a. Be disciplined in queuing
- b. Clean and dispose of rubbish in its place
- c. Be punctual in any activity at school
- d. Open and close the classroom door politely
- e. Say and answer greetings
- f. Pray for and visit sick friends
- g. Appreciate differences with friends
- h. Don't cheat on tests
- i. Flush the toilet until it is completely clean
- j. Be honest in any case

### **Era Society 5.0**

The era of society 5.0 is an era in which a human-centered and technology-based concept of society or what is known as the era of artificial intelligence will transform big data collected via the internet in all aspects of human life (the Internet of Things) into a new wisdom to provide opportunities or opportunities for humanity that are more meaningful towards a balance between achieving

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economic progress and resolving all social problems of humanity (Muhammad Idris, 2022). Society 5.0 can be interpreted as a concept of society that is human-centered and technology-based (Yakob Napu, 2021).

Society 5.0 era. is a concept that means that technology and humans will coexist in the context of continuously improving the quality of human life. In this case, technology is expected to be able to simplify human affairs. The Society 5.0 era is an era where humans can live side by side with technological developments. It is hoped that the use of technology can ease the burden on human life. Society 5.0 is a concept where human life is made easier by technology, and technology is part of humans themselves.

### CONCLUSIONS

The era of society 5.0 presents its own challenges for the world of education. Every educational institution must innovate to present educational programs that are in line with the times. Education is needed by every individual in order to have the necessary life skills according to current developments. The implementation of affective education in schools/madrasahs is very important to shape the positive character of students. Affective education focuses on developing students' emotional, social and moral aspects. The goal is to form individuals who are more emotionally balanced, have good interpersonal skills, and have a high moral awareness. Affective education pays attention to how teachers can help students develop skills such as empathy, conflict resolution, problem solving, and managing emotions positively. Methods frequently used in affective education include collaborative learning, project-based teaching, role-playing, and self-reflection. The era of society 5.0 is a digital era that requires every individual to be digitally competent, understand technology, and be able to utilize advanced technology to carry out life tasks. The use of technology can be applied in learning at schools/madrasahs, one of which is utilizing various platforms and social media accounts to make affective education programs at schools/madrasahs a success.

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